

# SNDT Women's University

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## Syllabus for Degree of Bachelor of Science Food Science and Nutrition (Faculty of Home Science)



With effect from  
Academic Year 2013-14

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

Degree of Bachelor of Science  
Food Science and Nutrition  
(Faculty of Home Science)

**Specialization: Food Science and Nutrition**

**Sub Specialization: Food Science and Nutrition**

**SEMESTER I**

Code No.	Course	TC	Th C	P r C	Int M	Ex t M	Total	Exa m U/C
9101	English I (c)	4	3	1	25	75	100	C
9102	Applied Science (c)	4	2	2	25	75	100	C
9103	Design & Aesthetics (a)	4	2	2	25	75	100	C
9104	Life Span Development (a)	4	4	-	25	75	100	C
9105	Environment Studies (d)	4	4	-	25	75	100	C
	<b>TOTAL</b>	<b>20</b>	15	5	125	375	<b>500</b>	

**SEMESTER II**

Code No.	Course	TC	Th C	P r C	Int M	Ex t M	Total	Exa m U/C
9201	English II (c)	4	3	1	25	75	100	C
9202	Human Physiology (c)	4	3	1	25	75	100	C
9203	Textile Sc. & Apparel Design (a)	4	2	2	25	75	100	C
9204	Fundamentals of Food Science and Nutrition (a)	4	2	2	25	75	100	C
9205	Extension & Communication (a)	4	3	1	25	75	100	C
	<b>TOTAL</b>	<b>20</b>	13	7	125	375	<b>500</b>	

## Semester I English I

### OBJECTIVES:

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

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

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

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

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

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

**EVALUATION :**

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

## English I

### OBJECTIVES:

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

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

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

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

	reporting an event	1 Invitation <b>or</b> Request <b>or</b> Apology <b>or</b> Thank you <b>or</b> enquiry <b>or</b> Complaint 2. Reporting an event in college	
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<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
3	The learner will be able to - <ul style="list-style-type: none"> <li>• develop effective reading skills</li> <li>• express their ideas coherently</li> <li>• write with proper sentence construction and paragraph development</li> <li>• enhance their vocabulary</li> </ul>	<b>Developing Reading and Writing Skills</b> 1 <sup>st</sup> + 2 <sup>nd</sup> story from the Prescribed Text Yuva Katha 7 1. Sentence construction for grammatically correct English 2. Paragraph development 3. Vocabulary building 4. Expressing ideas 5. Reading with fluency <b>Assignments:</b> 1. Comprehension of story 2. Vocabulary based exercises 3. Personal responses to the narrative	1.10 marks 2. 5 “ 3. 10 ”

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
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4	<p>The learners will be able to -</p> <ul style="list-style-type: none"> <li>• familiarize themselves with formal and informal modes of social interaction</li> <li>• confidently converse in English</li> <li>• confidently make short presentations in English</li> </ul>	<p><b>Conventions of Social Interaction</b></p> <p>Conventions of Social Interaction</p> <ol style="list-style-type: none"> <li>1. Starting a conversation</li> <li>2. Greetings</li> <li>3. Introducing self and others</li> <li>4. Asking questions</li> <li>5. Requesting</li> <li>6. Apologizing</li> <li>7. Thanking</li> <li>8. Inviting</li> <li>9. Accepting</li> <li>10. Ending a conversation</li> </ol> <p>Conventions of public speaking : Hints on effective delivery (verbal and non-verbal)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Pair work-dialogue writing</li> <li>2. Oral presentation on an everyday situation</li> </ol>	<p><b>Assign 1:</b> Written script =10 marks + Oral presentation = 5 marks</p> <p><b>Assign 2:</b> Written outline = 5 marks + Delivery =5 marks</p>
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**Prescribed Texts: (Lower Level)**

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

( Higher Level English )

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

**REFERENCE BOOKS:**

1. Asoka Rani, T. (1989). *English for career development: A course in functional English*. Hyderabad: Orient Longman Ltd.
2. Baker, Joanna (2003). *Essential speaking skills. A handbook for English language teachers*. Westrup, Heaths: London Continuum.
3. David, A. (2005). *Teaching English as a second language*. New Delhi: Commonwealth Publishers.
4. Das, Susmita (2004). *English language and grammar a resource book of ideas and activities for teachers*. Jaipur: Mangal Deep Publications.
5. Gibson, Miiko Tan (2003). *Creative English - a comprehensive approach: 6*. Singapore: Singapore Federal Publications.



