

SNDT Women's University
(www.sndt.ac.in)

**Syllabus for
UNDERGRADUATE Programme in Home Science
(BOS in Human Ecology and
Consumer Services)
Degree of Bachelor of Science
Home Science (Human Ecology and Consumer Services)
(Faculty of Science & Technology)**

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

**UNDERGRADUATE Programme in Home Science
(BOS in Human Ecology and Consumer Services)**

Nomenclatures across Levels:

Level	Semester	Name of the Level	Credits	Nomenclature
4.5	1	Certificate	22	UG Certificate in Home Science (Human Ecology and Consumer Services)
	2		22	
5.0	3	Diploma	22	UG Diploma in Home Science (Human Ecology and Consumer Services)
	4		22	
5.5	5	Degree	22	BSc in Home Science (Human Ecology and Consumer Services)
	6		22	
6.0	7	Honors	22	BSc Honors in Home Science (Human Ecology and Consumer Services)
	8		22	

Programme Template: Home Science (Human Ecology and Consumer Services)

Programme Degree	B.Sc.
Specialization Major	Home Science (Human Ecology and Consumer Services)
Faculty	Science & Technology
Parenthesis if any minor (Specialization) e.g. History, Human Development, English, etc.	Human Ecology and Consumer Services

<p>Preamble (Brief Introduction to the programme)</p>		<p>Home-Science is an applied science. It is interdisciplinary in nature as it derives its contents from pure sciences; Social sciences and Humanities to form a discipline. It focuses on better quality of life for individual, family and society through enhancement of resources and productivity. The recent announcement of “Self Reliant India” gives new opportunities through education to create trade, investment and employment through innovation and incubation. The 6 major areas of this specialization are: Extension & Communication, Foods & Nutrition, Human Development, Resource management, Textiles & Clothing and Human Ecology & Consumer Services. There is scope for career opportunities and higher studies and research in each of the areas. A variety of teaching methods are used with emphasis on practical training.</p>
<p>Programme Specific Outcomes (PSOs) <i>Action Verbs demonstrating (Major) discipline-related knowledge acquisition, mastery over cognitive and professional, vocational skills are to be used e.g. demonstrate sound understanding of, analyse, compare, create, design, etc... (minimum 5)</i></p>		<p>After completing this program , learner will-</p>
	<p>1.</p>	<p>Acquire knowledge about human ecology and consumer services in the context of five core subjects: Food Science and Nutrition, Human Development, Textile Science, Family Resource Management and Extension Education.</p>
	<p>2.</p>	<p>Apply facts and principles to strengthen the chosen profession in sectors like retail, hospitality, health care, child care, care of elderly, food industry, Non-Governmental Organizations (NGOs), infrastructure, banks, educational institutions: Balwadi, teacher training centers, schools, colleges and Universities, training and more.</p>
	<p>3.</p>	<p>Use aesthetics to design the product be it a garment, a dish, a prop, an article, office space, home, and many more.</p>

	<p>4.</p> <p>5.</p> <p>6.</p>	<p>Participate with government for setting guide-lines and evaluation criteria for running crèche, Anganwadi, Balwadi, Pre-primary schools, training centers for Extension workers, teachers and more such centers where graduates of this discipline are trained.</p> <hr/> <p>Develop basic efficiencies and entrepreneurial skills for extensive career opportunities.</p> <hr/> <p>Empower women citizens with ethics critical thinking, efficient communication skills and social interactions to become agent for sustainable life.</p>
<p>Eligibility Criteria for Programme</p>		<p>10+2 with Arts, Science, Commerce , M.C.V.C. and equivalent board</p>

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B.Sc. in Home Science (Human Ecology and Consumer Services)
Syllabus Structure

No.	Courses	Type of Course	Credits	Marks
Semester I				
1.1	Life span Development (Theory)	Major (Core)	2	50
1.2	Fundamentals of Food Science and Nutrition (Theory)	Major (Core)	2	50
1.3	Home Resource Management	Major (Core)	2	50
1.4	Applied Science (2+2)	OEC	4	100
1.5	From Other majors of Home Science at College level (Chetana /Fundamentals of Child Development)	VSC	2	50
1.6	English – I	SEC	2	50
1.7	Effective Spoken Communication	AEC	2	50
1.8	Indian traditional Costume (Theory)	IKS	2	50
1.9	EVS	VEC	2	50
1.10	NSS/NCC/Cultural/ Sports and fitness /Health and Wellness/Yoga Education and Fine/Applied/Visual/Performing Arts	CC	2	50
			22	550
Semester II				
2.1	Extension and Communication (Theory)	Major (Core)	2	50
2.2	Fundamentals of Food Science and Nutrition (Practical)	Major (Core)	2	50
2.3	Fundamentals of Textiles (Practical)	Major (Core)	2	50

2.4	Minor subject to be selected from basket provided by University or offered by other majors	Minor Stream	2	50
2.5	Human Physiology	OEC	4	100
2.6	From Other majors of Home Science at College level- design and Aesthetic	VSC	2	50
2.7	English – II	SEC	2	50
2.8	Effective Written Communication	AEC	2	50
2.9	Indian Child Rearing Practices (Theory)	IKS	2	50
2.10	NSS/NCC/Cultural/ Sports and fitness /Health and Wellness/Yoga Education and Fine/Applied/Visual/Performing Arts	CC	2	50
			22	550
		TOTAL	44	1100
UG CERTIFICATE (with extra 10 credits)			54	1350

