

Curriculum and Credit Framework
For the
Four Year Under Graduate Programme (FYUGP)
As per provisions of NEP-2020
Vinoba Bhave University Hazaribag



Subject: HOME SCIENCE

To be implemented from the Academic Year 2022-23
(From session 2022-26)



DEPARTMENT OF HOME SCIENCE
VINOBA BHAVE UNIVERSITY
HAZARIBAG - 825301

Ref. No. V.B.U./H:Sci/55/2023

Date 8.9.2023

MEMBER OF THE BOARD OF COURSES AND STUDIES (BOCS)

NAME, DESIGNATION AND AFFILIATION

PRESENT AS

1. Dr. Mridula Bharti
H.O.D, Univ. Dept. of Home Science, V.B.U,
Hazaribag
2. Dr. Asha Kumari
Assoc. Professor, Univ. Dept. of Home Science, Ranchi
University, Ranchi
3. Dr. Shipra Kumari
Head, Univ. Dept. of Home Science, Ranchi
University, Ranchi
4. Dr. Anju Srivastava
Professor & Head, Univ. Dept. of Home Science,
Patna University, Patna
5. Dr. Renu Bose
Ex Head, Univ. Dept. of Home Science, V.B.U, Hazaribag
6. Dr. Gayatri Sahu
Ex Head, Univ. Dept. of Home Science, V.B.U, Hazaribag
7. Dr. Mamta Kachchap
Univ. Dept. of Home Science, V.B.U, Hazaribag
8. Dr. Shakuntala Kumari
Head, Dept. of Home Science
K.B.W. College, Hazaribag
9. Dr. Meena Singh
Dept. of Home Science
K.B.W. College, Hazaribag

Chair Person

External Expert

External Expert

External Expert

Internal Member

Internal Member

Internal Member

Internal Member

Internal Member

Dr. Mridula Bharti
H.O.D.

Head
D.G. Dept. of Home Science
Vinoba Bhave University
HAZARIBAG

HIGHLIGHTS OF REGULATIONS OF FYUGP

Credits of courses

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instruction hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = 15 Hours of Teaching i.e., 15 Credit Hours

One credit for Practical = 30 Hours of Practical work i.e., 30 Credit Hours

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one-hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one-hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of two-hour duration.

Any semester will have at least 90 working days, i.e., about 15 weeks of teaching. Each week will have 40 working hours spread over 6 days.

Course Structure for FYUGP “Honours/Research”

Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]

Level of Courses	Semester	MJ; Discipline Specific Courses – Core or Major (80)	MN; Minor from discipline (16)	MN; Minor from vocational (16)	MDC; Multidisciplinary Courses from all the streams (9)	AEC; Ability Enhancement Courses (8)	SEC; Skill Enhancement Courses (9)	VAC; Value Added Courses (6)	IAP; Internship/ Dissertation (4)	RC; Research Courses (12)	AMJ; Advanced Courses in lieu of Research (12)	Credits
1	2	3	4	5	6	7	8	9	10	11	12	13
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20
	II	4+4		4	3	2	3					20
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)												
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20
	IV	4+4+4		4		2		2				20
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)												
300-399: Higher-level courses	V	4+4+4	4						4			20
	VI	4+4+4+4		4								20
Exit Point: Bachelor's Degree												
400-499: Advanced courses	VII	4+4+4+4	4									20
	VIII	4		4						12	4+4+4	20
Exit Point: Bachelor's Degree with Hons. /Hons. with Research												160

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.

Semester wise Course Code and Credit Points

Semester	Major, Minor subject related, Minor Vocational, Skill Enhancement, Value added, Ability enhancement & Internship Courses		
	Code	Papers	Credits
I	AEC-1	Language and Communication Skills (English or Hindi)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-2	Language and Communication Skills (English)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-3	Language and Communication Skills (MIL-2; Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-3	Language and Communication Skills (MIL-2/ English-2)	2
	VAC-2	Value Added Course-2	2

	MN-2B	Minor from Vocational Studies/Discipline-2	4
	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	4
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-10	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-11	Major paper 11 (Disciplinary/Interdisciplinary Major)	4
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	MJ-12	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-13	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-14	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-15	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-1D	Minor from Discipline-1	4
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/	Research Internship/Field Work/Dissertation OR	12/
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	160

Number of Credits by types of Courses :

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Overall Course Credit Points

Courses	Nature of Courses	3-Y UG Credits	4-Y UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Health & wellness, Community outreach activities, Environmental Studies, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		120	160

Abbreviations:

AEC	Ability Enhancement Courses
SEC	Skill Enhancement Courses
IAP	Internship/Apprenticeship/ Project
MDC	Multidisciplinary Courses
MJ	Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses

AIMS OF BACHELOR'S DEGREE PROGRAMME IN HOME SCIENCE

The broad aims of Bachelor's degree programme in Home Science is intended to provide:

- Broad and balance knowledge in Home Science in addition to understanding of key concepts, principles, and theories of Human beings.
- To develop student's ability and skill to acquire expertise over solving both theoretical and applied home related problems.
- To provide knowledge and skill to the student's thus enabling them to undertake further studies multidisciplinary areas that can be helpful for self- employment/entrepreneurship.
- To provide an environment that ensures cognitive, language development of students in a holistic manner.
- To provide the latest subject matter, both theoretical as well as practical, such a way to foster their core competency and discovery learning.
- To mold a responsible citizen who is aware of most basic domain independent knowledge, including critical thinking and communication.
- To enable the graduate, Students can be benefited by getting jobs in various fields like government sector, working with NGOs, Jobs as an extension workers education and also they can feel the sense of entrepreneurship as well.

POGRAMME LEARNING OUTCOME

The student graduating with the Degree B.A. (Honours/Research) in Home Science should be able to:

Core Competency. To enhance the capacity of students to understand universal and domain specific value in Home Science.

- To learn about the discipline of Home science as a holistic field of study covering multiple facts and requirements of human beings in day to day living.
- To enhance their skills in major areas of Home Science.
- To explore avenues of self employments & entrepreneurship.
- To promote research, innovation favoring all the Aspects in Home Science.

Disciplinary knowledge and skill: A graduate student are expected to be capable of demonstrating comprehensive knowledge and understanding of both theoretical and experimental/applied Home Science knowledge in various field.

Skilled communicator: The course curriculum incorporates basics and advanced training In order to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

Critical thinker and problem solver: The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems using basic knowledge and concepts.

Sense of inquiry: It is expected that the course curriculum will develop an inquisitive characteristic among the students through appropriate questions, planning and reporting experimental investigation.

Team player: The course curriculum has been designed to provide opportunity to act as team player by contributing in laboratory, field-based situation and industry.

Skilled project manager: The course curriculum has been designed in such a manner as to enabling a graduate student to become a skilled project manager by acquiring knowledge about project management, writing, planning, study of ethical standards and rules and regulations pertaining to scientific project operation.

Semester wise Course Structure and Examination Structure for Home Science Major

Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	Introduction to Food and Nutrition	4	25	75	---
II	MJ-2	Resource Management and Home Decoration	4	25	75	---
	MJ-3	Practical-I (Resource Management)	4	---	---	100
III	MJ-4	Introduction to Human Development	4	25	75	---
	MJ-5	Practical-II (Human Development)	4	---	---	100
IV	MJ-6	Introduction to Textile	4	25	75	---
	MJ-7	Extension Education and Communication	4	25	75	---
	MJ-8	Practical-III (MJ 6/MJ 7)	4	---	---	100
V	MJ-9	Food Preservation and Processing	4	25	75	---
	MJ-10	Early Childhood Care and Education	4	25	75	---
	MJ-11	Practical-IV (MJ 9/MJ 10)	4	---	---	100
VI	MJ-12	Apparel Designing and Construction	4	25	75	---
	MJ-13	Communication and Development	4	25	75	---
	MJ-14	Family Meal Management	4	25	75	---
	MJ-15	Practical-V (MJ 12/MJ 13/MJ 14)	4	---	---	100
VII	MJ-16	Therapeutic Nutrition	4	25	75	---
	MJ-17	Family Dynamic and Relationship	4	25	75	---
	MJ-18	Household Equipment	4	25	75	---

	MJ-19	Practical-VI (MJ 16/MJ 17/MJ 18)	4	---	---	100
VIII	MJ-20	Advanced Home Science	4	25	75	---
	AMJ-1	AMJ1A 1B 1C 1D 1E	4	25	75	---
	AMJ-2	AMJ2A 2B 2C 2D 2E	4	25	75	---
	AMJ-3	Practical-VII (AMJ 1/AMJ 2)	4	---	---	100
	or RC-1	Research Methodology	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field work	8	---	---	200
		Total Credit	92			

Instruction to Question Setter

Semester Internal Examination (SIE):

There will be **Only One Semester Internal Examination (SIE) in Major, Minor and Research Courses**, which will be organized at college/institution level. However, only one End Semester Examination (ESE) in other courses will be conducted either at College/ Institution or University level depending upon the nature of course in the curriculum.

A. (SIE 10+5=15 marks):

There will be two group of questions-**A** and **B**. Group A is compulsory. **Question No.1 of group A will be very short answer type** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any 1 is to be answered. The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Subject/ Code		Exam Year
F.M. =10	Time=1Hr.	
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
<u>Group B</u>		
2.	.....	[5]
3.	.....	[5]
Note: There may be subdivisions in the questions of Group B.		

B. (SIE 20+5=25 marks):

There will be two group of questions-**A** and **B**. Group A is compulsory. **Question No.1 of group A will be very short answer type** consisting of five questions of 1 mark each. **Group B will contain descriptive type** five questions of five marks each, out of which any 3 are to be answered.

The Semester Internal Examination shall have two components. (a) One

Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Class Attendance Score (CAS) includes the behaviour of the student towards teachers and other students of the College.

Subject/ Code		
F.M. =20	Time =1Hr.	<u>Exam Year</u>
<p>General Instructions:</p> <ul style="list-style-type: none"> i. Group A carries very short answer type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B. iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question. 		
<u>Group A</u>		
1.	<ul style="list-style-type: none"> i. ii. iii. iv. v. 	[5x1=5]
<u>Group B</u>		
2.	.....	[5]
3.	.....	[5]
4.	.....	[5]
5.	.....	[5]
6.	.....	[5]
<p>Note: There may be subdivisions in the questions of Group B.</p>		

END SEMESTER UNIVERSITY EXAMINATION (ESE):

A. (ESE 60 marks):

There will be two group of questions **A** and **B**. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to be answered.

Subject/ Code	
F.M. = 60	Time = 3Hrs.
<u>Exam Year</u>	
<p>General Instructions:</p> <ol style="list-style-type: none"> i. Group A carries very short /short answer type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B. iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question. 	
<u>Group A</u>	
1.	[5x1=5]
i. ii. iii. iv. v.	
2.	[5]
3.	[5]
<u>Group B</u>	
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
<p>Note: There may be subdivisions in the questions of Group B.</p>	

B. (ESE 75 marks):

There will be two group of questions **A** and **B**. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type seven questions of fifteen marks each, out of which any four are to be answered.

Subject/ Code		Exam Year
F.M. = 75	Time=3Hrs.	
<p>General Instructions:</p> <ol style="list-style-type: none"> i. Group A carries very short / short answer type compulsory questions. ii. Answer 4 out of 7 subjective/ descriptive questions given in Group B. iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question. 		
<u>Group A</u>		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
2.		[5]
3.		[5]
<u>Group B</u>		
4.		[15]
5.		[15]
6.		[15]
7.		[15]
8.		[15]
9.		[15]
10.		[15]
<p>Note: There may be subdivisions in the questions of Group B.</p>		

C. (ESE 100 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type seven questions of twenty marks each, out of which any four are to be answered.

General Instructions:

- i. **Group A** carries very short/short answer type **compulsory** questions.
- ii. **Answer 4 out of 7** subjective/ descriptive questions given in **Group B**.
- iii. Answer in your own words as far as practicable.
- iv. Answer all sub parts of a question at one place.
- v. Numbers in right indicate full marks of the question.

Group A

- | | | | | | | | | | | | | |
|-----------|---|---------|---------|----------|----------|-----------|-----------|----------|---------|---------|--------|------|
| 1. | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">i.</td> <td style="width: 50%;">vi.....</td> </tr> <tr> <td>ii.</td> <td>vii.....</td> </tr> <tr> <td>iii.</td> <td>viii.....</td> </tr> <tr> <td>iv.</td> <td>ix.....</td> </tr> <tr> <td>v.</td> <td>x.....</td> </tr> </table> | i. | vi..... | ii. | vii..... | iii. | viii..... | iv. | ix..... | v. | x..... | [10] |
| i. | vi..... | | | | | | | | | | | |
| ii. | vii..... | | | | | | | | | | | |
| iii. | viii..... | | | | | | | | | | | |
| iv. | ix..... | | | | | | | | | | | |
| v. | x..... | | | | | | | | | | | |
| 2. | | [5] | | | | | | | | | | |
| 3. | | [5] | | | | | | | | | | |

Group B

- | | | |
|-----|-------|------|
| 4. | ..... | [20] |
| 5. | ..... | [20] |
| 6. | ..... | [20] |
| 7. | ..... | [20] |
| 8. | ..... | [20] |
| 9. | ..... | [20] |
| 10. | ..... | [20] |

Note: There may be subdivisions in the questions of Group B.

Semester - I
MJ -1 : Introduction to Food & Nutrition

Major Course - MJ 1

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End Semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note: There may be subdivisions in each question of group B.

Course Objectives

On successful completion of this course the student will be able to know

- Food, Nutrition & Health.
- Different nutrient.
- Digestion absorption of nutrient.

Learning Outcomes

- Able to explain functions of specific nutrients in maintaining health.
- Understand effects of different cooking methods on nutrients.
- Understand the vital link between food, nutrition & health.

Course content

Unit - I Food, Nutrition & Health:

12 Lectures

Meaning & definition of food, meaning & definition of nutrition, level of nutrition, meaning definition & dimensions of health, function of food, relationship between food, nutrition & health

Unit - II Carbohydrate, Protein & Fat.

16 Lectures

- Composition, classification, function, sources, effects of deficiency, effects of excess of carbohydrates, daily requirement of carbohydrates in different age groups.
- Compositions, classification, functions, sources, effects of deficiency and excess of protein, daily requirements of protein in different age groups.
- Composition, classification, function. effects of deficiency and excess of fats, daily requirement of fats in different age groups.

Unit - III Vitamins, Minerals & Water:

12 Lectures

- Classification of vitamin, function, sources, effects of deficiency and excess of water soluble vitamins (vitamin 'B' & 'C') & fat soluble vitamins (vitamin 'A' 'D' 'E' 'K').
- Daily requirements of vitamin in different age groups. Functions, sources, effects of deficiency & excess of minerals i.e Iron, calcium, iodine, daily requirements of minerals in different age groups function, sources & diffidence of water.

Unit- IV Digestion & Absorption of Food :

6 Lectures

- Digestion & absorption process Digestion enzymes of carbohydrate, protein & fats .
- Digestion & absorption process of carbohydrates, protein & fats

Unit - V Introduction of food groups Food Pyramid and Cooking Method

14 Lectures

- Basic food groups, Application of food groups in planning balanced diets.
- Methods of cooking-wet heat methods. Dry heat methods & cooking with fat.
- Advantages and Disadvantages of cooking methods.
- Other cooking methods - Microwave cooking & Solar cooking.
- Advantages and Disadvantages of cooking method.

References:

- Kumari Asha aahar evam poshan vigyan Agarawal publication.
- R.Mudambi, Food Science New age international Limited publication.
- Singh Brinda Aahar Vigyan panchsheel prakasan, Jalpur.
- SriLaxmi B. Nutrition Science, new age international, Limited publication.
- Verma Pramila Aahar evam poshan vigyan Bihar Granth academy patna.

SEMESTER II

Resource Management and Home Decoration

Major course- MJ2:

Theory Marks 15 (5 Attendance & others +10SIE:1HR) 60(ESE :3HRS) =75

Pass Marks Th (MSE ESE)- 30

Instruction to Question Setter

Semester Internal Examination (SIE 10+5=15 marks):

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written Test (SIA) of 15 Mark (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of 5 marks.

End Semester Examination (ESE 60 marks):

There will be two group of question, Group A is compulsory which will contain three questions. Question No 1. will be very short answer type consisting of five questions of 1 mark each Question No 2 & 3 will be short answer type of 5 marks each. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to be answered.

Note: There may be subdivisions in each question of group B.

Course Objective

- To understand about management process and family resource.
- To learn about management of money, energy and time.

Learning Outcomes

On completion of this course the students will be able to understand :

- To understand of basic concepts of Resource Management process and importance.
- To learn about Motivating Factors of Management and Family resources.
- To understand basic knowledge of money Management Saving and Investment Management of energy.

Course Content

Unit - I (A) Home Management-

15 Lectures

Meaning and definition of Home Management, characteristics of management, concepts of Home Management, Importance or objectives of Home Management.

(B) Family Resources-

Definition of Family Resources, Types of Family Resources, Characteristics of Resources, Importance of Family Resources

Unit - II Motivating factors of Management value -

10 Lectures

Origin and Development of values, types of values, Importance of values Goals- Definition of goals, classification of goals

Standards- Definition of standards, classification of standard, Factors affecting standards.

Unit - III (A) Money Management

20 Lectures

Meaning and definition of Family Income, characteristics of Family Income, types of Family Income, source of Family Income, Meaning and Definition of Expenditure, Factors affecting Expenditure.