6. McArthur, Tom (1983). *A Foundation course for language teachers*. Cambridge: Cambridge University Press.
7. Nagaraj, Geetha (1996). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Ltd.
8. Ur, Penny and Wright, Andre (1996). *Five-minute activities*. Cambridge: Cambridge University Press.
9. Reutten, Mary K. (2004). *Focus on writing: 1: developing composition skills through instruction and practice*. Singapore: Singapore Learners Publishing.
10. Sood, S.C.(ed) et al. (1991). *Developing language skills: 1: oral communication and reading comprehension, writing skills and words*. New Delhi: Manohar.

**Semester I**  
**Applied Science**

**OBJECTIVES:**

1. To know the importance of science in daily life
2. To develop analytical attitude.

3. To develop scientific way of thinking.
4. To impart knowledge to apply.

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

### Theory

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

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

		growth hormone, human insulin ELISA.	
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**EVALUATION :**

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

**REFERENCES:**

George A. (1984): Shreeve's Chemical Process Industries  
Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.  
K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.

Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.

Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York

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

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

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

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

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

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

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

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

## Applied Science Practical

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

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

## REFERENCES:

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

**Semester I**  
**Design & Aesthetics**

**OBJECTIVES:**

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
Design & Aesthetics	4	2	2	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>To enable the students to understand the various elements of art for creating designs.</p> <p>To develop a understanding in color perception and various textures</p> <p>To enhance the ability of students to visualize space and lighting</p>	<p style="text-align: center;"><b><u>ELEMENTS OF DESIGN</u></b></p> <p>1.1. <b>BASIC ELEMENTS</b> Introduction, types, importance, application and psychological effects of each element.</p> <p>a. Point b. Line c. Shape d. Form e. Texture f. Light g. Space</p> <p>1.2. <b>INTRODUCTION TO COLOUR</b></p> <p>a. Color wheel (Primary, Secondary and Intermediate colors) b. Introduction to Various Color Schemes (Color Harmonies) c. Dimensions of color d. Classification of colors (warm &amp; Cool color and Advancing and Receding Colours)</p> <p>1.3. <b>PRINCIPLES OF DESIGN</b> Introduction, types and application</p> <p>a. Harmony</p>	<p>Collect pictures of all the basic elements from nature as well manmade objects 5 Marks</p> <p>Journal work for the entire color chapter 10 Marks</p> <p>One journal assignment comprising of all the principles 10 Marks</p>



		<ul style="list-style-type: none"> <li>b. Balance</li> <li>c. Rhythm</li> <li>d. Scale and Proportion</li> <li>e. Emphasis</li> </ul>	
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<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
2	To help students to -- understand good and better design concepts - develop the skills to appreciate the aesthetics of art and design. -have an understanding of the application of art principles in various areas of Home Science	<p><b>2.1 CONCEPT OF DESIGNING</b></p> <ul style="list-style-type: none"> <li>a. Meaning of structural design and decorative design</li> <li>b. Requirements of structural design and decorative design</li> </ul> <p><b>2.2 AESTHETICS OF ART AND DESIGN</b></p> <ul style="list-style-type: none"> <li>a. Understanding of aesthetics and art</li> <li>b. Optical illusion</li> </ul> <p><b>2.3 APPLICATION OF ART ELEMENTS AND PRINCIPLES OF DESIGN</b></p> <p>Related to Interior Design/ Hospitality, Textile Design, Food Decoration, Visual Communication, Curriculum planning</p>	<p>Group Presentation (Charts, pictures) related to all specializations</p> <p>10 Marks</p> <p>Optical Illusions (3 Pictures to be collected and Submitted)</p> <p>5 Marks</p> <p>To conduct group activity (article making)</p> <p>10 Marks</p>