10 Credits through-Practical: One Batch of 15 Student

SN	Courses	Type of Course	Credits	Marks
Semester III				
3.1	Foundations of Early Childhood Education	Major (Core)	2	50
3.2	Consumer Studies	Major (Core)	2	50
3.3	Nutrition for Life Span- I Pr	Major (Core)	2	50
3.4	Media Skill Development Pr	Major (Core)	2	50
3.5	Minor subject to be selected from basket provided by University or offered by other majors	Minor Stream	4	100
3.6	Introduction to Biochemistry/ Gender and development	OEC	2	50
3.7	Fabric Ornamentation & Accessories Design	VSC	2	50
3.8	Soft Skill – I	AEC	2	50
3.9	Field projects related to Home Science	FP	2	50
3.9	NSS/NCC/Cultural/ Sports and fitness /Health and Wellness/Yoga Education and Fine/Applied/Visual/Performing Arts	CC	2	50
			22	550
Semester IV				
4.1	Community Organization & Leadership (Theory)	Major (Core)	2	50
4.2	Family Dynamics (Theory)	Major (Core)	2	50
4.3	Traditional Embroideries of India (Practical)	Major (Core)	2	50

4.4	Nutrition for Life Span- II Pr	Major (Core)	2	50
4.5	Minor subject to be selected from basket provided by University or offered by other majors	Minor Stream	4	100
4.6	Marketing	OEC	2	50
4.7	Food Preservation and Processing (Practical)	VSC	2	50
4.8	Soft Skills – II	AEC	2	50
4.9	NSS/NCC/Cultural/ Sports and fitness /Health and Wellness/Yoga Education and Fine/Applied/Visual/Performing Arts	CC	2	50
4.10	Services for the Community –I (Theory)	CE	2	50
			22	550
		TOTAL	44	1100
UG Diploma (with extra 10 credits)			98	2450

10 Credits through-

SN	Courses	Type of Course	Credits	Marks
Semester V				
5.1	Preschool Education and Administration (Theory & Practical)	Major (Core)	4	100
5.2	Dyeing and Printing (Theory & Practical)	Major (Core)	4	100
5.3	Programme Planning and Management	Major (Core)	2	50
5.4	Front office Operation and Accommodation /Garment Constructions and Fashion Illustration/Children and Youth in Current Context / Training for Development / Basics of Dietetics	Major (Elective)	4	100
5.5	Minor subject to be selected from basket provided by University or offered by other majors	Minor Stream	6	100
5.6	Food Product Development (Practical)	VSC	2	50
5.7	Services for the Community –II (Practical)	CE	2	50
			22	550
Semester VI				
6.1	Entrepreneurship Development (Theory & Practical)	Major (Core)	4	100
6.2	Community Nutrition (Theory & Practical)	Major (Core)	4	100
6.3	Women's Studies (Theory)	Major (Core)	2	50
6.4	Management of centers for Children /Boutique Management / Institutional Food Services / Event Management / Introduction to Cyber Extension & Artificial Intelligence (Theory & Practical)	Major (Elective)	4	100
6.5	Minor subject to be selected from basket provided by University or offered by other majors	Minor Stream	4	100

6.6	Internship	OJT	4	100
			22	550
		TOTAL	44	1100
<i>B.Sc. in Home Science (Human Ecology and Consumer Services)</i>			132	3300

Minor :

Fundamentals of Food Science and Nutrition (Theory)

Life Span Development (Theory)

Home Resource Management (Theory)

Extension and Communication (Theory),

Fundamentals of Food Science and Nutrition (Practical),

Textile Science and Apparel design (Theory & Practical)

Consumer Studies (Theory)

Media Skill Development (Practical)

Community Organization & Leadership (Theory)

Family Dynamics (Practical)

1.1 Major(Core)

CourseTitle	Life Span Development
CourseCredits	2 (Th)
Theory – Internal-External	25 + 25
CourseOutcomes	<p>Aftergoingthroughthecourse, learnerswillbeable to</p> <ol style="list-style-type: none"> 1. Become acquainted with the developmental stages from birth to old age. 2. Develop awareness of important aspects of development during the whole life span. 3. Understand the problems and hazards faced by an individual throughout the lifespan development 4. Develop understanding of major stages and nature of growth and development
Module1(Credit1)	Introduction to Life Span Development ,Infancy and childhood
LearningOutcomes	<p>Afterlearningthemodule, learnerswillbeableto</p> <ol style="list-style-type: none"> 1. Develop understanding of meaning of life span development. 2. Acquire knowledge about advancements in the stage of prenatal and infancy stage 3. Understand potential hazard during prenatal stage of development 4. Acquaint with the developmental changes and challenges during early and middle childhood. 5. Develop understanding about significance of pre-school age in the process of development
ContentOutline	<ul style="list-style-type: none"> • Introduction to life span development. • Conception and development during prenatal stages and hazards of development in brief • Introduction to stage 0-2 years • Neonatal stage: Physical appearance, Reflexes, Perceptual skills, Infancy: Physical, motor and social development during infancy • Developmental tasks of each stage <p>Stage of Childhood- Early & Late childhood</p> <ul style="list-style-type: none"> • Characteristics of each stage

	<ul style="list-style-type: none"> • Physical, motor and social development • Cognitive and Language development
Module2(Credit1)	Adolescence and adulthood
LearningOutcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Gain deeper knowledge of various domains of development during adolescence stage and major concerns and challenges 2. Develop understanding about career planning and sex education during adolescence as concerns of stages 3. Develop awareness about characteristics of early, middle and late adulthood. 4. Analyze problems and issues in middle and late adulthood.
ContentOutline	<ul style="list-style-type: none"> • Definition and characteristics of Adolescents. • Physical, Social, Emotional and Cognitive development during adolescence stage. • Major challenges faced during stage • Definition of young, middle and late adulthood and development tasks of each stage. • Physical, Social and Emotional development during three stages of adulthood: Three stages at glance (Young , Middle and late Adulthood) • Major developmental concerns during adulthood

Assignments/Activities towards Comprehensive Continuous

Evaluation(CCE)

1. Conduct workshops on childbirth and challenges.
 2. Visit to a pre-school/old age home/Hospital & group presentation in class. Submission of reports
 3. Guest lecture on crucial aspects of human development/ sex education.
Report to be submitted
1. Visit and writing a report on old age home.
 2. Written submission on issues in middle and late adulthood.