(B) Management of Energy--

Meaning and types of Fatigues Meaning and definition of work simplification, Importance of work simplification.

(C) Saving and Investment- Meaning Objectives and importance of saving and Investment, Need of Investment.

Unit - IV Home Decoration -

10 Lectures

Meaning, Objectives and Principles of Decoration, Role of color in house hold decoration.

References:

- Dwivedi RS Human resource Management vikas Publishing Home Pvt Ltd E-25, Noida Sector-8, 201301 (UP) India.
- Gandotra Veena and shukla Maneesha: Home Management and Family finance, Published by A.S, Saini for Dominant Publishers and Distributors. Printed at orient offset Delhi-110053.
- Kaur Kiran: Home Management Published by srishti Book Distributors 4378/4-B. 202, 2nd Floor, J.M.D House, ansari Road, Darya gani, New Delhi-110002
- Mahapatro B.B: Human Resource Managemament Publishing globally New Age International (P) Limited, Publishers 7/30A, daryaganj, New Delhi- 110002
- Neelima: Home Management Published by Sonali Publications 4228/1, Ansari rood New Delhi 110002

SEMESTER II

MJ - Practical 1

Major Course MJ-3

Credits : Theory -04) 120 Hours

Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 2×40=80 Marks
Practical record notebook	10 Marks
viva voce	10 Marks

Course Content

Resource Management of Home decoration

Practical

(i) Preparation of family budget of low income, middle income and high income group.

15

(ii) Colour wheel preparation and draw a well decorated drawing room, bed room, dinning room with proper color combination.

15

References:

- Dwivedi RS Human resource Management vikas Publishing Home Pvt Ltd E-25, Noida Sector-8, 201301 (UP) India.
- Gandotra Veena and shukla Maneesha: Home Management and Family finance, Published by A.S, Saini for Dominant Publishers and Distributors. Printed at orient offset Delhi-110053.
- Kaur Kiran: Home Management Published by srishti Book Distributors 4378/4-B. 202, 2nd Floor, J.M.D House, ansari Road, Darya gani, New Delhi-110002
- Mahapatro B.B: Human Resource Managemaent Publishing globally New Age International (P) Limited, Publishers 7/30A, daryaganj, New Delhi- 110002
- Neelima: Home Management Published by Sonali Publications 4228/1, Ansari rood New Delhi 110002

SEMESTER -III

Human Development

Major Course - MJ - 4

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks .

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions A & B . **Group A** is **compulsory** which will contain three questions. **Question No. 1** will be very short answer type consisting of five questions of 1 mark each. **Question No. 2 & 3** will be short answer type of 5 marks. **Group B** will contain descriptive type seven questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives :-

- To understanding about the different aspects of development.
- To learn about the characteristics and developmental task of life span development.
- Learn issue which influence the development.

Learning Outcomes

- Explain the basic concept of development and developmental task.
- Understand the concept of British process.
- Describe the aspect of development.

Course Content

Unit - I Introduction to Human Development

- History and Interdisciplinary nature of Human Development.
- Concept and need to study of Human Development.
- Principle of Human Development.
- Stages of Human Development.
- Importance and scope of Human Development.

Unit - II Prenatal Development

- Stages of prenatal Development.
- Genetic factor of Prenatal Development.
- Environmental factor of Prenatal Development.
- Birth Process
- Conception, Pregnancy and childbirth.
- Stages of birth.
- Types of delivery - Natural C-Section, breech, home V/S assisted delivery.

Unit – III Infancy

- Physical and Motor Development.
- Social and Emotional Development.
- Cognitive and Language Development.
- Development task during Infancy.
- Early childhood (2 to 6 years)
- Physical and Motor Development.
- Social and Emotional Development.
- Cognitive and Language Development.
- Developmental task during Early Childhood.

Unit – IV Play and it's Importance

- Play and it's Characteristics
- Stages and type of play
- Role of play in overall development of children
- Teachers roll in creating environment and promoting play
- Use of play way approach in the curriculum for young children.

Unit - V Disciplinary Pattern of child Rearing Practices

- Concept of child Rearing Practices
- Effect of disciplinary pattern in home
- Types of Disciplinary pattern- Over protection Acceptance Ambivalence

References :-

1. Hurlock ,Elizabeth B.: Development psychology - A life span approach , edition TATA McGraw hill publishing company Ltd,. New Delhi.

2. Pepalin ,Diane, E. and Old, Sally Wendkos : Human development 5th edition, TATA, mcgraw - Hill, publishing company Ltd ., New Delhi.
3. Berk, Laura E. Child development, 3rd edition, Prentice - Hall of India private Ltd. New Delhi 110001 , 1906
4. Hall Calvins, Lindsey Gardner :Theories of personality, lied. wiley Eastern Ltd., New Delhi .
5. Bischof, Ledferds: Interpreting theories, Harper, New Delhi.
6. Baddwin Alfred L. : Theories of child Development, John Willey and Sons, New York.
7. Hjelle, Larry A.: Personality Theories : Basic Assumptions Research and Application, Mc-Graw International Book Company.
8. Hallahan ,Daniel, P. and Kaufman, James M. : Exceptional children - Introduction to special education IV edn. Prentice Hall, Englewood cliffs, New Jersey 07632.

SEMESTER III

MAJOR PRACTICAL II

Fundamentals of Human Development Practical

Major Course MJ - 5-

(Credits - 04) 120 Hours

Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 2 ×40=80 Marks
Practical record notebook	10 Marks
viva voce	10 Marks

Two Experiment are to be performed.

Course Content

Unit - I Prepare

- (a) Height and weight chart of growing children.
- (b) Pictorial chart of motor development for the child of zero to one year.
- (c) Observation of motor activities of a toddlers.

(d) Visit to an Anganwadi.

(e) Visit to maternity ward and anti-natal clinics.

(f) Care of new born baby.

Unit - II Preparation of an album on developmental milestones of children

- Prepare child literature
- Visit to child care Centers / Anganwadi

Unit - III Study of physical, social, emotional, cognitive, Language development (any two)

- Observation of Child Rearing practices in families from different social classes.

Unit - IV Interviewing/Interviews of adolescent girls and boys to understand their life style behaviour and problems.

Unit - V Carry out case studies to know more about the different life stages,

e.g., school going children, Adolescents, young Adults (any two)

- Survey of Rural & Urban family.
- Visit to Anganwadi Centre.

References :-

1. Hurlock ,Elizabeth B.: Development psychology - A life span approach , edition TATA McGraw hill publishing company Ltd,. New Delhi.
2. Pepalin ,Diane, E. and Old, Sally Wendkos : Human development 5th edition, TATA, mcgraw - Hill, publishing company Ltd ., New Delhi.
3. Berk, Laura E. Child development, 3rd edition, Prentice - Hall of India private Ltd. New Delhi 110001 , 1906
4. Hall Calvins, Lindsey Gardner :Theories of personality, lied. wiley Eastern Ltd., New Delhi .
5. Bischof, Ledferds: Interpreting theories, Harper, New Delhi.
6. Baddwin Alfred L. : Theories of child Development, John Willey and Sons, New York.
7. Hjelle, Larry A.: Personality Theories : Basic Assumptions Research and Application, Mc-Graw International Book Company.
8. Hallahan ,Daniel, P. and Kaufman, James M. : Exceptional children - Introduction to special education IV edn. Prentice Hall, Englewood cliffs, New Jersey 07632.

SEMESTER IV

INTRODUCTION TO TEXTILE

Major Course - MJ - 6

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives :

- Get acquainted with the properties and uses of various textile fibres.
- Develop skills for identification of fibre and fabrics.
- Understand different types of yarn, weaves and finishes.
- Learn the method of dyeing, printing and finishing of fabric.
- Acquire knowledge of methods of laundry and stain removal.

Learning Outcomes :

On completion of this course the students will be able to understand :

- Develop and understanding of concepts and basics of textile.
- Develop critical understanding of the techniques of yarn and fabric manufacturing.
- Acquaint with the different textiles and their performances.
- Impart knowledge on different textile finishes.

Course Content :

UNIT - I Introduction to textile fibers :

10 Lectures

- Definition of textile fibers and terminology.
- Classification of textile fibers.

- Primary and secondary properties of fibre.
- Basic unit and polymer bonds in textiles fibre.

UNIT - II Fibers

14 Lectures

Natural fibres : (Morphology and polymer system, production, properties and end uses)

- Cellulose (cotton, Flax)
- Protein (silk, wool)
- Man made fibres (manufacturing process, chemical spinning, properties and end use)
- Viscose Rayon
- Acetate Rayon
- Nylon
- polyester
- Acrylic

Unit III - Yarn and fabric

12 Lectures

- Classification of yarns : Simple ply and cord
- Types of yarn - textural and novelty
- Twist in yarn - 'S' and 'Z' number of twists
- Manufacturing of yarn
- Properties of Yarn : strength, extension, fineness, length, diameter, composition.

Woven fabrics :

- Looms and its parts
- Classification : Basic weaves- Plain, Twill, Satin, Rib, Basket.
- Novelty weaves/fancy weave- pile, honeycomb, dobby, double cloth, crape, leno-gauze, Jacquard
- End use of fabrics with different weaves.

Knitted fabric :

- Types and terminology used
- Hand knitting, Machine knitting.

UNIT - IV Finishing and Coloration of Textile

14 Lectures

- Meaning, aims and methods.
- Basic finishes-Singeing, Beating, Shearing and Brushing, Sizing, Tenting, Weighting, Bleaching, Scouring, Mercerizing, Snorizing and calendaring.

- Special finishes.

Dyes :

- Classification of dyes.
- Components of dyeing and its relation to dye.
- material (auxiliaries, temperature, and dye bath)
- Direct, Acid, Basic and Reactive dyes.

Printing :

- Style of printing.
- Modern methods of printing.
- Pte-Preparation for printing (printing paste, printing table)

UNIT - V Laundry, Care and Storage of Textile :

10 Lectures

- Introduction, types of Laundry process- Hand Laundry, Machine Laundry.
- Water- Types of hardness and its removal
- Composition and functions of soaps and detergent.
- Stiffening agent and whitening agents.
- Methods and care during Laundries of different textile.

References :

- Dantyagi, S. (1996) Fundamentals of textiles and their care. India Orientblackswan private limited.
- D'souza N. (2014) Fabric care, New Delhi, New age international publishers.
- Madhulika, P. (2013) Weaving. New Delhi, Random publishing.
- Rastogi, D. & Chopra S (2017) Textile science. India Orient blackswanprivate limited.
- Tyagi, A. (2016) A handbook of fashion and textile designing. New DelhiSonali publication.
- Aruna Gaur : Textile and Laundry, Research Publication Jaipur, New Delhi.
- Meenakshi Rastogi : Fibre and yarn, Sonali publication, New Delhi.
- Dr. Neelima : Printing and washing of textile, Sonali publication, NewDelhi.
- Dr. Brinda Singh : Vastra Vigyan evam Paridhan Nirman, PanchsheelPrakashan, Jaipur (Hindi Version)
- Verma and Pandey : Vastra Vigyan evam Paridhan, Hindi granth academy,Bihar, M.P (Hindi Version)
- Manju Palni : Vastra Vigyan evam Paridhan vyavastha, Pustak Sthan, (Hindiversion)
- Dr. Rani Khanuja : Vastra Vigyan ke sidhant (Hindi version)

SEMESTER-IV

Extension Education and communication

Major Course - MJ - 7

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives :

- Understand the concept of Extension Education, its approaches and need.
- Understand the concept of Communication, its models and barriers in

Communication.

- Enhance the students in the selection and use of methods, or media for Extension work and Communication process.
- Knowledge about national development programme related to extension work.

Learning Outcome :

- Acquire knowledge on the extension methods and approaches.
- Perceive the importance of Extension Education.
- Gain knowledge on the need and importance of communication and its significance in exchange of information.
- Analyse the models of communication and its role of media in social Development.

Course content :

UNIT- I Extension Education:

10 Lectures

- Basic concept, meaning, definition, objectives, scope and importance.

➤ Principles, Philosophy.

➤ Objectives and importance of home science Extension Education.

UNIT- II Extension Education Methods and Approaches:

15 lectures

- Classification of methods, characteristics and selection (Group, Mass Method, and individual method.
- Audio visual Aids, Teaching Aids in Extension-concept, classification, characteristics and importance.
- Factors affecting choice and use of methods and audio visual Aids.
- Steps in extension education.
- Combination of approaches .

UNIT- III COMMUNICATION DEVELOPMENT

15 lectures

- Concept of communication its meaning, definition, nature, scope and importance of communication.
- Function of communication the informative function, command or instructive function, influence of persuasive functions..

UNIT - IV COMMUNICATION MODEL

10 lectures

- Models of communication-Aristotle model, Shanon-Weaver model, BerloModel, Soharmin Model,
- Concept, purpose and significance of model in communication.

UNIT- V COMMUNICATION SYSTEM

10 Lectures.

- National Development programme in India related to extension work.
- Rural development efforts of pre independent- Niketan Project, Gurgaon experiment, Firka development programme, Nisokhen experiment, Etawah pilot project, Indian village services, National extension services (NES)

References :

1. Reddy, A, N Adivi (1987) Extension education, Baptla, Sree Lakshmi Press.
2. Dahama, O.P and Bhatnagar, O.P. (1988) Education and communication for development, New Delhi, Oxford and IBH publishers Co.Pvt.Ltd.
3. Mukherjee, A. (2016) Extension Education, New Delhi, Anmol Publications.
4. Mukherjee, A. (2019) Extension Education, New Delhi, Anmol Publications.
5. Mukherjee, A. (2008) Extension Education, New Delhi, Anmol Publications.
6. Singh, R. (1987) Text book of extension sahitya kala prakashan, Ludhiana.
7. Extension programme planning, Oxford and IBH publishing company Pvt.Ltd, New Delhi.
8. Joshi Umer (1997) Text book of mass communication and media, Anmolpublication, New Delhi.

SEMESTER IV
Practical III (MJ 6 / MJ 7)

Major Course MJ - 8

Credits : Theory -04) 120 Hours

Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 2×40=80 Marks
Practical record notebook	10 Marks
viva voce	10 Marks

Two Experiment are to be performed.

Course Content (MJ 6)	60 Hrs.
------------------------------	----------------

Introduction to textile

1. Fibre identification tests - microscopic test, burning test, solubility test.
2. Yarn identification - Single, multiple, ply of yarn, textured, Novelty, filament and spun Yarn .
3. Weaves - Identification and their design interpretation on graph, sample collection of weaves.
4. Dyeing - Dyeing of yarn/fabric with different classes of dyes .
5. Printing of fabric using :
 - a.) Direct style - block, Stencil and Screen.b)
 - Resist Style - Tie & Dye, Basic
 - 6.) Care of textiles
 - a.)stain removal
 - b.) starching using different types of starches.c.)
 - Mending of textile.

MJ 7 Course Content

Practicals :	60 Lectures
---------------------	--------------------

1. Visit of rural area for interaction with villagers & and understand the felt and unfelt need.
2. Preparation and presentation of Audio visual Aids-Poster, Leaflet, Chart,Pamphlet, Booklet, Flash card, Puppets.
3. Develop skill in planning and conducting communication with groups.
4. Apply extension methods and use of various Audio-Visual Aids with suitable Programme.
5. Preparation of communication models.

References :

- Reddy, A, N Adivi (1987) Extension education, Baptla, Sree Lakshmi Press.
- Dahama, O.P and Bhatnagar, O.P. (1988) Education and communication for development, New Delhi, Oxford and IBH publishers Co.Pvt.Ltd.
- M&W eat ikVuh ,o M&W gjiykuh ¼2016½ LVkj ifCyds'ku] vkxjA 4- M&W fcUnk
lag] ¼2019½ izlkj f'k{kk] iap'khy izdk'ku] t;iqj
- M&W izfrek oek' ,o dñr ik.Ms; ¼2008½] xg foKku ilkj f'k{kk] fgUnh xaFk vdkneh] iVuk]fcgkj
- Singh, R. (1987) Text book of extension sahitya kala prakashan, Ludhiana.
- Extension programme planning, Oxford and IBH publishing company Pvt.Ltd,New Delhi.
- Joshi Umer (1997) Text book of mass communication and media, Anmolpublication, New Delhi.
- Dantyagi, S. (1996) Fundamentals of textiles and their care. India Orientblackswan private limited.
- D'souza N. (2014) Fabric care, New Delhi, New age international publishers.
- Madhulika, P. (2013) Weaving. New Delhi, Random publishing.
- Tyagi, A. (2016) A handbook of fashion and textile designing. New DelhiSonali publication.
- Smith, J.I. (2015) Textile processing, printing, dyeing, finishing. India PHIlearning private limited.
- Meenakshi Rastogi : Fibre and yarn, Sonali publication, New Delhi.
- Dr. Brinda Singh : Vastra Vigyan evam Paridhan Nirman, PanchsheelPrakashan, Jaipur (Hindi Version)
- Verma and Pandey : Vastra Vigyan evam Paridhan, Hindi granth academy,Bihar, M.P (Hindi Version)
- Manju Palni : Vastra Vigyan evam Paridhan vyavastha, Pustak Sthan, (Hindiversion)
- Dr. Rani Khanuja : Vastra Vigyan ke sidhant (Hindi version)

SEMESTER - V
EARLY CHILDHOOD CARE AND EDUCATION

Major Course - MJ - 10

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objective:

- To develop the importance of early childhood years.
- To develop the inside into the historical perspective of ECCE.
- To develop the awareness of ECCE programs in different contents in India.
- Imparting knowledge of programs planning for children .
- Familiarize with the models of ECCE.