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
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3	<p>To develop students with various drawing skills. To help students learn different colour combination and its visual effects To promote group learning in the study of arts and crafts To develop skill in making different crafts</p>	<p><b>3.1 USE OF VARIOUS MEDIUM TO CREATE DESIGNS</b> a) Pencil b) Pen &amp; ink c) Color</p> <p><b>3.2 CREATING TEXTURES</b> Fabric, Paper, Sticks, Saw dust, Pearls etc.</p> <p><b>3.3 COLOR SCHEMES</b> Color harmony, Monochromatic, Achromatic, Chromatic color schemes.</p> <p><b>3.4 ACCESSORY DESIGN</b> Paintings / pot painting / 3D Murals/ Stain Glass Painting (Innovative Work)</p>	<p><b>Journal Work</b> for the first 3 blocks (5 marks each) = (15 Marks) <b>Accessory Design</b> (10 Marks) Concept (2 Marks) Creativity (3 Marks) Workmanship (3 Marks) Overall presentation (2 Marks)</p>
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Module No.	Objective	Content	Evaluation
4	<p>To enable the students to - - create concept designing with themes - understand basic principle of geometry and shapes; and the concept of form follows</p>	<p><b>4.1 SCALE DRAWING</b> a) Understanding Scales b) Enlargement c) Reduction</p> <p><b>4.2 GEOMETRICAL DESIGN PATTERN</b> 4.2.1 Symmetry and asymmetrical designs 4.2.2 Abstract pattern</p> <p><b>4.3 APPLICATION OF ART IN DESIGN</b> 4.3.1 Flower Arrangement 4.3.2 Fabric design/Embroidery 4.3.3 Salad carving/Food presentation 4.3.4 Flash cards/puppets</p>	<p>Scale drawing and Geometric work 3 D form object • Best out of waste</p>

	function with the help of 3D modeling.	<b>4.4 BEST OUT WASTE</b> 4.4.1 Paper bags / Paper collage etc.	
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**EVALUATION:**

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

**REFERENCES:**

- 1 Agan T. (1970): The Houses, its plan and use, Oxford and IBM, New Delhi.
- 2 Ahmed K. (1995): Interior Design- An introduction to art, craft, science, techniques and profession, Ingra Publications Pvt.Ltd, Mumbai.
- 3 Bevin M.E. (1985): Design through discovery, Rinchart And Winston, NewYork.
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**Semester I**  
**Life Span Development**

**OBJECTIVES:**

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
Life Span Development	4	4	-	25	75	100

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

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

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

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

**EVALUATION:**

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

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## Semester I Environment Studies

### OBJECTIVES:

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

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

Module No.	Objective	Content	Evaluation
1	This will enable students to: 1. Get acquainted with physical environment and its components	<p><b>The Multidisciplinary Nature of Environmental Studies</b></p> <ul style="list-style-type: none"> <li>• Definition, Scope and Importance, Need for public awareness</li> </ul> <p><b>Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Renewable and Non-Renewable Resources</li> <li>• Natural Resources and Associated Problem</li> </ul> <p><b>Forest Resources:</b> Use and Over exploration,</p>	<ul style="list-style-type: none"> <li>• Short Questions/ Multiple Choice Questions</li> </ul> <p><b>Assignment or display</b></p>