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Williams, S. (1984): Middle childhood, behavior & development, MacMillan publishing company, New York.

1.2 Fundamentals of Food Science and Nutrition

Objectives: (Theory)

The course will enable the students to:

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

Code No.	Course	T C	Pr C	Th C	Int M	Ext M	Total
1.2	Fundamentals of Food Science and Nutrition	2	-	2	25	50	50

Module No.	Objectives	Content	Assessment
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Define nutritional aspects of foods and their functions. 2. Understand the importance and role of macronutrients in health 3. Identify food sources 4. Understand the principles of food science and discuss the relation between Food Science and Nutrition 	<p>Introduction to Nutrition</p> <p>1: Terms used in Nutrition and Health. Definitions - Health, Nutrition, Nutrients, Foods, R.D.A., Estimated Average Requirements (EAR), Balanced diet, Malnutrition, Under nutrition, Over nutrition, Optimum nutrition, Functional foods, Nutraceuticals</p> <p>2: Food Groups and Food guide/ My plate/Food pyramid, relationship between food and nutrition, functions of food, factors affecting food consumption and food acceptance.</p> <p>Macronutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates 2. Proteins 3. Fats 4. Water <p>- Classification, functions, sources, requirements, deficiencies, Excess</p>	<p>Quiz / assignments</p> <p>15 Marks</p>

		- Digestion, Absorption, Transport - Food Science principles	
Module No.	Objectives	Content	Assessment
2	This will enable students to: 1. Define the role of Vitamins and minerals in health 2. Identify the color pigments in foods 3. Differentiate the change in color pigments	Micronutrients: Classification of Vitamins: A, D, E, K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Folic acid Minerals: Calcium, Phosphorus , Iron and Iodine - Functions, deficiencies Excess, sources, requirements - Digestion, Absorption, transport - Introduction to acid – base balance (in brief) - Conservation of nutrients - Color Pigments	Quiz / Assignments 10 Marks

EVALUATION: Examiantion

Credit	Total
TH	TH
2	50

References:

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5. Introduction to Human Nutrition-Hester H Vorster
<http://www.pdfdrive.com/introduction-to-human-nutrition-e8482943.html>
6. Principles of Human Nutrition (eBook, PDF)
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Thomson Wadsworth

1.3 HOME RESOURCE MANAGEMENT

OBJECTIVES

The course enables students to-

1. Know concepts, principles and functions of management.
2. Learn the management in family living both at Macro and Micro levels.
3. Recognize the importance of wise use of resources and applying the management process in order to achieve family goals

No.	Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
1	1.3 Home Resource Management	2	2	-	2.5	50	-	-	50

Content:

Sr No	Topic and Details	No. of Lectures assigned	% Weight age
1	INTRODUCTON TO COMPONENETS OF MANAGEMENT Unit 1 : Definition, purpose, nature and significance of management Unit 2: Introduction to basic concepts of management Unit 3: Management and change Unit 4: Misconception of management (brief outline) Unit 5 Obstacles to the improvement of management Unit 6: Motivation in Management (Introduction to Values, Goals and standards)	9	10

2	<p>MANAGEMENT PROCESS</p> <p>Unit1: Meaning and elements of the process</p> <p>Unit 2; Planning – importance, types</p> <p>Unit 3: Controlling the plan and action</p> <p> a. Phases – energizing, checking, adjusting</p> <p> b. Factors in success of controlling</p> <p>Unit 4 : Supervision</p> <p>Unit 5 : Evaluation – types, techniques, importance</p>	9	15
3	<p>DECISION MAKING IN MANAGEMENT</p> <p>Unit 1:Role of decision making in management</p> <p>Unit 2 :Types of decisions</p> <p>Unit 3:Process of decision making</p> <p>Unit 4:Methods of resolving conflicts</p>	9	15
4	<p>RESOURCES AND THEIR MANAGEMENT IN THE FAMILY</p> <p>Unit 1: Introduction and classification of resources</p> <p>Unit 2: Family characteristics influencing management - life style, family type, size and stages of family life cycle.</p>	4	5
5	<p>MANAGEMENT OF TIME AS A RESOURCE</p> <p>Unit 1: Characteristics and nature of time as a resource</p> <p>Unit 2: Time management process</p> <p>Unit 3 :Time plans</p>	4	10
6	<p>MANAGEMENT OF ENERGY AS A RESOURCE</p> <p>Unit 1 :Characteristics of energy</p> <p>Unit 2: Fatigue – classification: physiological and psychological (boredom and frustration), causes and remedies</p> <p>Unit 3: Energy management</p> <p>Unit 4: Work simplification – definition, principles of body mechanics</p>	5	10
7	<p>MANAGEMENT OF MONEY AS A RESOURCE</p> <p>Unit 1 : Definition and Types of income and their sources:</p> <p> a. Money income</p> <p> b. Real income</p> <ul style="list-style-type: none"> • Direct income to include household production, free goods and services, owned durable goods and social income • Indirect income to include money income such as wages, salaries, interest, profit and rent and fringe benefits. <p> c. Psychic income</p>	5	10

	Unit 2 : Income management, Meaning and importance		
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- | NO. | Name |
|------------|---|
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| 2 | Nickel P. and Dorsey J.M. - Management in Family Living 4th edition Wiley and Eastern, New Delhi, 1991. |
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1.4 Applied Science

OBJECTIVES:

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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
1.4	Applied Science	4	2	2	50	50	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 & industries.</p> <p>3) Understand the use and importance of chemistry in day to day life.</p>	<p>Applied Chemistry</p> <p>1) Review of Basic Chemistry</p> <ul style="list-style-type: none"> • Important definitions • Difference between Organic & Inorganic compounds • Functional groups • Bohr's model of atom • Atomic number & electronic configuration <p>2) Soaps & Detergents</p> <ul style="list-style-type: none"> • Saponification reaction • Cold and hot process of soap making • Difference between soaps and detergents • Cleansing action <p>3) Drugs and Pharmaceuticals</p> <ul style="list-style-type: none"> • Properties of good drug • Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs • Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide <p>4) Dyes</p> <ul style="list-style-type: none"> • Definition, important terms like chromophore, Auxochrome, chromogen • Classification based on application • e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. & their hazards <p>5) Polymers</p> <ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization • Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride 	<p>Assignment / Quiz</p> <p>(1) Multiple Choice Questions (MCQs)</p> <p>2) Objective</p> <p>3) Descriptive</p> <p>= 10 marks</p>
Module No.	Objective	Content	Evaluation

2	<p>This will enable the students to -</p> <p>1) Acquire the basic knowledge of the fundamentals of biological sciences.</p> <p>2) Apply the knowledge of the biological processes to everyday life.</p>	<p>Cell</p> <ul style="list-style-type: none"> • As the basic unit of life • Types of cells • Salient features of animal cell <p>Introduction to Micro-organism</p> <ul style="list-style-type: none"> • Bacteria-Structure, Classification based on response to O₂, nutrition, Importance of bacteria • Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects • Virus- Morphology, Classification based on nucleic acid content and hosts <p>Genetics and Heredity</p> <ul style="list-style-type: none"> • Origin of the term gene • Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance • Mutation and its type, abnormalities in chromosome number <p>Genetic Engineering and Biotechnology</p> <ul style="list-style-type: none"> • Definition of the terms • Methodology of gene cloning-in brief <ol style="list-style-type: none"> 1. Application of genetic engineering in plants- insects & virus resistant plants, plants with improved characters. 2. Application in human medicine- pharmaceuticals, thallemia ontogenesis, interferon, production of growth hormone, human insulin ELISA. 	<p>Assignment / Quiz</p> <p>1 Multiple Choice Questions (MCQs)</p> <p>2 Objective</p> <p>3 Descriptive</p> <p>15 marks</p>
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EVALUATION :

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

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- George A. (1984): Shreeve's Chemical Process Industries
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(Practical)

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

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

1.5 VOCATIONAL SKILL COURSE (VSC)

CourseTitle	Fundamentals of Child Development (Pr)
CourseCredits	2 credits
Theory – Internal-External	50
CourseOutcomes	<p>Aftergoingthroughthecourse, learnerswillbeable to</p> <ol style="list-style-type: none"> 5. Become acquainted with the developmental stages from birth to 12 years 6. Develop an understanding of different aspects of child's physical, motor social and emotional development 7. Understand developmental tasks of different age groups. 8. Awareness of the developmental tasks for children from birth to 8 years
Module1(Credit1)	Development during Infancy and Toddlerhood
LearningOutcomes	<p>Afterlearningthemodule, learnerswillbeableto</p> <ol style="list-style-type: none"> 6. Develop an understanding about developmental stages in the first two stages 7. Acquire knowledge about various domains of development. 8. Develop observation skills and reporting abilities
	<ul style="list-style-type: none"> • Introduction to Child Development. • Introduction to periods/stages of development, developmental domains • Physical, Motor and Social, Emotional development during Infancy & Toddlerhood • Cognitive and Language development during Infancy & toddlerhood • Observe and document the development of children in various domains. • Describe physical, motor and perceptual development during Infancy and Toddlerhood. • Study of children's development across domains (physical-motor, cognitive, language and socioemotional) using observations, performance of children on specific tasks /activities/behaviour

Module2(Credit1)	Early and Late Childhood
LearningOutcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. Know the developmental changes during early and middle childhood. 2. Develop understanding about significance of play in the process of development.
ContentOutline	<p style="text-align: center;">Stage of Childhood- Early & Late childhood</p> <ol style="list-style-type: none"> 1. Physical, motor and social development during preschool years 2. Cognitive and Language development 3. Study children using various methods to understand development in different domains 4. Observation of Play Patterns in young children

Assignments- a) Prepare a booklet on Children's development from Infancy to Late childhood years

b) Observation Records

c) Visits to Day care Centers/ Preschools

d) Interviews with mothers of young children to trace developmental

milestones

References

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1.6 English - I

OBJECTIVES:

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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
1.6	English I (Higher Level)	2	2	--	25	25	50

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able -</p> <ul style="list-style-type: none"> • To understand the structure of different types of letter patterns • To write social and business letters effectively 	<p>Written communication skills</p> <ol style="list-style-type: none"> 1. Types of layout 2. Social correspondence: Request/apology/ thank you 3. Letters of enquiry/ complaints (both personal and social) 4. Letters to the editor / Appeals (social/ civic issues) <p>Assignment:</p> <ol style="list-style-type: none"> 1 Writing a letter to the editor on a relevant social issue 2. Invitation letter (formal) 3. Thank you letter (formal) 4. Consumer complaint letter 5. Request letter (formal) 	<p>(5 marks per letter)</p> <p>25 marks</p>

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

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

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

EVALUATION :

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

Semester I
English I (Lower Level)

OBJECTIVES:

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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
1.6	English I (Lower Level)	2	2	-	25	25	50

Module No.	Objective	Content	Evaluation
1	The learners will be able to : <ul style="list-style-type: none"> • employ techniques of skimming and scanning while reading a passage • identify key points while summarizing • make notes effectively so as to improve study skills 	<ol style="list-style-type: none"> 1. Skimming and Scanning 2. Note taking 3. Note Making 4. Summary Assignments: <ol style="list-style-type: none"> 1. Passages for note taking 2. Exercises on note making 3. Passage for summarization 4. Passage for skimming and scanning 	<ol style="list-style-type: none"> 1. 5 marks 2. 10 marks 3. 5 marks 4. 5 marks