Learning Outcome

- To understand the importance of early childhood years.
- To know the different model of ECCE.
- To create the appropriate programs planning for children .
- Describe the issue related to ECCE .
- Analyze the different activities of ECCE.

Unit - I Principle of early childhood care and education

10 lectures

- Concept importance need and scope of ECCE.
- Aims and objectives of ECCE- General and Specific .

Unit - II**10 lectures**

- Historical perspective of Early childhood care and Education.
- Contribution of pastallozzi froebel, Rousseau, Montessori, Gandhi, Tagore, Tarabai Modak and Gijubhai

Unit - III Instructional Design and Activity related to Pre - school programme:-**15 lectures**

- Montesory
- Kindergarten
- Play centers
- Day-care
- Balwadi and Anganwadi

Unit - IV Recent policies in ECCE**15 lectures**

- Various education commissions of Indian
- National policy on Education 1986 Programs schemes and innovations in ECCE
- ICDS Balwadi Mobile Creches
- National Curriculum Framework 2005
- Planning Nursery School Activity for development of concepts language ,math ,science, Creative art and celebration.

Unit - V Issue related to Early childhood Education:-**10 lectures**

- Contributes of the five year plants in Early childhood Education .
- Pre-school education in India.

References :-

1. A Guide to Nursery school Teachers NCERT publication Delhi
2. Grewal , J.S. : Early childhood Education - foundation and practice , her Prasad Bhargava, education Publishers 4/230, kacheri Ghat Agra, 282004.
3. Read Katherine H,: The Nursery school - A Human Relationship Laboratory ,Oxford and I BH Publishing Co.
4. Lawton, Joseph T. : Introduction to child care and Early childhood Education ,Scott, foresman and company, London.
5. Robinson : Exploring Teaching in Early Childhood Education, Allyn and Bacon Incorporation ,Boston.
6. Rath and E.marthy, Lawrence K. Frank, Robert M. Goldenson: Understanding children's play, Columbia University press New York ,London .
7. Leawitt J. E. :Kindergarten Education ,Mc-Grah Hill Book Co . Inc. New York .
8. Dhama,O.P. and Bhatnagar,O.P. Education and communication for development.
9. Duerback, Aline : 'parents learn through discussion' child study assoc. America 1967.
10. L. Green: Parents of Teachers , Partners or Rivals? George Alien and Unwin Ltd ., Great Britain 1968.
11. Stearns, L. Harry : Community Relations and Public Schools in

USA,1956.

12. Kulkarni, Sudha : Parent Education - perspective and Approaches, Rawat publications, Jaipur 1988.
13. Bengali, Mehroo D. ' Guidance and counseling : SHETH Publishers Pvt. Ltd. Educational publishers 296. Sopariwala estate, Tata road No. 2 opposed. Central cinema , Bombay -400004.
14. Kochar ,S.K.: Guidance and counseling in colleges and Universities.
15. Traxler ,Arthur E. :Techniques of guidance (Revised End), Harper and brothers ,publishers New York.
16. Jones ,A.J.: Principal of Guidance and public person0al work, N. Y. Mcgraw Hill, Book, Co. Inc.
17. Bhargava ,Mahesh :Adhunik Manovigyanik Anil Parikshan evam mapan , Agra.
18. Chathan S.S.: Principesl and Techniques of Guidance.
19. Crow and Crow :Introduction to guidance .
20. Jaiswal,S.R.: Guidance and counseling

SEMESTER V

FOOD PRESERVATION AND PROCESSING

Major Course - MJ - 9

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objective :

- To study the different method of preservation.
- Obtain knowledge of spoilage of different food groups.
- Understand the vital knowledge of processing.
- To apply the knowledge of Baking .

Learning Outcome :

To successful completion of this course will enable students to,

- Able to explain the concept of preservation ,processing spoilage, canning etc.
- Identifying and understand different method of preservation, packaging etc.
- Critically discuss and summarized the both fundamental and applied aspects of food preservation and Bakery.
- To take the leadership roles in the field of entrepreneurship.

Course Content

Unit -I Food Preservation :

15 lectures

- Introduction principles and importance of food preservation.
- Methods of food preservation :- Physical method , Chemical method.

Unit - II Spoilage of different groups of food.

15 lectures

- Importance of microorganism in food.
- Fermentation technology, fermented vegetables, beer, vinegar and fermented soy products. Rice based and pulse based fermented products.

Unit - III Fruit and vegetables processing

15 lectures

- Canning of vegetables,
- principles of food concentration.
- Preparation of sauces, pickles jam, jelly, sauces and juices.
- Methods of packaging.

Unit IV Baking process and principles.

15 lectures

- Baking standardisation of items, methodology for baking.
- Preparation of bread, cakes, biscuits, cookies and pastries.
- Decoration of baked foods, Types of icing.

References :

- Shrivastava Shyam Suner (2001) : Fruits preservation : Principles and methods; Kitab Mahal Agencies, 22Sarojani Naidu marg, Allahabad 211001
- Shahgal, Anita : Food preservation, Shiva Prakashan, Shri Ganesh Market, Khajuri Bajar, Indor. Mobile 9827056900.

SEMESTER - V
Practical - IV (MJ 9 / MJ 10)

Major Course MJ 11

Credits : Theory -04) 120 Hours

Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 2×40=80 Marks
Practical record notebook	10 Marks
viva voce	10 Marks

Two Experiment are to be performed.

Course Content MJ 9

60 Hrs.

1. Preparation of sauces, pickles, jam, juice and canning of two selected vegetables, preparation of drives vegetables.
2. Preparation of bread, different types veg. And non-veg. Cakes, biscuits.
3. Practical experience in different types of icings
4. Application of fermentation technologies and preparation of Idli, Dhosa and Dhokla.
5. Visit to nearby establishment bakery units and food processing Industry.

Course Content MJ 10

60 Hrs

Unit I Visit to Various centers which care to the preschool stage :-

15 lectures

- Day Care Centre
- Balwadi
- Anganwadi
- Mobile Creche

Unit II Planning and working with children and parents.

15 lectures

Unit III Resource file

15 lectures

Unit IV Home Visit

15 lectures

References :-

- A Guide to Nursery school Teachers NCERT publication Delhi
- Grewal, J.S. : Early childhood Education - foundation and practice, her Prasad Bhargava, education Publishers 4/230, kacheri Ghat Agra, 282004.
- Read Katherine H,: The Nursery school - A Human Relationship Laboratory ,Oxford and I BH Publishing Co.
- Lawton, Joseph T. : Introduction to child care and Early childhood Education ,Scott, foresman and company, London.
- Robinson : Exploring Teaching in Early Childhood Education, Allyn and Bacon Incorporation ,Boston.
- Rath and E.marthy, Lawrence K. Frank, Robert M. Goldenson: Understanding children's play, Columbia University press New York ,London .
- Leawitt J. E. :Kindergarten Education ,Mc-Grah Hill Book Co . Inc. New York .
- Dhama,O.P. and Bhatnagar,O.P. Education and communication for development.
- Duerback, Aline : 'parents learn through discussion' child study assoc. America 1967.

- L. Green: Parents of Teachers , Partners or Rivals? George Alien and Unwin Ltd ., Great Britain 1968.
- Stearns, L. Harry : Community Relations and Public Schools in USA,1956.
- Kulkarni, Sudha : Parent Education - perspective and Approaches, Rawat publications, Jaipur 1988.
- Bengali, Mehroo D. ' Guidance and counseling : SHETH Publishers Pvt. Ltd. Educational publishers 296. Sopariwala estate, Tata road No. 2 opposite. Central cinema , Bombay - 400004.
- Kochar ,S.K.: Guidance and counseling in colleges and Universities.
- Traxler ,Arthur E. :Techniques of guidance (Revised End), Harper and brothers ,publishers New York.
- Jones ,A.J.: Principal of Guidance and public personal work, N. Y. McGraw Hill, Book, Co. Inc.
- Bhargava ,Mahesh :Adhunik Manovigyanik Anil Parikshan evam mapan , Agra.
- Chathan S.S.: Principles and Techniques of Guidance.
- Crow and Crow :Introduction to guidance .
- Jaiswal,S.R.: Guidance and counseling.

SEMESTER VI

Apparel Designing and Construction

Major Course - MJ - 12

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objective

- Develop an understanding about the basics of clothing construction
- Know about various sewing equipment that are essential in a sewing room .
- Develop skill in coordinating fabrics, Patterns and supportive materials.

Learning Outcomes

A successful completion of this course will enable students to :

- Understand basic principles of clothing Construction.
- Gain an insight of Various sewing machines and other sewing equipment's available in the market, their, functioning & Common problems faced while Usage.
- Co-ordinates fabrics, patterns and Supportive materials.

Course Content

Unit - I Design Analysis

12 Lectures

- Structural and Decorative design.
- A review of the principles and element of design as applied to Clothing
- Design Selection in relation to figure, age, Complexion, climate, occasion, and fashion

Unit - II Sewing Machines.

12 Lectures

- Types of sewing machines :- Mechanical Swing Machines, Electronic Sewing Machine Computerized or Automated Sewing Machine, Embroidery Machine.
- Parts of Sewing machine, types and function Maintenance, common problems and its remedies.
- Tools and equipment used for clothing Construction, Measuring tool, Drafting tools, Marking tool, cutting tool. Stitching tool, Pressing tool, Needles, threads and their relation to fabric, Types of needles for hand and machine Sewing. Selection of right thread, needle for the fabric to be sewn.

Unit- III Introduction to Clothing construction.

12 Lectures

- Anthropometric measurements, Introduction and importance.
- Instruments used for anthropometric measurements.
- Standardization and size charts, importance and use of size charts, Size charts of child, Women and man .
- Factors affecting selection of fabrics, budget, age, Season, occupation, figure, fashion, occasion, etc.
- Ready made vs Home made Garments.

Unit - IV Pattern Making

14 Lectures

- Pattern making tools.
- Pattern making technique : Drafting, Draping and flat pattern technique.
- Darts and their manipulation.
- Principles of pattern making, Upper garments and lower garments understanding the commercial paper pattern.

Unit - V Fabric Layout, Cutting and Marking

10 Lectures

- Fabric preparation - Laying out checks, Plaids , & directional fabrics.
- Marking with chalk, Pencil or liquid markers Cutting and sewing tips.
- Appropriate combination of accessories, trims and materials.

References :-

1. Dr. Brinda Singh : Vastra vigyan evm paridhan Nirman, Panchsheel Prakashan, Jaipur (Hindi Version)
2. Verma & Pandey : Vastra Vigyan evm Paridhan, Bihar hindi granth Academy, Patna (Hindi version)
3. Manju Patni, Vastra Vigyan evm paridhan vyavastha, pustak Sadan (Hindi Version)
4. Gita pusp shaw: Vyavaharik vastra vigyan, Vinod pustak mendir, Agra(Hindi version)
5. Janace E : Bubonia (2012) Apparel production terms and processes, fairchild Books.
6. Arm strong, Pearson (1995), Pattern marking for Fashion Design, Fairchild publication, New york. 1995 (Indian Ed)
7. Cream, penelope. (1996). The complete Book of Sewing - A practical step by step Guide to Sewing

techniques, DK Publishing Books, New York.

8. Thomas A. (1986) The Art of sewing, UBSPD. publishers Distributors Ltd, New Delhi.
9. Holmen, Gillian (1997), pattern cutting made easy, BSP.
10. Kallal, Mary Jo, (1985) clothing construction, Mc Millan publishing Company, New York.

SEMESTER - VI

Communication Model in Extension

Major Course - MJ 13

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objectives

- Understand the concept and process of communication for development.
- Acquire skill in information education and communication.
- Learn the concept of diffusion and acquires skill to transfer the Innovation.
- Strengthen the knowledge of traditional and modern media in development communication.

Learning Outcomes

- Explain the basic concept, nature and significance of Communication model
- Learn the communication channel and skill
- Analyze the media in development communication
- Understand the adoption and diffusion process to help the extension agents to accelerate them

Course Content

Unit - I Communication Model

10 Lectures

- Concept of communication model and significance and functions.
- Teaching elements of communication process, conducting research, predicting the success and failures of communication process.

- Importance of communication model-easy understanding of communication process, showing information flow, introducing the parts of communication process, easy presentation of communication process and understanding the communication process.

Unit - II Methods of Communication

15 Lectures

- Extension methods of communication - Individual method-Farm and home visit, farmer's call, personal letter, adaptive or mini kit trial, farm clinic
- Group method-result demonstration, method demonstration, group meeting, small group training, field day or farmer's day
- Study four Elements of Extension Communication system-communicator, message, channel treatment and presentation, audience, audience response.

Unit - III Media in Development Communication.

15 Lecture

- Traditional media - types (folk songs, drama, and puppetry) characteristics and role in development communication.
- Radio-Origin and history, news, features and commentaries, role in development communication
- Television and Cinema-history, features and role in development communication ICTs - scope and development communication

Unit - IV Diffusion of Innovations

10 Lectures

- Diffusion-concept, elements of diffusion, difference between communication and diffusion.
- Innovation-form, functions and meaning of innovation, perceived attributes of innovation, preventive innovation

Unit - V Adoption

10 Lectures

- Definition, adoption process-diffusion network
- The innovation decision process, the innovation decision period,
- Adoption -rate of adoption, mandates for adoption, over adoption, adopter categories measurement of adoption,
- role of extension agent in the adoption and diffusion of innovation.

References :-

- Gupta, D (2007) Development communication in Rural Sector. New Delhi:
- Meenakshi Raman and Sangeetha Sharma (2013) Technical Communication-Principles and Practice, New Delhi: Oxford University Press ,Mukhopadhyay Abhijeet Publication.
- Nair, R. (1993). Perspectives in Development Communication New Delhi.
- Nisha, M. (2006) understanding Extension Education. New Delhi: Kalpay Publications.
- Parveen Pannu and Yuki Azaad Tomer. (2012) Communication Technology for Development New Delhi: International Publishing House Pvt. Ltd.
- Ray, G.L. (2015).Extension Communication and Management. Ludhiana. Kalyani Publishers.
- Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press.
- Rogers Everett, M (2003). Diffusion of Innovations. 5th Edition. New York: Sage Publication.
- Singh, U.K. and Nayak, A.K. (2007). Extension Education. New Delhi: Common The Free Press,

SEMESTER - VI

Family Meal Management

Major Course - MJ -14

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objective :

- Study nutritional needs at different stages of life span.
- Understand the basic recommending the dietary allowance.
- Study the growth & development during Life span.

Learning Outcome :

- Assess nutrition issue & condition & also recommended nutrition Intervention I support to Promote the health & well being.
- Have in knowledge, born to develop & critique nutritional interventions designed to improve human health & well being at specific age.
- Student able to critically assess nutritional requirements & nutritional health status of an individual.

Course Content :

Unit - I Introduction of RDA & Balanced Diet

10 Lectures

- Basic concept & purpose of Recommended dietary Allowances, factors Affecting Recommended Dietary Allowances.
- Recommended dietary Allowances age groups. uses of ICMR-RDA in Planning balanced diet.
- Exchange system.

Unit - II Nutrition in Infancy.**4 Lectures**

- Composition of Human milk & Human Milk substitute.
- Bottle feeding & related problems.
- Weaning & supplementary feeding food.

Unit III - Nutrition in childhood & Adolescence**15 Lectures**

- Food & Nutritional requirement.
- Factors to be considered while planning diet for children & Adolescents.
- Nutritional & Behavioural problems & eating disorders.

Unit IV - Nutrition In Pregnancy & Lactation**20 Lectures**

- Importance of food & Nutritional care & requirement during pregnancy. General Dietary & nutritional problem & Complications.
- Nutritional requirements during lactation.

Unit V - Nutrition for Adults and Elderly**15 Lectures**

- Reference Man & Reference Woman
- Food & nutritional requirement for Adults doing different activities.
- Food & Nutritional requirements of elders.
- Nutrition related problems of old age.

References :

1. Mahtab, S, Bamji, Kamala Krishnasamy, Brahman, G.N.V. (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd, New Delhi.
2. Srilakshmi, B. (2013), Dietetics, New Age International (P) Ltd., New Delhi.
3. Sunetra Roday (2017). Food Science and Nutrition, Oxford University Press, New Delhi.
4. Longvah, T, Ananthan, R, Bhaskarachary, K., Venkaiah, K. (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.
5. Shakuntala Manay, Shadaksharaswamy. M (2013) Foods, Facts and Principles, New Age International Pvt Ltd Publishers, 2nd Edition) Ltd., New Delhi.
6. Swaminathan, M. (2012), Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore.
7. Srivastav. A , Singh v. 2014 swasthya Avam Rogon mein Posniya bawastha Agrwal Publication Agra.

SEMESTER - VI

PRRACTICAL- V (MJ 12/MJ 13/ MJ 14)

Major Course MJ-15

Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Credits : Theory -04) 120 Hours

Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 6 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

3Practical	= 25×3=75 Marks
Practical record notebook	15 Marks
viva voce	10 Marks

Practical MJ 12

Course Content

1. Taking measurement directly from body.
2. Tools and equipment used in garments construction :Squares and scales,french curves - for arm hole , neck line etc.
3. Preparing sample : Basic hand stitch, hemming visible/invisible , lock stitch.
4. Seams - Plain seams and decorative seams.
5. Introduction to drafting method and stitching of the following garments - petticoat /apron/salwar/kurta.

Reference books.