	<p>2. Know various natural resources, their importance, over use</p> <p>3. Develop the concept of sustainable development</p>	<p>deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</p> <p><b>Water Resources:</b> Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p><b>Mineral Resources:</b> Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p><b>Food Resources:</b> World food problems, changes cause by agriculture and over grazing, effects of modern agriculture, fertilizers, pesticide problems, water logging, salinity, case studies.</p> <p><b>Energy Resources:</b> Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p><b>Land Resources:</b> Land as a resources, land degradation, man induced landslides, soil erosion and desertification</p> <ul style="list-style-type: none"> <li>• Role of individual in conservation of natural resources</li> <li>• Equitable use of resources for sustainable lifestyles</li> </ul> <p><b>Ecosystems</b>  Concept of ecosystem  Structure and function of ecosystem  Producers, consumers and decomposers  Energy flow in the ecosystem</p>	<p><b>on ecosystems</b> 10 marks</p>
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Module No.	Objective	Content	Evaluation
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2	1. Develop the concept of ecology and its components 2. Study the impact of human activities and ecology and need to conserve the resources	<b>Biodiversity and its Conservation</b> <ul style="list-style-type: none"> <li>• Introduction-Definition: Genetic, Species and Ecosystem Diversity</li> <li>• Bio-geographical classification of India</li> <li>• Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values</li> <li>• India as a mega-diversity nation</li> <li>• Hot-spots of biodiversity</li> <li>• Threats to biodiversity: habitat, loss, poaching of wild life, man wildlife conflicts</li> <li>• Endangered and endemic species of India</li> <li>• Conservation of bio-diversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity.</li> </ul>	Display/ Assignment 5 marks
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Module No.	Objective	Content	Evaluation
3	1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the students aware of social problems.	<b>Environmental Pollution:</b> <ul style="list-style-type: none"> <li>• Definition, causes, effects and control measures of - Air, water, soil, marine, noise and thermal pollutions; Nuclear hazards</li> <li>• Solid Waste Management: causes, effects and control measures of urban and industrial waste</li> <li>• Role of individual in prevention of pollution</li> <li>• Pollution case studies</li> <li>• Disaster Management: Floods, earthquake, cyclone and landslides</li> </ul> <b>Social Issues and the Environment:</b> <ul style="list-style-type: none"> <li>• From unsustainable to sustainable development</li> <li>• Urban problems related to energy</li> <li>• Water conservation, rain water harvesting, water shed management</li> <li>• Resettlement and rehabilitation of people, its problem and concerns. case studies</li> <li>• Environmental ethics: Issues and possible solutions</li> <li>• Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case studies</li> </ul>	Assignment on local problems 5 marks

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

**EVALUATION:**

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

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**SEMESTER II**  
**English II**

**OBJECTIVES:**

The student should be able to -

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

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

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

Module No.	Objective	Content	Evaluation
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2	<p>The learners will -</p> <ul style="list-style-type: none"> <li>• familiarize themselves with basic norms of business correspondence</li> <li>• produce effective resumes in accordance with various contexts</li> </ul>	<p><b>Job Applications</b></p> <ol style="list-style-type: none"> <li>1. How to write applications for jobs in response to advertisements</li> <li>2. Types of resume</li> <li>3. Electronic formats for resumes</li> </ol> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Job Application Letters in response to advertisement</li> <li>2. Writing a student's resume</li> </ol>	<p><b>Assign.1:</b> 2 x 5 = 10 marks</p> <p><b>Assign.2</b> 15 marks</p>
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Module No.	Objective	Content	Evaluation
3	<p>The learners will -</p> <ul style="list-style-type: none"> <li>• develop skills of literary appreciation</li> <li>• enhance their descriptive writing skills</li> <li>• enrich their vocabulary</li> </ul>	<p><b>Literary Appreciation</b></p> <p>The following stories from the prescribed Text 'Let's Go Home and Other Stories' . Ed. By Meenakshi Mukherjee.</p> <p>“The Shadow” “Meeting Pool” “Death of a Hero” “White Dove” “Zamindar of Palipuram”</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. 2 Questions on expressing personal responses</li> <li>2. 2 Character sketches</li> <li>3. Vocabulary enhancement exercises</li> </ol>	<p><b>Assign.</b></p> <p><b>1:</b>(2 x 5) = 10 marks</p> <p><b>2.</b> (2 x 5) =10</p> <p><b>3.</b> 5 marks</p>