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

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

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

EVALUATION :

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

Prescribed Texts: (Lower Level)

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

(Higher Level English)

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1. Asoka Rani, T. (1989). *English for career development: A course in functional English*. Hyderabad: Orient Longman Ltd.
2. Baker, Joanna (2003). *Essential speaking skills. A handbook for English language teachers*. Westrup, Heaths: London Continuum.
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9. Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.
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1.7 Effective Spoken Communication

OBJECTIVES:

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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
1.7	Effective Spoken Communication	2	2	-	25	25	50

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • understand the different techniques of presentations • understand the concept of sequencing of presentations • be equipped with the required vocabulary and correct use of grammar • be competent enough to give an effective presentation 	<p>Presentation Skills :</p> <ol style="list-style-type: none"> 1. Dialogue 2. Story telling 3. Interviews 4. Speech on any subject 5. Self Introduction 6. Others Introduction 7. Describe Charts <p>Assignments:</p> <ol style="list-style-type: none"> 1. Structure of a presentation – (descriptive question) 2. Small group presentation on a given topic 	<p>Assign.1 :Written script -15 marks + orals -10 marks Assign.2 Group presentation - 10 = 30 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> • familiarize themselves with basic norms of business correspondence • produce effective resumes in accordance with various contexts 	<ol style="list-style-type: none"> 1. Structure of a presentation 2. Sequencing 3. Commonly used verbs 4. Use of signaling, signposting and listing techniques 	<p>Assign.1: 2 x 10 = 20 marks Assign.2 20 marks</p>

1.8 Indian Traditional Costume

Subject	TC	Th C	Pr C	Int M	Ext M	Total
1.8 Indian Traditional Costume	02	02	--	--	50	50

Objectives :

1. To enable students to gain knowledge of traditional costume.
2. To understand various traditional costumes of various states of India
3. To enhance student's knowledge about ornaments and accessories of varied states of India.

Module No.	Objective	Content	Evaluation
01.	The learner will learn beginning of clothing, ornaments and methods of skin decoration	<ul style="list-style-type: none"> • History of Clothing • Functions of Clothing • Tattooing, painting and other methods of skin decoration. • Types of ornaments used in the beginning. 	Individual Assignment – 10 Marks
02.	The learner will get acquainted with traditional costume with every aspect like fabric, motif, accessories etc.	Study of traditional costumes of Indian states in relation to fabrics, motifs and related accessories of North India (Jammu and Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh) Southern India (Andhra Pradesh, Tamilnadu, Karnataka, Kerala)	Individual Assignment – 15 Marks
03.	The learner will get acquainted with traditional costume with every aspect like fabric, motif, accessories etc.	Study of traditional costumes of Indian states in relation to fabrics, motifs and related accessories of Western India (Gujarat, Rajasthan) Eastern India (Manipur, Nagaland, Meghalaya, Sikkim and West Bengal) Central India (Maharashtra, Madhya Pradesh)	Individual Assignment – 15 Marks
04.	The learner will aware about jewelry style of various states	Indian Jewelry Jewelries used in the period of Indus Valley Civilization, Mauryan Period, Symbolic jewelry of South India , Temple Jewelry and Tribal jewelry	Individual Assignment – 15 Marks

References:

Sr. No.	Title of the Book	Author
01.	Indian Costume	Biswas
02.	Costume, Textiles and Jewellery of India	Bhandari Vandana
03.	Traditional Costumes of India	Bajwa Ramanjit Kaur

04.	History of Fashion	Anderson Black
05.	Costumes and Textiles of Awadh	Swarup S.
06.	Indian Jewellery	Nigam L.M.
07.	Indian Costume	Ghosrye G.H.
08.	The Costumes and Textiles of India	JamilaBrijBhushan

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1.9 Environment Studies

OBJECTIVES:

1. To make students aware about the importance, current situation of natural resources and the need to conserve them.
2. To give information about concept, types of various ecosystems.
3. To make aware about biodiversity, and need of conservation.

4. To create awareness about social issues and the solutions to solve them.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
1.9	Environment Studies	2	2	0	25	25	50

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

		Ecosystems Concept of ecosystem Structure and function of ecosystem Producers, consumers and decomposers Energy flow in the ecosystem	
2	1. Develop the concept of ecology and its components 2. Study the impact of human activities and ecology and need to conserve the resources	Biodiversity and its Conservation <ul style="list-style-type: none"> • Introduction-Definition: Genetic, Species and Ecosystem Diversity • Bio-geographical classification of India • Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values • India as a mega-diversity nation • Hot-spots of biodiversity • Threats to biodiversity: habitat, loss, poaching of wild life, man wildlife conflicts • Endangered and endemic species of India • Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity. 	Display/ Assignment 5 marks
Module No.	Objective	Content	Evaluation
3	1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the students aware of social problems.	Environmental Pollution: <ul style="list-style-type: none"> • Definition, causes, effects and control measures of - Air, water, soil, marine, noise and thermal pollutions; Nuclear hazards • Solid Waste Management: causes, effects and control measures of urban and industrial waste • Role of individual in prevention of pollution • Pollution case studies • Disaster Management: Floods, earthquake, cyclone and landslides Social Issues and the Environment: <ul style="list-style-type: none"> • From unsustainable to sustainable development • Urban problems related to energy • Water conservation, rain water harvesting, water shed management • Resettlement and rehabilitation of people, its problem and concerns. case studies • Environmental ethics: Issues and possible solutions • Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case studies • Waste land reclamation 	Assignment on local problems 5 marks

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

EVALUATION:

- 1) On Four Modules, 1 or 2 assignments = 25 marks
- 2) External - 25 marks
- 3) Total : Internal - 25 + External - 25 = 50 marks

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- 1) Agarwal, K.C. (2001) Environmental Biology, Nidi Publication Ltd. Bikaner.
- 2) Bharucha Erach, The Biodiversity of India, Mapin Publising Pvt. Ltd., Ahamadabad-380013, India, Email: mapin@icenet.net(R)
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- 4) Clark R. S. Marine Pollution, Clanderson Press Oxford (TP)

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Semester II

2.1 Extension and Communication

Objectives:

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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
2.1	Extension and Communication	2	2	--	25	25	50

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

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

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

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

EVALUATION:

- 1) Continuous Evaluation = 25 Marks per Module Divide into Internal & External Marks
- 2) Internal: = 25 marks
- 3) External: 25 marks
- 4) Total: Internal - 25 + External – 25 = 50 marks

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2. Dahama, O.P., O. P. Bhatnagar (1995) *Education and Communication for Extension, Communication and Management*, Naya Prakash, Calcutta Development, Oxford and IBH Publication, New Delhi.
3. Ray, G. L. (1991): *Extension Communication and Management*.

2.2 Fundamentals of Food Science and Nutrition

Objectives: (Practical)

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

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

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

EVALUATION:

Credit	Internal (Planning and Cooking)	External (Quiz)	Total
PR	PR	PR	PR
2	25	25	50

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1. Food Science 1st Edition (2012) Sheth Publications. Maharashtra State Board of Secondary and Higher Secondary education Pune,
2. Roday S. (2012) *Food Science and Nutrition* (2nd Ed.) Oxford University Press.
3. Srilakshmi, B: (2010) Food Science, 5th Edition, New Age International Pvt Ltd Publishers
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7. Mudambi, S.R. and Rajgopal, M.V. (2020), *Fundamentals of Foods, Nutrition and Diet Therapy*, New Age International Pvt. Ltd.

2.3

Subject	TC	Th C	Pr C	Int M	Ext M	Total
Fundamentals of Textiles	02	--	02	50-	---	50

Objectives :

1. To aware students about use and care of sewing machine.
2. To learn drafting , placement and cutting of basic garment.
3. To get aware about the different fabrics available in market.
4. To acquire knowledge of stitching basic garments.

Module No.	Objective	Content	Evaluation
01.	The learner will learn use and care of sewing machine, taking proper body measurements	<ul style="list-style-type: none"> • Introduction to Sewing Machine. • Basic terms used in clothing • Body measurements for different garments 	Individual Assignment – 10 Marks
02.	Students will gain knowledge about selection of clothing They will learn about preparing fabric for cutting	<ul style="list-style-type: none"> • Selection of fabric for clothing Definition, functions and uses of fabrics for apparel • For personal clothing: Poplin, Cambric, organdy, denim, georgette, Chiffon, crape, brasso, netted fabric etc. • Preparation of fabric for cutting 	Individual Assignment – 10 Marks
03.	Learner will acquainted with basic details of garment	<ul style="list-style-type: none"> • Making samples of seams, necklines, placket and fasteners 	Individual Assignment – 15 Marks
04.	Learner will acquire skill in stitching	<ul style="list-style-type: none"> • Stitching of following garments 1. A line frock 2. Any type of skirt (Plain, with yoke, pleated) 3. Basic Top with basic sleeves 	Individual Assignment – 15 Marks

References:

Sr. No.	Title of the Book	Author
01.	Fundamentals of Textiles	VarshaGhatpande VinataKulkarni
02.	Creative clothing construction	Bane A:
03.	Zarapkar System of Cutting	Zarapkar K.R.
04.	Tailoring Book	Charles Austin Bates

05.	Complete Book of Sewing	Constauce Talbot
06.	The Complete Book of Sewing: A practical step by step guide to sewing techniques	Bown, Deni

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2.5 Human Physiology

OBJECTIVES:

1. The students will understand the basic structure and functions of the human body

2. Student will be acquainted with common diseases/disorders of each system

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9202	Human Physiology	4	2	2	50	50	100

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

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

Module No.	Objective	Content	Evaluation
3	This will enable students to: 1. know more about the endocrine system 2. Have knowledge of reproductive system and importance of reproductive health	<p><u>ENDOCRINE SYSTEM</u></p> <ul style="list-style-type: none"> • Listing of endocrine glands and their location • Functions of pituitary, thyroid, parathyroid and adrenal. <p><u>REPRODUCTIVE SYSTEM</u></p> <p><u>FEMALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Menstrual cycle • Fertilization • Breast- Structure, function, importance of breast hygiene and breast feeding • Physiological changes in pregnancy • Importance of ante-natal care. <p><u>MALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Sex education • Contraception and infertility • Sexually transmitted diseases-syphilis, gonorrhoea, AIDS 	<ul style="list-style-type: none"> • Multiple choice questions. • Short notes. • Display. • Quiz. • PPT presentation <p>5 marks</p>

EVALUATION:

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

REFERENCES:

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

Module No.	Objective	Content	Evaluation
(Practical) 4	This will enable students to: 1. Introduce the students to human skeleton and enable them to identify various bones in the body 2. perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure 3. Utilize the knowledge learnt to administer first aid for common emergency situations. 4. Acquaint the students with the basic principles of home nursing.	1.Study of human skeleton and identification of bones. 2.Estimation of hemoglobin 3.Estimation of blood groups, 4.Demonstration of peripheral blood smears. Importance of complete blood count. 5.Measurement of pulse rate and blood pressure. 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. 7.FIRST AID -Definition, aims, qualities of first aider, contents of first aid box. -Different types of bandages and bandaging techniques. WOUNDS -Classification, dressing and management of hemorrhage- basic principles and discussion about bleeding from various parts of body. FRACTURE -Types, symptoms, management. Sprain and dislocation First Aid for- foreign bodies in eye, ear, nose, skin. First Aid for - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack.	10 marks