- Dr. Brinda Singh : Vastra vigyan evm paridhan Nirman, Panchsheel Prakashan, Jaipur (Hind Version)
- Verma & Pandey : Vastra Vigyan evm Paridhan, Bihar hindi granth Academy, Patna (Hindi version)
- Manju Patni, Vastra Vigyan evm paridhan vyavastha, pustak Sadan (Hindi Version)
- Gita pusp shaw: Vyavaharik vastra vigyan, Vinod pustak mendir, Agra(Hindi version)

Practical MJ 13

Course Content

1. Visit of rural area for interaction with villagers and understand the felt and unfelt need.
2. Preparation of charts, posters, flash cards
3. Preparation of ITC material on various topics for different target audience.
4. Project preparation on specific area in development communication.
5. Case studies in development communication.
6. Regular lectures, exercises on innovations and adoption and group discussion, case studies, films and documentaries.
7. Seminar, project preparation, report and records

References :-

- Gupta, D (2007) Development communication in Rural Sector. New Delhi:
- Meenakshi Raman and Sangeetha Sharma (2013) Technical Communication-Principles and Practice, New Delhi: Oxford University Press ,Mukhopadhyay Abhijeet Publication.
- Nair, R. (1993). Perspectives in Development Communication New Delhi.
- Nisha, M. (2006) understanding Extension Education. New Delhi: Kalpay Publications.
- Parveen Pannu and Yuki Azaad Tomer. (2012) Communication Technology for Development New Delhi: International Publishing House Pvt. Ltd.
- Ray, G.L. (2015).Extension Communication and Management. Ludhiana. Kalyani Publishers.
- Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press.
- Rogers Everett, M (2003). Diffusion of Innovations. 5th Edition. New York: Sage Publication.
- Singh, U.K. and Nayak, A.K. (2007). Extension Education. New Delhi: Common The Free Press, Wealth Publishers.

Practical MJ

Course Content

- Planning, Preparing Menu for Infants (supplementary Foods)
- Planning, Preparing Menu for school going Children.
- Planning, Preparing Menu for adolescents.
- Planning, preparing For Pregnancy.
- Planning, preparing for Lactation.
- Planning, Preparing for adults.
- Planning, preparing for at Elderly.

References :-

- Mahtab, S, Bamji, Kamala Krishnasamy, Brahmam, G.N.V. (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd, New Delhi.
- Srilakshmi, B. (2013), Dietetics, New Age International (P) Ltd., New Delhi.
- SunetraRoday (2017). Food Science and Nutrition, Oxford University Press, New Delhi.
- Longvah, T, Ananthan, R, Bhaskarachary, K., Venkaiah, K. (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad.
- Shakuntala Manay, Shadaksharaswamy. M (2013) Foods, Facts and Principles, New Age International Pvt Ltd Publishers, 2nd Edition) Ltd., New Delhi.
- Swaminathan, M. (2012), Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore.

- Srivastav. A , Singh v. 2014 swasthya Avam Rogon mein Posniya bawastha Agrwal Publication Agra.

SEMESTER - VII

Therapeutic Nutrition.

Major Course - MJ - 16

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

6 credit

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End Semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objective:

- Understand the role of dietitian & to maintain good nutritional status. Correct deficiencies or disease conditions of the patients.
- Gain knowledge on the principle of diet therapy & designing or formulating different therapeutic diets for various disease conditions.
- Develop skill to plan & prepare therapeutic diets for Prevention of disease conditions.

Learning outcomes.

- Gain knowledge of research Principles & methods associated with nutrition & dietetics. Practice.
- Collect, organize & assess data relating to the health & nutritional status of individual groups & population.
- Independently plan & execute a research Project in regard to maintain & dietetics Practices.

Course content

Unit - I Concept of Diet Therapy.

08 Lectures

- Basic concepts of Dietetics

- Purposes & Principles of Therapeutic diets.
- Modification of normal diets classification of the therapeutic diets.
- Role of Dietitians.

Unit-II Nutritional Therapy in Gastro - intestinal Disorders & Diseases of the liver. 12 Lectures

Etiology, Pathophysiology symptoms & Dietary guidelines for the following conditions.

- Peptic 4 kg
- Constipation
- Diarrhea
- Dysentery
- Jaundice, hepatitis, fatty liver & cirrhosis.

Unit-III Nutritional Therapy in obesity, underweight, & diabetes Mellitus. 10 Lectures

Etiology, Pathophysiology. Clinical Symptoms & Dietary guidelines for the Following conditions.

- Obesity,
- Under weight.
- Diabetes mellitus

Unit - IV. Feeding methods. 08 Lectures

- Enteral feeding
- Parenteral Feeding

Unit - V Nutritional Therapy in Cardio vascular Disease 10 Lectures

Etiology, Pathophysiology, Clinical Symptoms & Dietary guidelines for the following conditions.

- Atherosclerosis
- Hypertension

Unit - VI Nutritional Therapy for fever 12 Lectures

Etiology, Pathophysiology, clinical Symptoms & Dietary guidelines for the following conditions.

- Acute & chronic infections disease.
- Typhoid, Tuberculosis & HIV

References :

1. Srilakshmi, B. Dietetics, New Age International P. Ltd., New Delhi, 2018.
2. Dietary Guidelines of Indians - A Manual, National Institute of Nutrition, Hyderabad, 2015.
3. Garg, M. Diet, Nutrition and Health, ABD Publishers, 2006.
4. Krause, M.V. and Mahan, L.K. Food, Nutrition and Diet Therapy, 9th Ed., W.B. Saunders Company,

5. Maimun Nisha, Diet Planning for Diseases, Kalpaz Publishers, 2016.
6. Dietary Guidelines of Indians - A Manual, National Institute of Nutrition, Hyderabad, 2011.
7. Brown, J (2014). Nutrition now (7th ed). Wadsworth, USA, ISBN-13:978- 1-133-93653-4, ISBN 10:1-133-93653-9
8. Nelms M, Sucher K (2015). Nutrition Therapy and Pathophysiology. (3rd edition) Cengage Learning, USA. ISBN-13: 978-1305111967, ISBN-10: 130511196n, New Delhi.

SEMESTER VII

FAMILY DYNAMICS AND INTERPERSONAL RELATIONSHIP

Major Course - MJ- 17

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objective :-

- To develop interpersonal relationship and family dynamics in contemporary India.
- Understanding one's own self and others with the aim of improving interpersonal relationships.
- Develop an insight resolution into interpersonal stress conflict it's resolution.

Learning Outcomes :

- Explain the basic components and processes involved in interpersonal relationship.
- Describe theoretical perspectives in understanding interperse relationship and family of dyanamics
- Formulate strategies for ducement developing positive oyraz- in different relationships and mending conflict?!

COURSE CONTENT

UNIT - I FAMILY DYNAMICS

10 Lectures

- Family as an institution
- Family - definition, types and life cycle, function.
- Family life cycle and stages.

- Evolution of the family.

UNIT-II INTERPERSONAL RELATIONSHIPS OF FAMILY DYNAMICS

10 Lectures

- Relationships and family dynamics : Family size, age, social and financial status, gender, power, employment. how these dynamics shape individual personality and behaviour.
- Interpersonal communication within families : Family, Self, Society

UNIT - III FAMILY ROLE AND FAMILY CRISIS:

15 Lectures

- Changing roles and dynamics through significant life event : romantic relationships, partner selection, marriage, child birth, parenting, career trajectories and economic status, health issues.
- Issues related to family crisis, Forms of family crisis : marriage divorce, separation, remarriage, financial instability, poor food family balance, illness, death, childlessness, child neglect, family violence, peer pressure, Addiction, rape, suicide, unemployment, natural disasters, epidemics and wars.

UNIT -IV : FAMILY COHESION & SUPPORT

15 Lectures

- The role of effective communication, compassion, perspective- taking, role distribution, positive conflict resolution and teamwork.
- Gender norms and roles in family dynamics.
- Interpersonal communication within families : Managing expectations, family, self, society.
- Self goals, adjustment and negotiations.
- Role, right and responsibilities with the family.

UNIT - V : MARRIAGE

10 Lectures

- Marriage family individual issue.
- Marriage definition goals functions and challenges.
- Types of marriage and their functions.
- Agencies offering support : marriage and family therapists, family court, child guidance clinics, counselling and rehabilitation centres.
- Legal age and its relationship to development.
- Marriage choice and significance of marriage in human development. Recommended .

References :-

1. Arnett, J.J. (2005). Youth, cultures and societies in transition: The challenge of growing up in a globalized world. In F. Gale & S. Fahey, (Eds.), Youth in Transition The challenges of generational change in Asia (pp 22-35). Bangkok Regional Unit for Social and Human Sciences in Asia and the Pacific.
2. Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). Social psychology, ND: Pushp Print Services
3. Chaudhary, N., & Shukla, S. (2019). Family, identity, and the individual in India. In G. Mian

(Ed.), *Psychology: Volume 2: Individual and the social: Processes and issues* (pp. 143-189), New Delhi, India: Oxford University Press.

4. D'cruz, P., & Bharat, S. (2001). Beyond joint and nuclear: The Indian family revisited. *Journal of Comparative Family Studies*, 32(2), 167-194,
5. Duck, S. (1998). *Human relationships*, ND: Sage.
6. Ganguly-Scrase, R. (2007). Victims and agents: Young people's understanding of their social world in an urban neighbourhood in India. *Young*, 15, 321-341.
7. Gardiner, H.W., Mutter, J.D. & Kosmitzki, C. (1998). *Lives across cultures: cross-cultural human development*. Boston: Allyn and Bacon.
8. Gudykunst, W. B., & Toomey, S.-T. (1998). *Culture and interpersonal communication* ND: Sage.
9. Mines, M. (1998). Conceptualizing the person: Hierarchical society and Individual autonomy in India. *American Anthropologist*, 90(3), 568-579.
10. Pestonjec, D. M. (1992). *Stress and coping: The Indian experience*. New Delhi: Sage.
11. Weiten, W., & Llyod, M. A. (2004). *Psychology applied to modern life*. Singapore: Thompson Asia Pvt. Ltd.

SEMESTER - VII

House Hold Equipment

Major Course - MJ-18

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objectives –

- To understand the recent developments in house hold equipment design and technology.
- To study the construction and finishes in various appliances.

Learning Outcomes

- Describe basic concept of electricity.
- Analysis safety of house hold appliance.

Course Content

Unit - I (a) Basic of Electricity

5 Lectures

- Power source, Voltage, Resistance, Current
- Series/Parallel circuits
- AC/DC sources.

(b) Electrical materials

- Conductors, semi conductors, insulators

Unit - II Classification of Appliance -

5 Lectures

- Class 01,02,03 appliances.
- Motorized Heating, electronic and low voltage appliance.

Unit - III Basic components in an Appliance -

15 Lectures

- Mains cord, switches - power/ mode/ speed selection, plugs and sockets, controls thermostats and interlock, light, indicators, heating elements,
- Bearing and Bushings, Electronic controllers AC adaptors.

Unit - IV Product testing for quality**15 Lectures**

- Need for testing institutions offering test facilities BIS, IDEMI, RTC, ERTL, PTH, NTH. Etc.
- Types of test safety test in environmental/ Test physical test/ electrical endurance performance test, equipment required for testing of electrical appliances.

Unit - V Safety against household appliance -**20 Lectures**

- Definition of safety, safety technology, Classification of safety, Electrical shock and its prevention, Meaning, Sources and causes of electrical shock factors determining the severity of electric shock, protection against electric shock. Laws and regulations governing appearance. Household electrical appliance (quality control order) 1981
- The electrical wires, cables appliances and Accessories, Essential commodities act of 1955 consumers protection act, Indian electricity act CE and BIS marking - Meaning of CE marking and its importance certificate board scheme its meaning and importance.

References –

1. Avery, M (1955) Household physics, Mac Millan co, New York
2. Beveridge E (1965) choosing and using your home Equipment, Iowa state University Press Ames
3. Johnson B.J. (1970) Equipment for Modern living Mac Millan co. New York.
4. Van Zante H. (1970) Household Equipment Principles Prentice Hall New York.
5. Varghese, M.A et al (1985) Household Equipment Manual, S.N.D.T. women's University, Mumbai.

SEMESTER VII

Practical VI (MJ - 16 /MJ - 17/MJ - 18)

Major Course - MJ -19

4credits

(Credits : Theory -04) 120 Hours)

Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 3×25=75 Marks
Practical record notebook	10 Marks
viva voce	15 Marks

Three Experiment are to be performed.

MJ PRACTICAL (Therapeutic Nutrition)

Course Content

40 Hrs

Practicals.

- Preparation of Hospital diets - Modification of diet with respect to texture, consistency and nutrients. **7 Lectures**
- Modification diets in obesity **7 Lectures**
- Modification diets in underweight. **7 Lectures**
- Modification of diets in peptic ulcer constipation & Diarrohea. **7 Lectures**
- Modification diets in Diabetes mellitus. **7 Lectures**
- Modification diets in cardiovascular diseases . **5 Lectures**

MAJOR PRACTICAL (Family Dynamic & Relationship)

COURSE CONTENT

40 Lectures

1. Group discussion/role play/simulations on interpersonal relationships.
2. Conduct workshops on : cultural variations in interpersonal relationships, family dynamics, verbal vs non-verbal communication, and social networking. **3 Lectures**
3. Plan an interaction with a counsellor or therapists working in the area of interpersonal conflicts (in the family family/peer group/parent-child dyad/workplace). **3 Lectures**

4. Conduct a workshop on enhancing family cohesion and conflict resolution.
3 Lectures
5. Select a form of family crisis or stress. Describe ways of preventing and managing the crisis.
3 Lectures
6. Create posters about ways to improve interpersonal communication skills and patters of relating to enhance resiliency in relationships.
3 Lectures
7. Plan an interaction with a counsellor or therapists working in the area of interpersonal conflicts (in the family family/peer group/parent-child dyad/workplace).
3 Lectures
8. Conduct a workshop on enhancing family cohesion and conflict resolution.
3 Lectures
9. Select a form of family crisis or stress. Describe ways of preventing and managing the crisis.
3 Lectures
10. Create posters about ways to improve interpersonal communication skills and patters of relating to enhance resiliency in relationships.
3 Lectures
11. Plan an interaction with a counsellor or therapists working in the area of interpersonal conflicts (in the family family/peer group/parent-child dyad/workplace).
3 Lectures
12. Conduct a workshop on enhancing family cohesion and conflict resolution.
3 Lectures
13. Select a form of family crisis or stress. Describe ways of preventing and managing the crisis. Create posters about ways to improve interpersonal communication skills and patters of relating to enhance resiliency in relationship .
4 Lectures

ADVANCE MAJOR (House Hold Equipment)

Course Content

40 Hrs.

1. Use of Electric Iron
 - Input test , current test
 - Measurement of heating up time,
 - Measurement of over swing temperature and heating up excess.
 - Temperature of different fabric setting, Earthing provision test.
2. Testing of Electric Toaster as per the is 2 1287 S 1986

- Input test
 - Performance test.
3. Testing of electric kettle as per the is 2367"1979
- input test,
 - Measurement of heating up time,
4. Testing of room heater - input test, High Voltage test.
5. Testing of Electric Food Mixers and Grinders
- Starting test
 - Input test
 - Performance test

References :-

1. Avery, M (1955) Household physics, Mac Millan co, New York
2. Beveridge E(1965) choosing and using your home Equipment,lowa state University Press Ames
3. Johnson B.J.(1970) Equipment for Modern living Mac Millan co. New York.
4. Van Zante H.(1970) Household Equipment Principles Prentice Hall New York.
5. Varghese , M.A et al (1985) Household Equipment Manual, S.N.D.T. women's University, Mumbai.
6. Arnett, J.J. (2005). Youth, cultures and societies in transition: The challenge of growing up in a globalized world. In F. Gale & S. Fahey. (Eds.), Youth in Transition-The challenges of generational change in Asia (pp 22-35). Bangkok: Regional Unit for Social and Human Sciences in Asia and the Pacific.
7. Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). Social psychology. ND: Pushp Print Services.
8. Chaudhary, N., & Shukla, S. (2019). Family, identity, and the individual in India. In G. Misra (Ed.), Psychology: Volume 2: Individual and the social: Processes and issues (pp. 143-189). New Delhi, India: Oxford University Press.
9. D'cruz, P., & Bharat, S. (2001). Beyond joint and nuclear: The Indian family revisited. Journal of Comparative Family Studies, 32(2), 167-194.
10. Duck, S. (1998). Human relationships. ND: Sage.
11. Ganguly-Serese, R. (2007). Victims and agents: Young people's understanding of their social world in an urban neighbourhood in India. Young, 321-341.
12. Gudykunst, W. B., & Toomey, S. T. (1998). Culture and interpersonal communication. ND: Sage.
8. Pestonjec, D. M. (1992). Stress and coping: The Indian experience. New Delhi: Sage

13. Srilakshmi, B. Dietetics, New Age International P. Ltd., New Delhi, 2018.
14. Dietary Guidelines of Indians - A Manual, National Institute of Nutrition, Hyderabad, 2015.
15. Garg, M. Diet, Nutrition and Health, ABD Publishers, 2006.
16. Krause, M.V. and Mahan, L.K. Food, Nutrition and Diet Therapy, 9th Ed., W.B. Saunders Company,
17. Maimun Nisha, Diet Planning for Diseases, Kalpaz Publishers, 2016.
18. Dietary Guidelines of Indians - A Manual, National Institute of Nutrition, Hyderabad, 2011.
19. Brown, J (2014). Nutrition now (7th ed). Wadsworth, USA, ISBN-13:978-1-133-93653-4, ISBN 10:1133-93653-9
21. Nelms M, Sucher K (2015). Nutrition Therapy and Pathophysiology. (3rd edition) Cengage Learning, USA. ISBN-13: 978-1305111967, ISBN-10: 130511196n, New Del

SEMESTER VIII

ADVANCE COURSE OF HOME SCIENCE

Major Course - MJ - 20

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives :

To be aware of issues and concerns related to situation of women with specific reference to the Indian context

Learning Outcomes

On Completion of the course students will be able to critically assess problem and issue related to girl child & women.