Module No.	Objective	Content	Evaluation
4	<p>The learners will -</p> <ul style="list-style-type: none"> <li>• be competent enough to appear for an interview process</li> <li>• confidently participate in a</li> </ul>	<p><b>Soft skills enhancement through effective communication in English</b></p> <p>Content-point (only of that module):</p> <ol style="list-style-type: none"> <li>1. Types of Interviews</li> <li>2. How to prepare for an interview</li> <li>3. Language and Etiquette</li> <li>4. Role play/mock interviews</li> <li>5. Methods and Procedures of Group Discussions</li> </ol>	<p><b>Assign.</b></p>

	group discussion	6. Practice sessions in Group Discussions <b>Assignments:</b> 1. Descriptive question on how to prepare for an interview 2. Mock Interview 3. Mock Group Discussion	<b>1.</b> 5 marks <b>2.</b> 10 marks <b>3.</b> 10 marks
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**EVALUATION :**

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

**OBJECTIVES:**

The student should be able to -

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

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

Module No.	Objective	Content	Evaluation
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1	<p>The learners will be able to -</p> <ul style="list-style-type: none"> <li>• use appropriate technical words, tense and linking devices</li> <li>• adopt different techniques of presentations</li> <li>• be competent enough to give an effective presentation in English</li> </ul>	<p><b>Presentation Skills</b></p> <p>Structure of a presentation</p> <ol style="list-style-type: none"> <li>1. How to prepare the outline of a presentation</li> <li>2. Commonly used verbs and connectors</li> <li>3. Use of signaling, signposting and listing techniques</li> <li>4. Use of visual and electronic aids (OHP/PPT etc.)</li> </ol> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Exercise based on use of signposting and listing techniques</li> <li>2. Preparing outline of presentation</li> <li>3. Presentation on given topic (oral)</li> </ol>	<p><b>Assign.</b></p> <ol style="list-style-type: none"> <li>1. 5 marks</li> <li>2. 10 marks</li> <li>3. 10 marks</li> </ol>
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Module No.	Objective	Content	Evaluation
2	<p>The learners will -</p> <ul style="list-style-type: none"> <li>• be familiar with the requirements of a job application letter</li> <li>• be able to write an effective resume</li> </ul>	<p><b>Job Applications</b></p> <ol style="list-style-type: none"> <li>1. How to respond to an advertisement and write job applications</li> <li>2. How to write an effective resume</li> <li>3. Electronic formats for resumes</li> </ol> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Job Application Letters in response to an advertisement</li> <li>2. Writing a student's resume :</li> </ol>	<p><b>Assign.</b></p> <ol style="list-style-type: none"> <li>1. (2 x 5)= 10 marks</li> <li>2. 15 marks</li> </ol>