		<p><i>First Aid for</i> - common poisoning, dog bite, snake bite, bee-sting and scorpion bite.</p> <p><i>BASIC PRINCIPLES OF HOME NURSING-</i></p> <p>Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema.</p> <p>8) Cardio pulmonary resuscitation</p>	
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External: Practical exam - 50 marks + Theory - 50 marks = 50 marks

REFERENCES:

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

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2.6 Design & Aesthetics

OBJECTIVES:

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

	Code No.	Course	TC	Th C	Total Marks
		Design & Aesthetics	2	2	50

Module No.	Objective	Content	Evaluation
1	<p>Enable the students to understand the various elements of art for creating designs.</p> <p>Develop a understanding in color perception and various textures</p> <p>Enhance the ability of students to visualize space and lighting</p>	<p style="text-align: center;"><u>ELEMENTS OF DESIGN</u></p> <p>1.1. BASIC ELEMENTS Introduction, types, importance, application and psychological effects of each element. a. Point b. Line c. Shape d. Form e. Texture f. Light g. Space</p> <p>1.2. INTRODUCTION TO COLOUR a. Color wheel (Primary, Secondary and Intermediate colors) b. Introduction to Various Color Schemes (Color Harmonies) c. Dimensions of color d. Classification of colors (warm & Cool color and Advancing and Receding Colors)</p> <p>1.3. PRINCIPLES OF DESIGN Introduction, types and application a. Harmony b. Balance c. Rhythm d. Scale and Proportion e. Emphasis</p>	<p>Get pictures of all the basic elements from nature as well as manmade objects</p> <p>10 Marks</p> <p>10 Marks</p> <p>One journal assignment comprising of all the principles 10 Marks</p>

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

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

2.7 English II (Higher Level)

OBJECTIVES:

The student should be able to -

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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201	English II (Higher Level)	2	2	-	25	25	50

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • understand the different techniques of presentations • understand the concept of sequencing of presentations • be equipped with the required vocabulary and correct use of grammar • be competent enough to give an effective presentation 	<p>Presentation Skills :</p> <ol style="list-style-type: none"> 8. Structure of a presentation 9. Sequencing 10. Commonly used verbs 11. Use of signaling, signposting and listing techniques 12. Use of visual and electronic aids (OHP/PPT etc.) <p>Assignments:</p> <ol style="list-style-type: none"> 3. Structure of a presentation – (descriptive question) 4. Small group presentation on a given topic 	<p>Assign.1 :Written script - 5 marks + orals -10 marks Assign.2 Group presentation - 10 = 20 marks</p>

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

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

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

EVALUATION :

- 1) Internal(Continuous Evaluation based on Modules 1 & 4) = 25 marks
- 2) External = 25 marks
- 3) Total : Internal = 25 + External =25 = 50 marks

SEMESTER II
English II (Lower Level)

OBJECTIVES:

The student should be able to -

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

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
2.7	English II (Lower Level)	2	2	-	25	25	50

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

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

		an advertisement 2. Writing a student's resume :	marks 2. 15 marks
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Module No.	Objective	Content	Evaluation
3	<p>The learner will learn how to -</p> <ul style="list-style-type: none"> • read with emphasis on fluency, tone and voice modulation • enhance their vocabulary • express themselves creatively • be able to connect the narrative to the larger society and their lives 	<p>Reading and comprehension skills: 3rd and 4th stories from Prescribed Text 'Yuva Katha 7'</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with fluency, tone, modulation, fluency 3. Personal responses to the prescribed stories 4. Vocabulary building 5. Expressing ideas creatively <p>Assignment:</p> <ol style="list-style-type: none"> 1. Comprehension Skills 2. Reading a passage with - fluency, tone, modulation 3. Personal responses to the prescribed stories 	<p>Assign.</p> <ol style="list-style-type: none"> 1. 10 marks 2. 5 marks 3.10 marks

Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to-</p> <ul style="list-style-type: none"> • verbally describe objects, images and pictures • use appropriate words and sentence structures to seek information, give replies, instructions etc. • confidently appear for an interview 	<p>Verbal communication skills for interpersonal communication</p> <ol style="list-style-type: none"> 1. Asking for information and replying 2. Giving instructions and replying 3. Visual to verbal communication : interpreting pictures 4. Describing objects 5. Verbal skills required during an interview <p>Assignments:</p> <ol style="list-style-type: none"> 1. Visual to verbal interpretation 2. Writing instructions/asking for information 3. Describing objects 4. Mock Interview <p>References (for all module):</p>	<p>Assign.</p> <ol style="list-style-type: none"> 1. 5 marks 2. 5 marks 3. 5 marks 4.10 marks

EVALUATION :

1. Internal (Continuous Evaluation based on Modules 1 & 4) = 25 marks
2. External - 25 marks
3. Total : Internal – 25 + External – 25 = 50 marks

REFERENCE BOOKS:

Prescribed Texts: (Lower Level English)

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

(Higher Level English)

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

Prescribed Texts: (Higher Level)

REFERENCE BOOKS:

Semester II

1. Agrawal, Deepak (2011). *Group discussion: theory and technique.* Jaipur: Yking.
2. Bentley, T.J. (2004). *Report writing in business the effective communication of information.* New Delhi: Viva Books Pvt. Ltd.
3. Corfield, Rebecca (2010). *Preparing the perfect CV : How to make a great impression and get the job you want.* New Delhi: Kogan Page.
4. Forsyth, Patrick (1997). *Thirty minutes ... before a presentation.* New Delhi: Kogan Page India Pvt. Ltd.
5. Lines, June (1997). *Thirty minutes ... before your job interview.* New Delhi: Kogan Page India Pvt. Ltd.
6. Neogy, Jayant (2003). *Winning resume: how to write an impressive curriculum vitae [CV] that guarantees an interview call.* New Delhi: Unicorn books.
7. Oka, Milind M. (2001). *Guidelines for preparing student's projects reports.* Pune: Everest Publishing House.
8. Sharma, B.L. (2011). *Latest interview techniques: modern trends and practices.* Jaipur: Shree Niwas Publications.
9. Siddons, Suzy (2000). *Presentation skills* (2nd ed.). Hyderabad Universities Press (India) Ltd.
10. Singh, O.P. (2012). *Art of effective communication in group discussion and interview for competitive examinations.* New Delhi: S.Chand & Co Ltd.