Course Content

Unit I Problems and Issues related to Women in India

10 Lectures

- Understanding concepts of gender difference
- Child Marring Discrimination in nutrition and health are socialization of girl child, dowry Violence, Women's Identity.
- Educational Opportunities and sex based education, Employment, Women in polities, legal status, of women.

Unit II Family Welfare Programme

10 Lectures

- Role of nutrition in childhood and adolescent development .
- Role of nutrition in Adulthood and old Age.
- Role of nutrition in Pregnant and lactating Women.

Unit III - Gender, Right and Laws

10 Lectures

- Girls, women and human rights.
- Legal aspects related to women : PCPNDT Act, PWDVA, Sexual Harassment of Women at workplace.

Unit IV Clothing functions and theories of origin.

10 Lectures

- Fashion cycle, Sources of fashion, Factors.
- Favours and re retarding fashion
- Marketing in a Global environment.
- Global trends in Fashion Trade
- Global scenarios for a sustainable
- Fashion industry.

Unit V Role of traditional media in Communication

10 Lectures

- Types (Folk songs, drama and Puppetry characteristics and role in development communication
- Impact of Media and influence on development and learning
- Elements of extension communicator, message, Channel treatment and presentation, audience, audience response.
- ICTS-Scope and development Communication
- Role of extension agent in the adoption and diffusion of innovation.

References

- Hurlock ,Elizabeth B.: Development psychology - A life span approach , edition TATA McGraw hill publishing company Ltd., New Delhi.
- Pepalin ,Diane, E. and Old, Sally Wendkos : Human development 5th edition, TATA, mcgraw - Hill, publishing company Ltd ., New Delhi.
- Berk, Laura E. Child development, 3rd edition, Prentice - Hall of India private Ltd. New Delhi 110001 , 1906
- Hall Calvins, Lindsey Gardner :Theories of personality, lied. wiley Eastern Ltd., New Delhi .
- Bischof, Ledferds: Interpreting theories, Harper, New Delhi.
- Baddwin Alfred L. : Theories of child Development, John Willey and Sons, New York.
- Hjelle, Larry A.: Personality Theories : Basic Assumptions Research and Application, Mc-Graw International Book Company.
- Hallahan ,Daniel, P. and Kaufman, James M. : Exceptional children - Introduction to special education IV edn. Prentice Hall, Englewood cliffs, New Jersey 07632.
- Mahtab, S, Bamji S, Kamala Krishnasamy, Brahman G.N.V, Text Book
of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi, 2012
- Srilakshmi, B., Dietetics, New Age International (P) Ltd., New Delhi, 2013,
- Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1,
Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore, 2012
- Dietary Guidelines for Indians, ICMR, National Institute of Nutrition.
- Bakshi B.K Upchararth Ahar Prabandhan & samudayik posan 2005 Vinod Pustak Mandir Agra.
- Booth J.E. (1996) principals of textile testing, New Delhi, CBS publishersand distributors private limited.
- Dantyagi, S. (1996) Fundamentals of textiles and their care. India Orientblackswan private limited.
- D'souza N. (2014) Fabric care, New Delhi, New age international publishers.
- Gohl, E. V.lesky,L (2003) Textile science : an explanation of fibre properties2nd, New Delhi.
- Madhulika, P. (2013) Weaving. New Delhi, Random publishing.
- Rastogi, D. & Chopra S (2017) Textile science. India Orient blackswanprivate limited.
- Tyagi, A. (2016) A handbook of fashion and textile designing. New DelhiSonali publication.
- Smith, J.I. (2015) Textile processing, printing, dyeing, finishing. India PHlearning private limited.
- Reddy, A, N Adivi (1987) Extension education, Baptla, Sree Lakshmi Press.
- Dahama, O.P and Bhatnagar, O.P. (1988) Education and communication fordevelopment, New Delhi, Oxford and IBH publishers Co.Pvt.Ltd.
- MWE eat ikVuh ,o MWE gjiykuh ¼2016½ LVkj ifCydsku] vkxjA 4- MWE fcUnk ilag] ¼2019½ izlkj fk{kk} iap'khy izdk'ku] t;iqj
- MWE izfrek oek' ,o dñir ik.Ms; ¼2008½] xg foKku ilkj fk{kk} fgUnh xñk vdkneh] iVuk]fcgkj
- Singh, R. (1987) Text book of extension sahitya kala prakashan, Ludhiana.
- Extension programme planning, Oxford and IBH publishing company Pvt.Ltd,New Delhi.
- Joshi Umer (1997) Text book of mass communication and media, Anmolpublication, New Delhi.

SEMESTER-VIII

Public Health & community Nutrition

Advance Major Course - AMJ - A1

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objective:

- To Know the basic of Public health Nutrition.
- To learn nutritional programme & policies to overcome malnutrition.
- To understand the need of prioritizing nutrition issues.

Learning Outcomes:

- Gaining knowledge on Nutritional Programme & Policies over coming malnutrition
- Understanding the national international & voluntary nutritional organizations to combat malnutritional programmes.

Course Content.

Unit - I Introduction to public health Nutrition

10 Lectures

- Meaning & scope of Public Health nutrition.
- Roles of public health nutritionists.
- Definitions of optimum health, malnutrition nutritional status, nutrition intervention, morbidity & mortality rates.
- Strategies to overcome malnutrition, Relation of nutrition to national development & Nutrition & Food Security.

Unit-II Nutritional Assessment.

20 Lectures

- Definitions of nutrition status or measurement techniques objective & classification of nutritional assessment methods.
- Direct Nutritional Assessment parameters, Indirect parameters, mortality & morbidity rates.
- Anthropometric measurements :- Techniques used in public health & comparison of Indices with references.
- Biochemical Estimation :- Name of assessment of parameters. Desirable level of nutrients & their metabolites in body issue. Lipid, protein, iron, vitamin A&D
- Clinical Examination :- common nutritional deficiencies specific nutrient deficiency signs & symptoms.
- Dietary survey & Types of nutritional survey, 24-hour diet recall methods, food frequency methods

Unit-III National, International & voluntary organizations to combat malnutrition 20 Lectures

- Nutrition intervention programmes in India
- Integrated child Development services, Role of AWW
- Mid- Day Meal (MDM) programme.
- Organizations working towards meeting Global nutrition Targets National organization - ICAR, ICMR, NIN & NIPCCD International organisation - World Bank, WHO, UNICEF voluntary organisation.
- National Programs to combat micro nutrient malnutrition NIPI , VAPP , NIDDCP, USI

Unit-IV Epidemiology of communicable diseases.

10 Lectures

- Definition, Causes Signs & Symptoms, Treatment & Prevention of communicable diseases
- Types of Immunity
- Immunization schedules.

References :

- Park A. (2007), Park's Textbook of Preventive and Social Medicine XIX Edition M/S Banarasidas, Bharat Publishers, 1167, Prem Nagar, Jabalpur, 428 001(India)
- Bamji M.S, Prahlad Rao N, Reddy V (2004). Textbook of Human Nutrition II Edition, Oxford and PBH Publishing Co. Pvt. Ltd, New Delhi
- Gibney MJ, Margetts BM, Kearney JM, Arab L (2004) Public Health Nutrition Blackwell Publishing Co. UK.
- Swaminathan M (2007), Essentials of Food and Nutrition. An Advanced

Textbook Vol.I, The Bangalore Printing and Publishing Co. Ltd, Bangalore.

- WHO Non-communicable diseases and risk factors.

<http://www.who.int/ncds/en/>

- National Nutrition Mission - ICDS. icds-wed.nic.in
- Ministry of Health & Family Welfare, www.mohfw.nic.in
- Health education: theoretical concepts, effective strategies and core competencies: a foundation document to guide capacity development of health educators/World Health Organization. Regional Office for the Eastern Mediterranean, 2012
- Bakshi B.K, upcharath Ahar Prabandhan & Samudayik Poshan 2005

Binod pustak mandir Agra.

Semester - VIII

Food Safety sanitation & Hygiene

Advance Major Course - AMJ - A2

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives.

4 Credits

- Learn the various aspects of food Safety
- Understand about Food laws & labeling
- Understand the need for consumer education.

Learning outcomes

- Identify causes & Prevention procedures for food borne illness, intoxication & infection
- Demonstrate good personal hygiene & Safe handling Procedure Describe food shortage & refrigeration technique sanitation of dishes & equipments.

Course content

Unit-I Introduction to food safety & Adulteration.

8 Lectures

- Food contamination :- Definition, Sources of contamination.
- Difference between food poisoning & food infections
- Safety in food processing
- Factors affecting food safety & food Spoilage Safety.

- Food Adulteration - Definition & Types.

Unit II Food Laws & Regulations.

15 Lectures

National Legislation - essential commodities Act- standard of weight & Measure Act, ISI Mark of BIS, Agmark & PFA, FPO, food safety & standard bill 2005.

International Laws & Agreement.

Hazard Analysis critical control point.

Unit-III Sanitation Procedures.

12 Lectures

- Basic Principles of Hygiene & sanitation. Personal hygiene & Environmental hygiene
- Methods of sanitation & hygiene.
- Sterilisation & disinfection .
- Waste product. handing & control
- Cleaning & sanitizing
- Method of wash

Unit-IV Importance of Personal Hygiene of food Handlers.

12 Lectures

- General Principles of hygiene.
- Personal &
- Environmental hygiene
- Hygienic Practices
- Planning & implementation of Training for health person.

Unit V Current food safety standards in India

13 Lectures

- Current food safety regulations 2001,
- Food Safety & standards Authority of India
- Role of Food Analyst, Action designated officer.
- Food safety management system.

References :

- Park A. (2007), Park's Textbook of Preventive and Social Medicine XIX Edition M/S Banarasidas, Bharat Publishers, 1167, Prem Nagar, Jabalpur, 428 001(India)
- Bamji M.S, Prahlad Rao N, Reddy V (2004). Textbook of Human Nutrition II Edition, Oxford and PBH Publishing Co. Pvt. Ltd, New Delhi
- Gibney MJ, Margetts BM, Kearney JM, Arab L (2004) Public Health Nutrition Blackwell Publishing Co. UK.

- Swaminathan M (2007), Essentials of Food and Nutrition. An Advanced Textbook Vol.I, The Bangalore Printing and Publishing Co. Ltd, Bangalore.

- WHO Non-communicable diseases and risk factors.

<http://www.who.int/ncds/en/>

- National Nutrition Mission - ICDS. icds-wed.nic.in

- Ministry of Health & Family Welfare, www.mohfw.nic.in

- Health education: theoretical concepts, effective strategies and core competencies: a foundation document to guide capacity development of health educators/World Health Organization. Regional Office for the Eastern Mediterranean, 2012

- Bakshi B.K, upcharath Ahar Prabandhan & Samudayik Poshan 2005
Binod pustak mandir Agra.

Semester- VIII

Practical (A1 / A2)

Advance Major Course - AMJ -3

Credits - 4

(120 Hrs.)

Marks:Pr(ESE : 6 Hrs) = 100

Pass Marks:Pr(ESE) = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of Group B1&B2 6 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

Experiment 1	30 Marks
Experiment 2	30 Marks
Practical file	20 Marks
viva voce	20 Marks

Practicals Course Content A1

- Assessing the nutritional states of an individual, group & community in different Settings
- Planning & conducting nutrition education Programmes in a selected Village
- Field visits in ICDS cyber, MDM School Programme.
- Dietary survey in village.

Practicals Course Content A2 :

- Assessment of Personal hygiene
- Scheme for the defection of food borne Pathogene.

- Microbial examination of different food samples
- Detection of common adulterant in Food

a) Khesari flour in besan

b) Vanaspati in Ghee/butter

(c) Dried papaya seeds in black Pepper.

(d) Metanil yellow in turmeric.

(e) Artificially foreign matter in tea.

References :-

- Mahtab, S, Bamji S, Kamala Krishnasamy, Brahmam G.N.V, Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi, 2012
- Srilakshmi, B., Dietetics, New Age International (P) Ltd., New Delhi, 2013,
- Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore, 2012
- Dietary Guidelines for Indians, ICMR, National Institute of Nutrition.
- Bakshi B.K Upchararth Ahar Prabandhan & samudayik posan 2005 Vinod Pustak Mandir Agra.

SEMESTER VIII
Childhood and Adolescence

Advance Major Course - AMJ - B1

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)
Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objectives

1. Develop an understanding about the need and importance of studying child and adolescent development.
2. Develop an understanding about the historical views and theories on childhood and adolescent development.
3. Learn about the characteristics, needs and developmental tasks of infancy, early middle and late childhood, and early, middle and late adolescence
4. Learn about the biological and environmental factors that affect development during childhood and adolescence.
5. Learn key issues which influence childhood and adolescent development.

Learning Outcomes

- Explain the need and importance of studying childhood and adolescence as a distinctive stage of the life-span.
- Describe the historical views and theories on childhood and adolescent development.
- Describe the characteristics, needs and developmental tasks of infancy, early childhood, middle childhood and early and late adolescence.
- Identify the biological and environmental factors affecting development during childhood and adolescence.
- Analyze key issues that influence child and adolescent development.

COURSE CONTENT

UNIT-I Childhood and Adolescent Development: Introduction 10 Lectures

- Concept, meaning and principles of 'growth' and 'development'.
- Concept of critical periods of development during infancy, childhood and adolescence.

UNIT-II Historical Foundations and Theories of Childhood and Adolescent Development 10 Lectures

- Historical foundations and scientific beginnings.
- Brief overview of theories of child and adolescent development - maturation, behavioral, psycho-social, cognitive, social learning.
- Brief overview of theories of child and adolescent development including the maturation. psycho dynamic, behavioral, psycho social, cognitive, social learning.

UNIT-III Development across Childhood and Adolescence 15 Lectures

- Major characteristics of different stages of childhood and adolescence (infancy, early, middle and late childhood, puberty, early and late adolescence)
- What are developmental tasks and milestones, and their importance.
- With reference to each domain of development (physical, cognitive, language, socio-emotional) characteristics, needs, developmental tasks and milestones of individuals from birth to 18 years are explained.

- Neonate (birth-1 month)
- Infancy (1 month-2 years)
- Early childhood (2-6 years)
- Middle childhood (6-11 years)
- Adolescence (12-18 years)

UNIT-IV : Familial and Social Influences on Childhood and Adolescent Development 15 Lectures

- Family influences on child and adolescent development
- Influence of various parenting styles on development, behavior and functioning during childhood and adolescence.
- Changes in self-esteem, self-concept and identity from early childhood through adolescence
- Moral development from early childhood to late adolescence in relation to societal norms and social understanding.
- Development of gender roles and perceptions, changes in gender identity from early childhood through adolescence.

UNIT-V Childhood and Adolescent Development: Key Issues 10 Lectures

- Influence of peer relationships on development
- Impact of media and its influences on development and learning
- Physical, psychological and social effects of substance abuse and risk behaviors
- Role of nutrition in childhood and adolescent development.
- Brief overview of aggression, gender roles and stereotypes, , friendship, popularity and rejection, sibling relations, juvenile delinquency, suicide, depression, , puberty. early late maturation, human sexuality, eating disorders during childhood and adolescence.

References

- Berk, L.E. (2017) Child development (9th ed.) Pearson
- Bhogle, S. (1999). Gender roles: The construct in the Indian context. In T. S. Saraswathi (Ed.), Cultures

ocializationandhumandevelopment:Theory,researchandapplicationsinledinipp278-300) New Delhi: Sage

- Kapadia, S. (2017) Adolescence in Urban India Cultural Construction in a Society in Transition Springer
- Keenan, T. Evans, S., & Crowley, K. (2016). An introduction to child development Sage
- Kumar, K. (1993) Study of childhood and family. In TS Saraswathi & B.Kaur (Eds.) Human development and family studies in India Anagenda for research and policy pp.67-76) New Delhi Sage
- Lightfoot, C., Cole, M., & Cole, S. (2012). The development of children (7TH ed). NewYork Warth Publishers
- Santrock, J. (2017) A topical approach tolife span development (9th ed) New NY.: Mcgraw-Hill Higher Education
- Saraswathi,T.S.,&Kaur, B. (1993). Human Development and family Studies in India-an Agenda for research and Policy New Delhi Sage
- Saraswathi, T. &Oke, Meers. (2013) Ecology of Adolescence in India. Psychological Studies DOI 58. 10.1007/s12646-013-0225-7.
- Saraswathi, T.S. Menon, S. & Madan, A. (eds) (2018) Childhoods in India Traditions Trends and Transformations New Delhi. Routledge
- Sinha,D & Misra, R.C. (1999) Socialization and cognitive functioning. InT.S. Saraswathi(Ed.) Culture socialization and human development Theory research and applications in India (pp167-187) New Delhi : Sage.
- Verma, S.,& Saraswathi, T. S. (2002). Adolescence in India: Street urchins or Silicon Valley millionaires? In B.B.Brown, R. W. Larson & T.S.Saraswathi (Eds).