Module No.	Objective	Content	Evaluation
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3	<p>The learner will learn how to -</p> <ul style="list-style-type: none"> <li>• read with emphasis on fluency, tone and voice modulation</li> <li>• enhance their vocabulary</li> <li>• express themselves creatively</li> <li>• be able to connect the narrative to the larger society and their lives</li> </ul>	<p><b>Reading and comprehension skills:</b>  <b>3<sup>rd</sup> and 4<sup>th</sup> stories from Prescribed Text ‘Yuva Katha 7’</b></p> <ol style="list-style-type: none"> <li>1. Comprehension Skills</li> <li>2. Reading a passage with fluency, tone, modulation, fluency</li> <li>3. Personal responses to the prescribed stories</li> <li>4. Vocabulary building</li> <li>5. Expressing ideas creatively</li> </ol> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Comprehension Skills</li> <li>2. Reading a passage with - fluency, tone, modulation</li> <li>3. Personal responses to the prescribed stories</li> </ol>	<p><b>Assign.</b></p> <p><b>1.</b> 10 marks</p> <p><b>2.</b> 5 marks</p> <p><b>3.</b> 10 marks</p>
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Module No.	Objective	Content	Evaluation
4	<p>The learner will be able to-</p> <ul style="list-style-type: none"> <li>• verbally describe objects, images and pictures</li> <li>• use appropriate words and sentence structures to seek information, give replies, instructions etc.</li> <li>• confidently appear for an interview</li> </ul>	<p><b>Verbal communication skills for interpersonal communication</b></p> <ol style="list-style-type: none"> <li>1. Asking for information and replying</li> <li>2. Giving instructions and replying</li> <li>3. Visual to verbal communication : interpreting pictures</li> <li>4. Describing objects</li> <li>5. Verbal skills required during an interview</li> </ol> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Visual to verbal interpretation</li> <li>2. Writing instructions/asking for information</li> <li>3. Describing objects</li> <li>4. Mock Interview</li> </ol> <p>References ( for all module):</p>	<p><b>Assign.</b></p> <p><b>1.</b> 5 marks</p> <p><b>2.</b> 5 marks</p> <p><b>3.</b> 5 marks</p> <p><b>4.</b> 10 marks</p>

**Prescribed Texts: (Lower Level)**

1. Yuvakatha 7

**(Higher Level)**

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



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**Semester II**  
**Human Physiology**

**OBJECTIVES:**

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

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

**Human Physiology Theory**

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Introduce students to basic terminologies</li> <li>2. Understand the basic structure of human body</li> <li>3. Understand the functioning of cardio vascular, respiratory , gastro intestinal</li> <li>4. Brief knowledge about common diseases affecting each system.</li> <li>5. To create awareness about</li> </ol>	<p><b><u>INTRODUCTION</u></b></p> <ul style="list-style-type: none"> <li>• General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/ inferior, anterior/posterior.</li> <li>• Basic human tissues.</li> <li>• Introduction to human skeleton.</li> <li>• Structure of bone and cartilage.</li> <li>• Classification of various types of muscle.</li> </ul> <p><b><u>BLOOD AND LYMPHATIC SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Physical characteristics of blood</li> <li>• Blood volume, composition of plasma and functions of plasma protein</li> <li>• RBC formation and functions</li> <li>• Information about anaemia and thalessemia.</li> <li>• Blood groups, their importance , Rh-incompatibility.</li> <li>• WBC- types, functions, importance of CBC</li> <li>• Platelets and mechanism of coagulation</li> <li>• Lymph and lymphatic system, spleen and its functions.</li> </ul> <p><b><u>HEART</u></b></p> <ul style="list-style-type: none"> <li>• Its structure and circulation of blood.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Short notes</li> <li>• Display</li> <li>• Quiz</li> </ul> <p>5 marks</p>

	<p>interdependence and co-ordination between different systems of the body for normal functioning.</p>	<ul style="list-style-type: none"> <li>• Cardiac cycle</li> <li>• Information about hypertension &amp; ischemic heart disease</li> </ul> <p><b><u>RESPIRATORY SYSTEM</u></b></p> <p>Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various lung volumes and capacities. Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><b><u>GASTRO - INTESTINAL SYSTEM</u></b></p> <p>Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions.</p> <p>Liver, gall bladder, pancreas structure and functions.</p> <p>Common disorders- Dental caries, vomiting. diarrhoea, constipation. Hyperacidity, diabetes.</p>	
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<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. understand the functioning of excretory system and brief knowledge about common diseases affecting this system.</li> <li>2. know more about the nervous</li> </ol>	<p><b><u>EXCRETORY SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Structure and function of organs of urinary system (in brief).</li> <li>• Mechanism of urine formation</li> <li>• Common diseases- urinary tract infection and renal stones.</li> <li>• Structure and function of skin</li> <li>• Regulation of body temperature</li> <li>• Common disorders - acne dandruff and burns.</li> </ul> <p><b><u>NERVOUS SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>• Classification of nervous system</li> <li>• Structure and functions of different parts of brain, spinal cord and reflex action.</li> <li>• Eye - structure and mechanism of vision</li> <li>• Common problems - conjunctivitis,</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice questions.</li> <li>• Short notes.</li> <li>• Display.</li> <li>• Quiz.</li> <li>• PPT presentation</li> </ul> <p>5 marks</p>