2.8 Effective Written Communication

OBJECTIVES:

5. To enable the student to Speak with fluency while simultaneously comprehending passages in English
6. To equip the student with skills to participate independently in conversations and discussions conducted in English
7. To develop verbal communication skills for everyday and professional communication
8. To develop the student's creatively so that she may express her ideas descriptively and creatively.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
2.8	Effective Written Communication	2	2	-	25	25	50

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • understand the different techniques of presentations • understand the concept of sequencing of presentations • be equipped with the required vocabulary and correct use of grammar • be competent enough to give an effective presentation 	<p>Presentation Skills :</p> <ol style="list-style-type: none"> 1. Letter Writing 2. Story writing 3. Report writing 4. Writing on any subject 5. Biodata / Resume 6. Describe Charts <p>Assignments: Structure of a presentation – (descriptive question) Small group presentation on a given topic</p>	<p>Assign.1 : Written script -15 marks + orals -10 marks Assign.2 Group presentation - 10 = 30 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> • familiarize themselves with basic norms of business correspondence • produce effective resumes in accordance with various contexts 	<p>Written Communication Skills Basic Letter patterns (iii) Invitation/request/ apology / thank you (iv) Letters of enquiry/complaints/ Report writing 4. Types of reports</p>	<p>Assign.1: 2 x 10 = 20 marks Assign.2 20 marks</p>

		5. Reporting an event 6. Linking devices Assignments: Letter writing. Any 3 of the following: 1 Invitation or Request or Apology or Thank you or enquiry or Complaint	
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2.9 Indian child rearing practices (IKS)

Course Title	Indian child rearing practices
Course Credits	2(Th)
Theory – Internal-External	25 + 25
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. Know about the concept of parenting and characteristics of Indian Parenting 2. Become acquainted with the concept of traditional Indian parenting 3. Develop insights into child rearing practices, different parenting styles and its impact on children's behavior. 4. Understand the role of culture and tradition in parenting 5. Critically analyze social and cultural context of parenting
Module1(Credit1)	Child rearing practices- Indian parenting styles
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Define Indian parenting 2. Acquire knowledge about characteristics of Indian Parenting 3. Understand Child rearing practices-Indian parenting styles

Content Outline	<ol style="list-style-type: none"> 1. Definition of parenting 2. Traditional Indian parenting 3. Characteristics of Indian Parenting 4. Traditional Indian parenting practices 5. Child rearing practices- Indian parenting styles
Module2(Credit1) parenting	Social and cultural context of
LearningOutcomes	<p>Afterlearningthemodule, learnerswillbeableto</p> <ol style="list-style-type: none"> 1. Acquaint themselves with social and cultural context of parenting 2. Develop an understanding of parent- child relationship at various developmental stages 3. Gain Insights into Social Class and parenting styles 4. Understand the importance of the role of culture and tradition in parenting in India
ContentOutline	<ol style="list-style-type: none"> 1. Social and cultural context of parenting in India 2. Influence of parent child relationship at various developmental stages. 3. Family structure and parenthood 4. Social Class and parenting styles 5. Role of culture and tradition in parenting

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE)

1. Case study of a family to understand the child rearing practices
2. Assignment on different parenting styles/ models
3. Interviews with 5 parents to understand the dynamics of child rearing

References

- Bhalla, N.M. (1985). Studies in child care, (NIPCCD).
- Cacodcar J, Dubhashi A, Joglekar S. A cross-sectional study on child rearing practices in rural Goa. J Krishna Inst Med Sci Univ. 2015;4(4).
- Fine, Rarving.(1980). Handbook on parent education.
- Joseph N, Kotian S, Mahantshetti N, et al. Infant rearing practices in south India: a longitudinal study. J Fam Med Prim Care. 2013;2(1):37.
- Kakar, S. (1999).Psychoanalytical study of Indian Childhood.New Delhi Oxford Press.
- Konantambigi, R.M. (1996). Beliefs about child, childhood, and upbringing: A crucial component of the developmental niche (ERIC Document Reproduction Service No. ED 407 104).

KaurHardeep. An exploratory study to assess cultural child rearing practices among women in a selected rural community, Ludhiana, Punjab. *Int J NurEdu Res.* 2017;5(3):315–319.

Kulkarni, S. (1986). *Introduction to Educational Technology*, Oxford and I.B.H. Publishing Co.

Kulkarni, S. (1988). *Parent Education perspectives and approaches*, Oxford and I.B.H. Publishing Co.

Kumar N, Unnikrishnan B, R T, et al. Infant feeding and rearing practices adapted by mothers in Coastal South India. *Int J Collab Res Intern Med Public Health (IJCRIMPH)*. 2012;4(12):1988–1999.

Lougheed M. *Child-rearing Beliefs and Practices in Indian Culture*. [Internet]. 2019; 2019. [cited 15 March 2019]. Available from: <http://people.opposingviews.com/childrearing-beliefs-practices-indian-culture-8160.html>.

Paul Choudary. (1995). *Child welfare and development*, Atma Ram and Sons, New Delhi.

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