SEMESTER VIII
Adulthood and Aging

Advance Major - AMJ - B2

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)
Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objectives

- Understand the theoretical significance of adulthood in life span development with special reference to aging.
- Develop a culturally relevant understanding of issues and concerns of adulthood and aging.
- Sensitize students to transitions in adult life and preparation for old age from a gender perspective.
- Create awareness about policy provisions for adults and elderly across Various contexts (work, family, retirement, health, welfare).
- Prepare students for outreach activities with varied groups of adults and elderly..

Learning Outcomes

- Explain variations in the experiences of adulthood and old age across cultures and genders.
- Discuss factors that affect physical, cognitive and socio - emotional development during adulthood and old age.
- Identify developmental needs of varied groups of adults and elderly across Contexts.
- Evaluate policy recommendations for adults and elderly across contexts .
- Execute developmental programs of intervention for varied groups of adults and elders.

Course Contents

UNIT-I Stages of Adult Development and the Process of Aging: A Theoretical Overview

10 Lectures

- Historical perspectives on adulthood and aging.
- Contemporary changes, increase in life expectancy and decrease in death rate.
- Stages of Adulthood and Aging Emerging adulthood (18-25), mature adulthood (25- 45), middle age (45-55), late adulthood (55-65), old age (65 and above)
- Characteristics and needs in different stages of adulthood
- Theories of adult development and aging (Erikson's theory,)

UNIT-II Development in Emerging and Early Adulthood

15 Lectures

- Definition, characteristics, developmental tasks.
- Physical changes - Cardiovascular and Respiratory systems, Motor performance, Immune system.
- Cognitive development - Changes in mental abilities - Crystallized and fluid intelligence Information processing - Speed, Attention, Memory, Problem solving and Creativity.
- Life transitions and adjustments during early adulthood Exploring sexual orientations, stable romantic relationships, alternative life choices, marriage, family life, parenting and caregiving, social mobility.
- Cultural, gender and social class variations in the experience of adulthood and aging.
- Interpersonal relationships and responsibility challenges in different spheres of life (balancing work and family, socio-cultural responsibilities, health challenges, emotional stresses, financial security).

UNIT-III Development in Middle and Late Adulthood

15 Lectures

- Definition, characteristics, developmental tasks,
- Physical and cognitive changes, Changes in interests, Social, emotional, vocational changes,
- Relationships at midlife - marriage and divorce, changing parent-child relationships, grandparenthood, siblings, friendships, relationship across generations- Middle aged children and their aging parents
- Preparation for old age (From work to retirement, emotional, financial, social and familial transitions,)
- Contextual variations in the experience of late adulthood and aging (rural-urban, socio-economic, employed-unemployed, organized-unorganized sector etc.)

UNIT-IV Development in Old Age

10 Lectures

- The phenomenon of aging-biological, psychological, sociological and functional age, optimal aging, normal aging, primary and secondary aging and successful aging Gerontology Definition concept, history importance and scope
- Types - Social gerontology, Bio gerontology, Medical gerontology (Geriatric) Theories of aging process-Sociological, Psychological and Biological theories of aging
- Psychosocial development in old age, Erikson's theory-ego integrity Vs despair,
- Changing relationships in old age- marriage and divorce, widowhood, never married, childless older adults, siblings, friendships.
- Myths and realities of aging Adjustments Physical and mental changes, Vocational adjustments- adjustment to retirement, different living arrangements, familial roles and relationships.
- Dealing with stressful life events, divorce, terminal illness, death and bereavement Overview of Alzheimer, Dementia, Parkinson's disease Common abuses among elderly- physical, emotional, psychological, verbal and financial. reporting abuse. Adult Protective Services.
- Policy provisions for the elderly: Global and national

UNIT-V Aging and Well-Being in the 21st Century

10 Lectures

- Demographic profile of elderly in the world and India
- Living arrangements (intergenerational families, old age homes, institutions etc.) and new models of care giving
- Overcoming mental health challenges (loneliness, depression, anxiety, dementia, other age-related diseases etc.)
- Life style changes and holistic health (physical well-being, food choices, yoga and restorative fitness, counseling and therapy, social and interpersonal support systems)
- Technology and aging (use of internet, advances in health and medical treatment, gadgets supporting safety and security of elderly)
- Leisure time activities and innovative models of developmental intervention

References

- Amett, J. J., & Jensen, L. A. (2019). Human Development. A cultural approach (3rd ed.). New York. Pearson.
- Cavanaugh, J., & Blanchard-Fields, F (2011). Adult development and aging (7th ed). Stamford, CT: Cengage Learning.
- Kakar, S. (Ed.). (1993). Identity and adulthood. New Delhi: Oxford University Press.
- Lamb, S. E. (Ed.). (2012). Aging and the Indian diaspora Cosmopolitan families in India and abroad. New Delhi: Orient Blackswan.
- Menon, U. (2013). Women, well-being and ethics of domesticity in an Odia temple Town. New Delhi: Springer.
- Rajan, I. S., Risseccu, C, & Perar, M. (Eds.). (2008). Institutional provisions and care for the aged perspectives from Asia and Europe. New Delhi: Anthem Press.
- Reddy, P.A., Devi, U., & Harinath, N. (2010) Ageing The global phenomena: issues and strategies. New Delhi: Sonali
- Sahoo, F. M. (Ed.) (2009) Behavioral issues in ageing Care, concern and commitment. New Delhi Concept Publishers.
- Sahu, C. (1988). Problems of aging among Indian tribes. New Delhi: Sarup & Sons.
- Shankardass, M.K. (Ed.). (2020). Ageing issues and responses in India. New Delhi: Springer.
- Soneja, S. (2001). Elder abuse in India Report for the World Health Organization.
- Srivastava, V. (2010) Women and ageing New Delhi: Rawat Publisher.
- Tanner, D., & Harris, J (2007), Working with the older people, New York. Routledge publishers.
- Tomstram, L. (2005) Gerotranscendence. A developmental theory of positive aging. New York: Springer.

Semester VIII
Practical (B1/B2)
Childhood and Adolescence

Advance Major AMJ -3

Credits - 4
(120 Hrs.)

Marks:Pr(ESE : 6 Hrs) = 100

Pass Marks:Pr(ESE) = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of Group B1&B2 6 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

Experiment 1	30 Marks
Experiment 2	30 Marks
Practical file	20 Marks
viva voce	20 Marks

Practical Course Content B1

1. Preparation of an album on developmental milestones of children and adolescents
2. Visit to a pediatric ward
3. Visit to an Anganwadi
4. Interaction with counselors/clinical psychologists
5. Carry out a case study of an adolescent boy and girl using multiple methods
- 6 Select a topic related to a significant developmental problem or issue faced by children and adolescents and describe ways to assist them, their teachers and parents to deal with the problem.

AMJ B2

Practical(s)

Course Content B2

1. Preparation of an album on developmental transitions, individual and family life transitions during adult life.
2. Visit to old age home or specialized living arrangements for elderly.
3. Visit to leisure facilities for elderly like laughing clubs, recreational clubs
4. Visiting your parents' workplace to understand their roles and Responsibilities.
5. Documenting your mother's and grandmother's life aspirations and experiences before and after marriage.
6. Preparing a list of specialized services for the elderly in the city and/or preparing an elderly support kit (support with amenities, important phone numbers, medicines, reminders etc.)

7. Planning a hands-on workshop session for teaching internet and smart phone use to elderly
8. Interviewing elderly couples about their relationship, life challenges and satisfactions
9. Planning a panel discussion or awareness session on welfare policies and policy recommendations for older persons in India
10. Discussing intergenerational relationships of emerging/young adults and parents as portrayed in cinema, advertisements and social media

References

- Berk, L.E. (2017) Child development (9th ed.) Pearson
- Bhogle, S. (1999). Gender roles: The construct in the Indian context. In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 278-300) New Delhi: Sage
- Kapadia, S. (2017) *Adolescence in Urban India Cultural Construction in a Society* Transition Springer
- Keenan, T. Evans, S., & Crowley, K. (2016). *An introduction to child development* Sage
- Kumar, K. (1993) Study of childhood and family. In T.S. Saraswathi & B. Kaur (Eds.) *Human development and family studies in India: An agenda for research and policy* (pp. 67-76) New Delhi: Sage
- Lightfoot, C., Cole, M., & Cole, S. (2012). *The development of children* (7th ed). New York: Worth Publishers
- Santrock, J. (2017) *A topical approach to life span development* (9th ed) New York: McGraw-Hill Higher Education
- Saraswathi, T.S., & Kaur, B. (1993). *Human Development and family Studies in India: an Agenda for research and Policy* New Delhi: Sage
- Saraswathi, T. & Oke, Meers. (2013) Ecology of Adolescence in India. *Psychological Studies* DOI 58. 10.1007/s12646-013-0225-7.
- Saraswathi, T.S. Menon, S. & Madan, A. (eds) (2018) *Childhoods in India: Traditions, Trends and Transformations* New Delhi: Routledge
- Sinha, D. & Misra, R.C. (1999) Socialization and cognitive functioning. In T.S. Saraswathi (Ed.) *Culture, socialization and human development: Theory, research and applications in India* (pp. 167-187) New Delhi: Sage.
- Verma, S., & Saraswathi, T. S. (2002). Adolescence in India: Street urchins or Silicon Valley millionaires? In B. B. Brown, R. W. Larson & T. S. Saraswathi (Eds.). *The world's youth: Adolescence in eight regions of the globe* (pp. 105-140) Cambridge University Press.
<https://doi.org/10.1017/CBO9780511613814.005>

SEMESTER VIII

Traditional textile and customs of India

Advance Major Course - AMJ - C 1

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group C.

Course Objectives

- Understand the Indian traditional history and its unique textile traditions.
- Develop and understand of the classification of traditional textile based on the process of making it.
- Learn to different traditional textiles from different parts of country.
- Develop and understanding of the technique of traditional embroidery.

Learning Outcomes.

A successful completion of this course will enable students to :-

- Acquaint with Indian textile and clothing cultural .
- Analyze traditional textile based on the process of making it.
- Understand the physical, Geographical, Cultural influence on costume and textile.
- Differentiates traditional textile from different parts of country.
- Appreciates the traditional textile and customs.

- Understands the techniques of traditional embroidery.

Course Content

Unit I - Introduction

12 Lectures

- Textile arts of India.
- Weaving and weaving community, Embroideries, rugs and carpet, sarees, Shawls and wraps
- History of Indian traditional textiles.
- Chronological development of spinning weaving and dyeing
- Various trade routes.
- Classification of traditional textile of India :painted and printed ,Resists dyed, woven and embroidered
- Traditional costume and cultural.
- Influence of historical, Economic, political and socio cultural aspects on the evolution of traditional costume.

Unit II - Ornamented and resist dyed textiles (Origin, Material & techniques used)

12 Lectures

- Pigment painted textiles, patachitra, pichhavi and phad,
- Mordant painted textiles, kalamkari, masulipatnam and Srikalahasti, mata-ni-pacchedi
- Printed textiles, hand block printed, ajrakh, Sanganer, bagh.
- Yarn resist, patola , mushru, Ikat, Bandhan.
- Fabric resist, Sugadi, bhandej laheriya.
- Embroidered textiles - kanthas of Bengal, kasuti of Karnataka, Phul Kari of Punjab, Chicken kari of Uttar Pradesh, kashida of Kashmir, Gujarat embroidery.

Unit III - Woven textiles (from Northern India) (Origin, Material & techniques used)

12 Lectures

- Rajasthan - Kota, doria
- Gujarat - Sujuni, Tangaliya, Pachhedi,
- Madhya Pradesh - Chanderi, Maheshwari
- Uttar Pradesh - Brocades
- West Bengal - Dacca muslin, Baluchari Tangail.

Unit IV - Woven textile (from Southern India) (Origin, Material techniques used)

12 Lectures

Maharashtra - Paithani , Himroo

Andhra Pradesh and Telangana - Dharvaram, Venkatgiri , Gadwal and Narayan pet

Karnataka - likat, Khann

Unit V - Traditional customs of India

12 Lectures

Traditional costumes of Northern India Jammu and Kashmir, Punjab, Haryana.

Traditional costumes of Western India Rajasthan, Gujarat, Maharashtra.

Traditional costumes of Southern India Andhra Pradesh, Tamil Nadu, Kerala, Karnataka.

Traditional costumes of eastern India Orissa, West Bengal, Assam, Nagaland, Meghalaya, Manipur, Arunachal, Mizoram, Tripura.

Traditional costumes of Central India Uttar Pradesh, Madhya Pradesh, Bihar and Jharkhand.

References

- Bhalnagar, P. (2004) Traditional Indian, Costumes and textiles, Abhishek publication, New Delhi.
- Chisti, R.K. (2013) Sari traditional and beyond, Roli publication
- Gosh, G & Shukla G. (2014) Ikat textile of India, 1st Edition, A.P.H. Publishing New Delhi.
- Ghurye, G.S. (1995) Indian Costume, popular Prakashan, Bombay.
- Karolia, A (2019) Traditional India Handcraft Textile : Techniques, processes and Designs, Vol. I and vol II, Niyogi books. Delhi.
- Pathak A (2006) Indian Costume, Roli Books, Mumbai.
- Singh M. (2011) traditional and beyond. Handcrafted Indian Textile, Roli Books Pvt. Ltd, New Delhi.

SEMESTER VIII

Dying Printing and Finishing of Textile

Advance Major - AMJ - C2

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group C.

Course Objectives.

- Introduce basics of dyeing, Printing and Finishing .
- Inculcate the knowledge of auxiliaries and chemical used for dyeing and Printing.
- Enhance the Understanding of the relation between the dyes, Pigments and fabrics.
- Acquaint students with the importance. of Finising of textiles.
- Develop the skills in doing dying and printing of textiles.

Learning Outcomes

A Successful completion of this course will enable student to :

- Describe the basics of dyeing, Printing and Finishing
- Examine the knowledge of axiliaries and chemicals used for dyeing and printing.
- Explain the relation between the dyes, pigments and fabrics.

Course Content

Unit I - Introduction

12 Lectures

- History of dyeing and Printing.
- Terms related to colour: Dye, pigment, light, hue, value, intensity.
- Colour wheel and schemes
- Digital Colour models: CMYK, RGB
- Colour matching System
- Directional and non-directional printing
- Motifs types, Geometric, flored and Novelty.

Unit II - Basics of Dyeing and Printing.

12 Lecturers

- Classification of dyes.
- Classification of printing
- Differences between dyes and pigments
- Pre-paration of fabric before dyeing and printing .
- Desizing, Scouring, bleaching, mercerization, carbonization, Heat setting - processing method.

Unit III - Dying

12 Lectures

- Auxiliaries and machineries Used for dyeing
- Methods for dyeing
- Dyeing of Cotton, wool and silk.
- Dyeing of viscose and polyston
- Natural dyeing methods and limitations
- After treatment

Unit IV - Printing.

12 Lectures

- Preparation of print paste and printing table
- Pigments and dyes used
- Direct style of printing, Resist style of Printing. Novel techniques of printing.

Fixation and after treatment Process Dyes for digital textile printing.

Unit V - Finishes.

12 Lectures

- Objectives of textile finishing.
- Classification: Physical, Chemical and factors affecting the finishing of textile: Fibre, Weave, physical properties, and use.
- Susceptibility to chemical modification

- Finishes for achieving different texture.
- Finishes for enhancing specific characteristics.

References

- Chavan, R.B (1979). Textile printing (Book of papers) Department of textile Technology. ITT New Delhi.
- Giles, G.H. (1974) Laboratory course in Dyeing Hast & clough Bradford, England.
- Kale D.G (1976) principle of cotton, printing, Maharaja Brothers Ahmedabad.
- Saraiya, N.S. & Gupta, P.C, Technology and management of Printing.
- Shenai, V.A (1979), Chemistry of Dyes and Principles of Dyeing, Sevak publication, Mumbai
- Trotman, E.R. (1975) Dyeing and chemical Technology of Textile fibre. Charles Griffin & Co. Ltd. London.
- Vilensky, LD & Gohil, E.P.G. (1987) Textile science, An explanation of fiber properties. CBS publication & Distribution- Delhi.
- Textile finishing process/Mechanical and Chemical finishes in textile <https://textilelearner.net>
- Fabric finishes for Enhancing Appearance <https://textilevaluechain.in>
- Singh, Brinda, Vastra vigyan evm paridhanNirman, Panchsheel Prakashan, Jaipur (Hindi Version)

**SEMESTER VIII
Practical (C1/C2)**

Advance Major Course - AMJ - 3
Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Credits : Theory -04 120 Hours
Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 2×40=80 Marks
Practical record notebook	10 Marks
viva voce	10 Marks

Course Content

1. Learning the techniques of Following traditional embroideries with emphasis on basic material, threads and motifs used. Kasida of Kashmir, Phulkari and Bag of Punjab, chicken Kari of Uttar-Pradesh, Kantha of Bengal, Embroider of Manipur, Embroidery of Gujarat, Gold and Silver embroidery, Bead work.
2. Preparation of portfolio with :
 - (a) Pictures of traditional textile with the descriptive analysis.
 - (b) Pictures of the traditional Costume with Constructional details.
 - (c) Sample of embroidery with its theoretical details.
3. Visit textile museum/industries .
4. Dyeing : Dyeing of yarn and fabric with different classes of dyes :
 - (a) Dyeing of cotton yarn and fabric with direct dyes, vat and reactive dyes.
 - (b) Dyeing of silk, wool and nylon yarn and fabrics with basic and acid dyes.
 - (c). Dyeing of polyester yarn and fabric with disperse dyes.
5. Making designs for
 - Block, Stencil and screen
6. Preparation of
 - Blocks, Stencil and Screen.
7. Printing of fabrics using
 - (a.) Direct style - block, stencil and screen
 - (b.) Resist style Tie & Dye, Batik

8. Application of starch by varying concentrations and materials

(a.) Natural Starch

(b.) Synthetic starch

9. Printing on garments by different style.

10. Product development.

SEMESTER - VIII

Extension Management

Advance Major Course - AMJ - D1

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End Semester Examination (ESE 75 marks, 3 Hrs Exam): There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives :

- Develop an understanding about the meaning, functions and characteristics of Extension Management.
- Understand the functions of Organization management.
- Develop an understanding of various training methods
- Learn effective monitoring and evaluation of a programme.

Learning Outcomes :

- Understand the concept related to Extension management.
- Comprehend the purpose of planning and organising.
- Focus on basics of effective standing for successfull management.
- Building capacity of planning and controlling.
- Trained with overall extension management.

Course Content :

Unit I - Extension Management

10 Lectures

- Meaning, Function, basic characteristics of concept, need, nature, objective and functions of

Extension Management

➤ Informal, Formal and non-formal education and differences between formal education and extension education.

Unit II : Steps in Extension Management :

15 Lectures

➤ Planning - Meaning, elements ,policies, strategies, budgets and planning process

➤ Decision making under uncertainty.

➤ Organization- organization structure and chart

➤ Co-ordination - meaning and objectives

➤ Directing - meaning and Process

➤ Controlling supervision

➤ Monitoring and evaluation, types and steps of tools development .

Unit III : Organizational Theories

15 Lectures

➤ Definition, Effective organizing, line and staff function

➤ Scale principles, delegation of authority use of committee co-ordination

➤ Involvement of organizations at the local level input management.

Unit IV Staffing

10 Lectures

➤ Definition requirements of effective staffing , training for professional development training strategy, orientation of new workers

Unit V - Training Methods

10 Lectures

➤ Lecture, group discussion, Seminar, panel discussion, colloquium, Symposium, Workshop, case study, role playing, brain storming, Video Conferencing, Performance appraisal ,Appreciation Grievances.

References :

- Banerjee S,(1981) Principals and Practice of Management, New Delhi Oxford and IBH publishing company
- Basu, C.R. (1989) Organization and Management, New Delhi : S. Chand and Co. Ltd.
- Chandan, J.S. (1997) Management- Concepts and strategies, New Delhi, Vikas Publishing house
- Prasad M.I. (1999) principles and practice of Management, New Delhi : Sultan Chand and sons
- Ramasamy, T. (1985) Principles of Management, Mumbai Himalaya publishing house.
- Ray, G.I. (2015) Extension Communication and Management Ludhiana Kalyan Publications.
- Tripathi P.C. and Reddy , P.N. (1993) Principals of Management, New Delhi Tata Mc. Graw Hill.
- Koontz and Heing Weihrich (1990) Essential of Management, New Delhi : M.C. Grow Hill.

SEMESTER VIII

Program planning and community development

Advance Major Course - AMJ - D2

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives

- To understand the process of program planning in extension.
- To develop ability in planning programmes.
- To learn the principles and procedures involved in program planning and implement.
- To learn the community development and community based organization details.

Learning Outcomes :-

- Build ability of programme planning
- Build capacity of distinguish community development and community organization.
- Comprehend Significant Phases in community development.
- Ability of monitoring and evaluate a on going programme.

Course Content

Unit I Program Planning

15 Lectures

- Meaning and Principles of Programme Planning in Extension Programme which will applied to Extension work.
- Components of Programme Planning.

- Basic Principles used in Educational Planning
- Program Planning objects and Programme Projection.
- Abilities needed by Planners.

Unit II :- Developing a plan of work

15 Lectures

- Definition and Analysis of the concept
- Why have a plan of work-importance and scope in Extension.
- Elements of the plan of work.
- Guidelines for Developing a written plan of work and criteria for judging the plan of work

Unit III :- Community Development

10 Lectures

- Concept, Meaning, Definition, Principles, Philosophy and Objectives.
- Elements of Community development, Community development as a Process.

Community development as a method. Community development as a programme.

- Rural Development initiative prior to post in the independence.

Unit IV :- Community based Organisation and Phases of Community Development

15 Lectures

- Conceptual meaning and definition of community based Organisation, Role, Structure and functions of community Organisations.
- Phases of community development definition, need,
- Seven Phases, Sequence and exclusive roles.
- Relationship, Assessment, Discussion, Organisation, Reflections, Modification, Continuation

Unit V :- Leadership and Evaluation of Community Development programmes.

10 Lectures

- Leadership concept Types Functions and importance of local leadership, Diffusion of Innovation and Adoption.
- Qualities of a good leader and their identification.
- Monitoring and Evaluation Meaning definition, Scope and Tools of evaluation.

References :-

- Indira Godara (2013) Committee and Community Organisation, New Delhi, Black Prints Publishing
- Kunal Bhatiya (2012) Social work and Community Development New Delhi, Social publications.
- Reddy A.A. (2001) Extension Education, Baptia, Andhra Pradesh, Shri Lakshmi press
- Thomas William A.J. (2015) Rural Development Concept and Recent approaches New Delhi Rawat publication.

Semester VIII Practical (D1 / D2)

Advance Major Course - AMJ - 3

**Credits - 4
(120 Hrs.)**

Marks:Pr(ESE : 6 Hrs) = 100

Pass Marks:Pr(ESE) = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of Group B1&B2 6 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

Experiment 1	30 Marks
Experiment 2	30 Marks
Practical file	20 Marks
Viva-voce	20 Marks

Course Objectives -

- Learn Practical knowledge for Programme planning.
- To gain knowledge of follow up and Evaluation process.
- To learn principal of delegation of authority of organization.

Learning Outcomes :-

- Build up assessment ability of Community development programme.
- Learn the ability to start income generating programme .
- Capable of Identifying local leader for extension work.

Course Content

Practicals :

Group - (D1)

1. Visit to villages to observe felt and unfelt needs and preparation of plan of work.
2. Organise Community development programme for rural upliftment.
3. Identification of local leader by the use of methods of identification of leader.
4. Follow up and Evaluation - use of methods and Tools.
5. Assessment of selected Community Development Programmes.

Practicals (D2).

1. Visit to organization and understand the requirement of effective staffing.
2. Interact with the staff organisation and understand their functions.
3. Survey of local organisation and prepare a report on organisation structure and flow chart of delegation of authority.
4. Carry out a case study on successful management of Panchayat.
5. Conduct group discussion or work shop with rural women on income generation.

References :

- Indira Godara (2013) Committee and Community Organisation, New Delhi, Black Prints Publishing
- Kunal Bhatiya (2012) Social work and Community Development New Delhi, Social publications.
- Reddy A.A .(2001) Extension Education, Baptia, Andhra Pradesh, Shri Lakshmi press
- Thomas William A.J. (2015) Rural Development Concept and Recent approaches New Delhi Rawat publication.

SEMESTER VIII

Designing and Furnishing Life spaces

Advance Major Course - AMJ - E1

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures)

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note :- There may be subdivisions in the questions of group B.

Course Objectives

- Comprehend the concept of life space.
- Learn skills of designing life space.
- Gain knowledge on different styles in furniture.
- Understand the role of furnishings in designing and decorating interiors

Learning Outcomes

- Understand the various features in period style furniture.
- Select and arrange furniture and furnishings in different rooms in residential spaces.
- Knowledge on factors influencing Planning of life space,
- Develop confidence in decorating interiors using furniture and furnishings Course content.

Unit I - Concept of life space.

12 Lectures

- Objectives and process of planning life space-biological needs, ecological concerns, cultural influences, psychological effects, utility, economy, beauty and Character .
- Factors determining life space in interiors-people, location and orientation, resource available, activity Zones in life space, schematic diagram.
- Trend setting from spacious to compact interiors and multi-stored buildings.

Unit II - Furniture in the life space.

12 Lectures

- Importance of furniture in relation to interiors, salient features of traditional Contemporary and modern styles in furniture,
- Furniture Types - Modular furniture and mobile furniture, case goods and upholstered furniture, multi-purpose furniture. Materials used and construction of furniture-joints, finishes, construction of upholstered furniture

Unit III - Furniture Selection and Arrangement**12 Lectures**

- Factors considered in selection furniture to suit different spaces and purposes. general guiding concepts in arrangement of furniture.
- Arrangement to furniture in different rooms Trends in furniture - impact of materials and methods, Ergonomics, space saving innovation care and maintenance of Furniture.

Unit IV - Furnishings for Designing Life space.**12 Lectures**

- Conceptual meaning and definition of design, elements and principles of design supportive elements as functional and aesthetic aspects.
- Role of colour and light in designing life space - prang colour system and colour harmonies, sources and effect of lighting.
- Conceptual meaning of furnishings - definition and classification - Soft, hard, resilient Selection and basic use in life space. Home furnishings as accessories, floor , wall and ceiling decorations.
- Selection and use Types of windows, window treatment - Hard (Shutters, rollers, blinds, shades) Soft (curtains, draperies, swags, valances) Window accessories, chords, rings, rods, trim and decorative products. Developing innovative designs for. window treatments.

Unit V - Home Furnishings and Accessories - Goals involved in furnishing interiors.**12 Lectures**

Factors influencing furnishing decisions climatic conditions, needs and preferences, principles of design, availability etc. Selection of furnishings based on back ground- walls, floors and - ceilings. Selection care and maintenance of different home furnishings-slip covers, cushion Covers bed linen, bath linens and kitchen linens- Role of accessories as furnishing components- functional and decorative-fabric-based lamps, painting, wall hangings and soft toys.

References

- Arora. S. P. and Bindra S.P. (2005) Building Construction Delhi Dhanpat Rai Publications.
- Bhavikathi, S.S. and Chilawadagi, M.V (2019). (1st Ed) Building planning and Drawing, Hubli Dreamhach press.
- Faulkner, R. and Faulkner, S. (1987). Inside Today's Home, New york, Rinehart winston, India.
- Gandotra V..Shukul M., and Jaiswal N.(2011). Introduction to Interior Design and Decoration, New Delhi, Dominant publishers, India.
- Jankowsky, W. (2001). Modern kitchen work Book. New Delhi: Rockport Publishers, India.
- Maureen, M. (2004) - Interior Design visual Presentation - A Guides to Graphics. Models and Presentation Techniques. New Jersey: John Wiley and sons.
- Premavathy S. (2005). Interior Design. and Decoration, New Delhi: CBS Pule- and Distributors, India.
- Dutt, D. R. (2010). How Best to plan and Build your Home : A Total Guide for the owner. New Delhi: Pustak Mahal (ISBN-13: 978-812230759)
- Mendelson , c . (2005) Home comforts : The Art and science of keeping house New York : London Seriber company .
- D.V. (1991). Introduction to Home Furnishings. New york, London.: The Macmillan Company.

Semester - VIII
Creative Applied Arts.

Advance Major Course - AMJ - E2

Marks : 25 (5 Attendance & others + 20 SIE:1HR) + 75 (ESE:3HRS)=100

Credits - 4 (60 Lectures

Pass Marks: Th(SIE+ESE)= 40

Instruction to Question Setter

Semester Internal Examination (SIE)/(SIE 20 Marks, 1 Hr Exam)

The semester Internal Examination shall have two components. (a) One Semester Internal Assessment Written test(SIA) of twenty (20) marks (b) Class Attendance Score (CAS) including the behavior of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A is compulsory which will contain two questions. Question no. 1 will be very short answer type consisting of five questions of one mark each. Question no. 2 will be short answer type two questions of five (5) marks each.

Group B will contain descriptive type two questions of Ten (10) marks each, out of which any one to answer.

End semester Examination (ESE 75 marks, 3 Hrs Exam):

There will be two group of questions. Group A is compulsory which will contain three questions Question No. 1 will be very short answer type consisting of five questions of 1 mark each. Question No. 2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

Note : There may be subdivision in each question of group B.

Course Objectives

- Appreciate aesthetics of arts and crafts.
- Develop and practice nuances of creative arts.
- Inculcate skills through hands-on experience in applied arts.
- Understand and appreciate major work of artists.

Learning Outcome

- Comprehend significance of art Concepts integral component of man's living styles from by gone days.
- Customize / optimize use of visual and applied arts, accessories and antiques for designing interiors and other aspects.
- Realize learning as an enjoyable stress- free experience resulting in lifelong learning
- Expand knowledge and equip skills and emerge as self-employed freelancers

Course Content.

Unit I - Introduction to Visual Art

12 Lectures

- Meaning and philosophy of art; categories of art related to interior design and architecture.
- Visual, plastic, decorative, applied arts.
- Type of arts and designs - Visual art and graphic art, visual design and graphic design Drawing using different methods and techniques.

Unit II - Materials used in works of Art

12 Lectures

- Materials and their use in applied. arts. wood, earthenware. ceramics, glass, plastics and metals Availability, Processing and use. ornamentation and fine tuning techniques.

Unit III - Introduction to Art

12 Lectures

- Forms Concept of design, ABC of basics of design. Aesthetics,
- Basic design and Creativity; their significance in design development
- Varieties of art: Art abstract and surreal. Two dimensional art forms: Graphics: Meaning types - hand process and mechanical process- relief, intaglio, planography. Three dimensional arts forms; Sculpture:-) Meaning types - relief, free standing, process in sculpture - Subtractive, additive and Replacement

Unit IV - Applied Arts for Functional / Aesthetic use

12 Lectures

- Painting - water, alb, pot, Madhubani, warli, Fresco
- Pottery
- Puppetry
- Table Setting
- Jewelry making
- 3D Printing
- Floor and wall decorations - kolam, alpane Flower carpets, rangoli

Unit V - Study of Major work of Artists

12 Lectures

- Foreign artists - Michelangelo, Leonardo da vinci, Raphael Sanzio, Pablo picasso, Vincent van Gogh
- Indian artists. Raja Ravi Varma, R.K- Lareman, M.F. Husain

Recommended Reading

- Antonelli, P. (2005). Humble Masterpieces: Everyday Marvels of Design. London: Harper Design
- Asher, F. M. (2003) - Art of India - prehistory to the Present. Encyclopedia of Britannica
- Campbell G. (2006) the Grove Encyclopedia of Decorative Arts. New York: Oxford University Press.
- Chaudhari, S. N. (2005). Interior Designs Jaipur. Aavishkar publishers..
- Faulkner, R- (1956)- Art Today - Am Introduction to the fine and Functional Arts. New Delhi: Rinehart and Winston.

SEMESTER VIII
Practical (E1/E2)

Advance Major Course AMJ-3
Marks : 0(SIE)+100(ESE:3 Hrs) = 100

Credits : Theory -04 120 Hours
Pass Marks = 40

Instruction of question setter for End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

2Practical	= 2×40=80 Marks
Practical record notebook	10 Marks
viva voce	10 Marks

Practicals E1

Course Content

1. Identifying different styles. furniture.
2. Visit to a manufacturing unit of a furniture shop and observing the construction of case good and upholstered furnitures
3. Survey of consumers to find out the factors considered while selecting furniture.
4. Listing furniture requirements for various activities carried out in a household.
5. Arranging furniture for different rooms in a living space using cut outs.
6. collecting pictures of rugs and carpets, used in interiors.
7. Drawing different methods of treating windows and developing an innovative design for treating windows.
8. observing the advantages and disadvantages. of living in multi storied buildings and individual houses for life space satisfaction
9. Drawing Prang colour chart.
10. Applying different colour harmonies to an outline of three- dimensional interior. and identifying its effects.
11. Visits to few modern interiors (residential and commercial) to observe the s
12. collecting pictures of various rooms interiors in residences and identifying the accessories and soft furnishings used in it.
13. Demonstrations on different types and styles of flower arrangement.
14. Workshop on construction of soft window treatments .

Advance Major Practicals. E2

Course Content

1. Template and Model Making, Making Paper bags, lamp shades and other accessories
2. Developing designs for greeting cards, wall hangers, jewelry and dress Making
3. Wealth from waste product Making
4. 2d art forms-collage, decoupage, Stencil, Puppetry
5. Painting - worli and Madhubani
6. Floor decorations - Kolam, Alpana, Rangoli, flower carpet floating rangoli
7. Accessories - Macreme, Pottery, soft toys, terrarium, paper Mache and real time. (working) fountains
8. Table setting, fruit and vegetable carving.

9. Collection and display of antiques and posters.
10. Collection and analysis of paintings / work of art of famous artists
11. Field visits to museums, art gallery .
- 12: Lecture cum demonstration. of graphic and visual art by experts.
13. Visit to commercial units making pottery, jewelry, furniture etc.
14. Submission of a complete record Practical work and portfolio on specified topics.

References

- Asher, F.M. (2003). Art of India - Prehistory to the present. Encyclopedia Britannica Inc.
- Chaudhari, S. N. (2005). Interior Design. Jaipur Aabishkar Publisher.
- Faulkner, R. (1956). Art Today - An Introduction. to the fine and Functional Arts. New Delhi- Rinehart and Winston.
- Frank, ., J. (2000) The theory of Decorative Art, An Anthology of European and American writings. 1750-1940. New Haven: Yale University press
- Kasu, A. A. (2005). Interior Design Delhi: Ashish Book centre.
- Malhotra, S., and Malhotra, R. (2001). Drawing Techniques. An Artist's Hand Book on Drawing and Printing. New Delhi. Sachdwa publications.
- Malhotra, S., and Malhotra, R. (2001). Fine Arts Drawing - New Delhi. Sachdwa publications.
- Piotrowski, C. (2004). Becoming Interior Designer. New Jersey, USA: John Wiley & Sons.

Semester - I Interior Decoration

Minor - MN - I Theory

Marks :15 (5 Attendance & others+ 10 SIE : 1 Hr)+60(ESE:3 Hrs) = 75

Instruction to Question Setter

Semester Internal Examination (SIE 10 marks 1 Hr Exam):

The Semester Internal Examination shall have two components.

- (a) One Semester Internal Assessment written Test (SIA) of ten (10) Marks
- (b) Class Attendance score (CAS) including the behaviour of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A Question No. 1 is compulsory which will contain two questions. Questions No. 1 will be very short answer type consisting of 5 questions of one (1) marks each. Group B will contain describe type two questions of five (5) marks each, out of which any one to answer.

End Semester Examination (ESE 60 marks : 3 Hrs exam)

There will be two group of question. Group A is compulsory which will contain three questions. Questions No. 1. will be very short answer type consisting of 5 questions of 1 mark each. Question No. 2 & 3 will be short answer type of five (5) marks each. Group B will be contain descriptive Type 5 questions of fifteen (15) marks each, out of which any three are to be answered.

Note : There may be subdivision in each question of group B.

Course Objectives

- Learning to identify and manage the use of resources available for functional use
- Comprehensive the purpose of managing resources
- Setting realistic goals and being practical and prudent in the use and management of limited resources by making intelligent decisions
- Becoming money times and energy conscious in daily living.

Learning Outcomes

- Understanding on the concepts related to family Resource management.
- Appreciation of the significance of management process in efficient use of resources.
- Understanding of human values and standards for successful management and decision making.
- Focus on management of Interior decoration as a family resource.

Course Content

Unit I - Interior decoration - Meaning and Definition element and principle of design, Importance

Unit II - Colors and its role in home decoration, Meaning of colors, Functions of colors, Principles of colors

Unit III - Flower arrangement and Floor Covering Meaning and Type, Elements of Art home Decoration by flowers, Principles of art in house Arrangement. Types of floor covering Bricks and Tiles, Floor covering and different Rooms Selection of chapters and Rugs.

Unit IV - Furniture and Furnishing - Types and factors affecting purchasing of furniture and home furnishing materials care of furniture and furnishing materials.

Unit V - Money time and energy Management

SEMESTER I

MINOR COURSE MN-1 (Practical-1)

Interior Decoration Practical

Minor Course MN-1- Pr.

Marks : 0(SIE)+25(ESE:3 Hrs) = 25

Credits : Theory -01) 15 Hrs.

Pass Marks = 10

Instruction of question setter

End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

1 Practical	15 Marks
Practical record notebook	05 Marks
viva voce	05 Marks

Course Content

- (1) Flower arrangement in different Styles
- (2) Colour wheel preparation.
- (3) Draw a well decorated home with Proper furnishing.

References

- Reena Khanuja (2012) Grih prabandh sadhan and aantrik Sajja Agrawal publication .
- Kanti Panday and Pramila Verma, Grih Prabandh, Bihar Hindi granth akadami Patna.
- Brinda Singh (2016) family Resource Management panchshil Prakashan film colony, Chauda Rasta Jaypur – 302003

SEMESTER III

Food and Nutrition

Minor - MN -2

Theory Credit 3

Lectures 45

Marks :15 (5 Attendance & others+ 10 SIE : 1 Hr)+60(ESE:3 Hrs) = 75

Pass Marks : Th (SIE+ESE)=30

Instruction to Question Setter

Semester Internal Examination (SIE 10 marks 1 Hr Exam):

The Semester Internal Examination shall have two components.

- (a) One Semester Internal Assessment written Test (SIA) of ten (10) Marks
- (b) Class Attendance score (CAS) including the behaviour of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A Question No. 1 is compulsory which will contain two questions. Questions No. 1 will be very short answer type consisting of 5 questions of one (1) marks each. Group B will contain describe type two questions of five (5) marks each, out of which any one to answer.

End Semester Examination (ESE 60 marks : 3 Hrs exam)

There will be two group of question. Group A is compulsory which will contain three questions. Questions No. 1. will be very short answer type consisting of 5 questions of 1 mark each. Question No. 2 & 3 will be short answer type of five (5) marks each. Group B will be contain descriptive Type 5 questions of fifteen (15) marks each, out of which any three are to be answered.

Note : There may be subdivision in each question of group B.

Course Objectives

On successful completion of this course the student will be able to know

- Food, Nutrition & Health.
- Different nutrient.
- Digestion absorption of nutrient.

Learning Outcomes

- Able to explain functions of specific nutrients in maintaining health.
- Understand effects of different cooking methods on nutrients.
- Understand the vital link between food, nutrition & health.

Course content

Unit I - Food, Nutrition & Health:**12 Lectures**

Meaning & definition of food meaning & definition of nutrition, situation of nutrition, meaning definition & dimensions of health, function of food, relationship between food, nutrition & health.

Unit II - Carbohydrate, Protein & Fat.**15 Lectures**

Composition, classification, function, sources, effects of deficiency, effects of excess of carbohydrates, daily requirement of carbohydrates in different age groups. Compositions classification functions, sources, effects of deficiency and excess of protein, daily requirements of protein in different age groups, composition, classification, function. effects of deficiency and excess of fats, daily requirement of fats in different age groups

Unit III - Vitamins, Minerals & water:**12 Lectures**

Classification of vitamin, function, sources, effects of deficiency and excess of water soluble vitamins (vitamin 'B' & 'C') & fat soluble vitamins (vitamin 'A' 'D' 'E' 'K'). Daily requirements of vitamin in different age groups. Functions, sources, effects of deficiency & excess of minerals i.e Iron, calcium, iodine, daily requirements of minerals in different age groups function, sources, role of water.

Unit IV- Digestion & Absorption of food :**6 Lectures**

Digestion & absorption process Digestive enzymes of carbohydrate, protein & fats .

Digestion & absorption process of carbohydrates, protein & fats

References:

- Kumari Asha aahar evam poshan vigyan Agarawal publication.
- R.Mudambi, Food Science New age international Limited publication.
- Singh Brinda Aahar Vigyan panchsheel prakasan, Jalpur.
- SriLaxmi B. Nutrition Science, new age international, Limited publication.
- Verma Pramila Aahar evam poshan vigyan Bihar Granth academy patna.

**SEMESTER III Minor
MN 2 Practical 2****Minor Course MN-2- Pr.****Marks : 0(SIE)+25(ESE:3 Hrs) = 25****Instruction of question setter****End Semester examination (ESE) :**

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

1 Practical	15 Marks
Practical record notebook	05 Marks

(Credits : Theory -01) 15 Hrs.**Pass Marks = 10**

viva voce

05 Marks

Course Content

1. Prepare recipes rich in nutrients-Protein, vitamins and minerals.
2. Prepare and present a file containing food stuffs rich in various nutrients.
3. Recommended Dietary allowances of different nutrients in different age group.

SEMESTER V

Minor MN 3

Introduction to Textile and clothing

Theory Credit 3

Lectures 45

Marks :15 (5 Attendance & others+ 10 SIE : 1 Hr)+60(ESE:3 Hrs) = 75

Pass Marks : Th (SIE+ESE)=30

Instruction to Question Setter

Semester Internal Examination (SIE 10 marks 1 Hr Exam):

The Semester Internal Examination shall have two components.

- (a) One Semester Internal Assessment written Test (SIA) of ten (10) Marks
- (b) Class Attendance score (CAS) including the behaviour of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A Question No. 1 is compulsory which will contain two questions. Questions No. 1 will be very short answer type consisting of 5 questions of one (1) marks each. Group B will contain describe type two questions of five (5) marks each, out of which any one to answer.

End Semester Examination (ESE 60 marks : 3 Hrs exam)

There will be two group of question. Group A is compulsory which will contain three questions. Questions No. 1. will be very short answer type consisting of 5 questions of 1 mark each. Question No. 2 & 3 will be short answer type of five (5) marks each. Group B will be contain descriptive Type 5 questions of fifteen (15) marks each, out of which any three are to be answered.

Note : There may be subdivision in each question of group B.

Course Objective

- Learn about scope of textile and clothing.
- Learn how fabric can be manufactured.
- Understand basic clothing concepts and garment making.
- Learn the materials, reagents, equipment and processes involved in Laundering.

Learning Outcomes.

- Develop an understanding of Concepts and basics of textile and clothing.
- Develop critical understanding of the technique of yarn and fabric manufacture.

- Identify the fibers, yarn and fabric for its appreciate use.
- Develop skills in making clothing Construction.
- Understand the differences in the laundering processes used for different fabrics.

Course Content

Unit I - Introduction to clothing & Textile 10 Lectures

- Introduction to clothing and textile. Its importance in day to day life.
- Classification of textile fibre on the basis of their source.
- General Properties of fibre-Primary and Secondary.

Unit II - Fibres 10 Lectures

- Manufacture, Processing, Properties and Uses of
- Cellulose fibers - Cotton-Linen
- Protein fibers - Wool, Silk.
- Synthetic/Man made fibers. Nylon, Polyester, Rayon.

Unit III - Yarn to fabrics 16Lectures

- Definition of yarn, Manufacture of yarn and yarn properties
- Different fabric construction technique .
- Parts of looms.
- Weaving and cloth Terminologies and Steps in Weaving.
- Types of weaves - Basic and decorative.

Unit IV - Clothing Construction 12 Lectures

- Tools for clothing Construction.
- Introduction to sewing machines, its Parts and maintenance
- Importance of Drafting, Draping, Flat pattern techniques - advantage and disadvantage.
- Fabrics preparatory steps for Stitching a garment- Pre -shrinking, Straightening, layout, pinning, marking, and cutting.

Unit V - Care and Storage of Textile 12 Lectures

- Laundry - wet and dry cleaning
- Hard and Soft water, Temporary and permanent hardness, Problems caused by hard water

- Soaps and Detergents.
- Stain removal - classification of stains. Technique of removal.
- Bleaches and Stiffening .
- Factors keep in mind when washing and storing of different Fabrics.

References

- R. Bhatia & C Arora (1999), Introduction. to Clothing and Textile, Printed by Macho printery, Raopura, Baroda.
- Trotman- Textile fiber Science, cutting Tailoring and Dress Making: National Open School, B-31-B Kailash Colony, New Delhi-110048.
- Aruna Gaur : Textile and Laundry, Research Publications, Jaipur, New Delhi.
- Meenakshi Rastogi: Textile and Laundry Sonali Publication, New Delhi
- Khanuja, Reena. (2018), Vastra vigyan Ke Sidhant, Agrwall Publication. A gra (Hindi Version)
- Verma and Panday: Vastra Vigyan evam Paridhan, Hindi granth academy, Patna, Madhya Pradesh. (Hindi Version)
- Dr. Brinda Singh' vastra Vigyan evm Paridhan Nirman, Panchsheel Prakasan, Jaipur (Hindi Version)
- Anand Sharma - Vastra Vigyan eve Dhulai Kala, Research publication, Jaipur, New Delhi, (Hindi Version)
- Gita pusp shaw: Vyavaharik vasta vigyan, Vinod pustak Mandir, Agra. (Hindi Version)
- Manju Patni: Vastra vigyan evm Paridhan vyavastha, pustak Sadan (Hindi Version)

Introduction to textile and clothing Practical MN 3 P

Minor Course MN-3- Pr.

Marks : 0(SIE)+25(ESE:3 Hrs) = 25

Instruction of question setter

End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

1 Practical	15 Marks
Practical record notebook	05 Marks
viva voce	05 Marks

Credits : Theory -01) 15 Hrs.

Pass Marks = 10

Course Content

1. Fibre identification tests - visual
2. Burning and microscopic yarn Identification

3. Weave identification and their design interpretation on graph. and Sample Collection.
4. Drafting and making petticoats, Apron.
5. Different Stain removal.
6. Apparel Design and Construction

Semester - VII
Minor Course MN - IV
Human Development

Theory

Marks :15 (5 Attendance & others+ 10 SIE : 1 Hr)+60(ESE:3 Hrs) = 75

Instruction to Question Setter

Semester Internal Examination (SIE 10 marks 1 Hr Exam):

The Semester Internal Examination shall have two components.

- (a) One Semester Internal Assessment written Test (SIA) of ten (10) Marks
- (b) Class Attendance score (CAS) including the behaviour of the student towards teachers and other students of the college of five (5) marks.

There will be two group of questions. Group A Question No. 1 is compulsory which will contain two questions. Questions No. 1 will be very short answer type consisting of 5 questions of one (1) marks each. Group B will contain describe type two questions of five (5) marks each, out of which any one to answer.

End Semester Examination (ESE 60 marks : 3 Hrs exam)

There will be two group of question. Group A is compulsory which will contain three questions. Questions No. 1. will be very short answer type consisting of 5 questions of 1 mark each. Question No. 2 & 3 will be short answer type of five (5) marks each. Group B will be contain descriptive Type 5 questions of fifteen (15) marks each, out of which any three are to be answered.

Note : There may be subdivision in each question of group B.

Course Objectives :-

- To understanding about the different aspects of development.
- To learn about the characteristics and developmental task of life span development
- Learn issue which influence the development.

Learning Outcomes

- Explain the basic concept of development and developmental task.
- Understand the concept of Birth process.
- Describe the aspect of development.

Course Content

Unit I - Introduction to Human Development

10 Lectures

- History and Interdisciplinary nature of Human Development.
- Concept and need to study of Human Development.
- Principle of Human Development.
- Stages of Human Development.
- Importance and scope of Human Development.

Unit II - Prenatal Development

13 Lectures

- Stages of prenatal Development.
- Genetic factor of Prenatal Development.
- Environmental factor of Prenatal Development.
- Birth Process
- Conception, Pregnancy and childbirth.
- Stages of birth.
- Types of delivery - Natural C-Section, breech, home V/S assisted delivery.

Unit III - Infancy

10 Lectures

- Physical and Motor Development.
- Social and Emotional Development.
- Cognitive and Language Development.
- Development task during Infancy.

UNIT IV - Early Childhood

12 Lectures

- Early childhood (2 to 6 years)
- Physical and Motor Development.
- Social and Emotional Development.
- Cognitive and Language Development.
- Developmental task during Early Childhood.

References :

- Hurlock ,Elizabeth B.: Development psychology - A life span approach , edition TATA McGraw hill publishing company Ltd,. New Delhi.
- Pepalin ,Diane, E. and Old, Sally Wendkos : Human development 5th edition, TATA, mcgraw - Hill, publishing company Ltd ., New Delhi.
- Berk, Laura E. Child development, 3rd edition, Prentice - Hall of India private Ltd. New Delhi 110001 , 1906
- Hall Calvins, Lindsey Gardner :Theories of personality, lied. wiley Eastern Ltd., New Delhi .
- Bischof, Ledferds: Interpreting theories, Harper, New Delhi.

- Baddwin Alfred L. : Theories of child Development, John Willey and Sons, New York.
- Hjelte, Larry A.: Personality Theories : Basic Assumptions Research and Application, Mc-Graw International Book Company.
- Hallahan ,Daniel, P. and Kaufman, James M. : Exceptional children - Introduction to special education IV edn. Prentice Hall, Englewood cliffs, New Jersey 07632.

SEMESTER VII
MINOR COURSE MN-4 (Practical)
Fundamentals of Human Development Practical

Minor Course MN-4- Pr.
Marks : 0(SIE)+25(ESE:3 Hrs) = 25

Credits : Theory -01) 15 Hrs.
Pass Marks = 10

Instruction of question setter

End Semester examination (ESE) :

There will be one Practical Examination of 3 hours duration. Evaluation of Practical Examination may be as per the following guidelines :-

1 Practical	15 Marks
Practical record notebook	05 Marks
viva voce	05 Marks

Two Experiment are to be performed.

Course Content

Unit I - Prepare

- Height and weight chart of growing children.
- Pictorial chart of motor development for the child of zero to one year.
- Observation of motor activities of a toddlers.
- Visit to an Anganwadi.
- Visit to maternity ward and anti-natal clinics.
- Care of new born baby.

Unit - II. : Preparation of an album on developmental milestones of children

- Prepare child literature
- Visit to child care Centers / Anganwadi

Unit - III : Study of physical, social, emotional, cognitive, Language development (any two)

- Observation of child Rearing practices in families from different social classes.

References :-

- Hurlock ,Elizabeth B.: Development psychology - A life span approach , edition TATA McGraw hill publishing company Ltd., New Delhi.
- Pepalin ,Diane, E. and Old, Sally Wendkos : Human development 5th edition, TATA, mcgraw - Hill, publishing company Ltd ., New Delhi.
- Berk, Laura E. Child development, 3rd edition, Prentice - Hall of India private Ltd. New Delhi 110001 , 1906
- Hall Calvins, Lindsey Gardner :Theories of personality, lied. wiley Eastern Ltd., New Delhi .
- Bischof, Ledferds: Interpreting theories, Harper, New Delhi.
- Baddwin Alfred L. : Theories of child Development, John Willey and Sons, New York.

- Hjelle, Larry A.: Personality Theories : Basic Assumptions Research and Application, Mc-Graw International Book Company.
- Hallahan ,Daniel, P. and Kaufman, James M. : Exceptional children - Introduction to special education IV edn. Prentice Hall, Englewood cliffs, New Jersey 07632.