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

**EVALUATION:**

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

**REFERENCES :**

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

**Human Physiology Practical**

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
4	This will enable students to: 1- Introduce the students to human skeleton and enable them to identify various bones in the body 2- perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure 3- Utilize the	<ol style="list-style-type: none"><li>1. Study of human skeleton and identification of bones.</li><li>2. Estimation of haemoglobin</li><li>3. Estimation of blood groups,</li><li>4. Demonstration of peripheral blood smear. Importance of complete blood count.</li><li>5. Measurement of pulse rate and blood pressure.</li><li>6. Discussion of normal components of urine. Test for abnormal components like sugar, albumin and acetone and discussion on diseases in which they are found.</li><li>7. <b>FIRST AID</b> -Definition, aims, qualities of first aider, contents of first aid box. -Different types of bandages and bandaging techniques.</li></ol>	10 marks

	<p>knowledge learnt to administer first aid for common emergency situations.</p> <p>4- Acquaint the students with the basic principles of home nursing.</p>	<p><b>WOUNDS</b> -Classification, dressing and management of haemorrhage- basic principles and discussion about bleeding from various parts of body.</p> <p><b>FRACTURE</b> -Types, symptoms, management. Sprain and dislocation <b>First Aid for</b> - foreign bodies in eye, ear, nose, skin. <b>First Aid for</b> - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack. <b>First Aid for</b> - common poisoning, dog bite, snake bite, bee-sting and scorpion bite. <b>BASIC PRINCIPLES OF HOME NURSING-</b> Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema. 8) Cardio pulmonary resuscitation</p>	
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External : Practical exam - 25 marks + Theory - 50 marks = 75 marks

**REFERENCES :**

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

**Semester II  
Textile Science and Apparel Design**

Subject	TC	Th C	Pr C	Int M	Ext M	Total
Textile Science and Apparel Design	4	2	2	25	75	100

**OBJECTIVES: (THEORY)**

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

Module No.	Objective	Content	Evaluation
1	The learner will - 1. Become wise and a responsible consumer with good values. 2. Understand the essentials of textile terms and concepts	<b><u>Understanding basics of textiles</u></b> <b>Introduction to textiles:</b> • Scope & importance of textiles & Clothing, general properties and classification of textile fibers by Textile Fiber Product Identification Act. Concept of green fibers & Eco friendly textiles. (Definition-Importance Any three symbols) • Care labels, Silk mark, Wool mark, and Handloom mark <b>Yarn Construction:</b> • Types of yarns-single, ply, cable and cord & texturized yarns	Individual Assignment – 10 marks

Module No.	Objective	Content	Evaluation
2	The learner will: 1. Get acquainted with general principles of clothing construction, their selection use and care. 2. Understand	<b><u>Textiles: Construction, clothing and selection</u></b> <b><u>Fabric construction</u></b> • Introduction to fabric construction & basic weaves. (Concept of weaving, knitting and non woven to be explained.) • Definitions, uses, advantages and disadvantages of unions & blends. <b><u>Selection of clothing.</u></b> • Buying points for readymade garments – size, suitability, durability, aesthetic appeal, fiber content, labels (basic information & care labels),	Group Assignment – 15 marks

	different factors affecting selection of clothing.	brand, purchasing power, socio economic – conditions, location etc. • Selection of clothing based on silhouette & occasional wear (casual, party, sports, travel, corporate)	
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**EVALUATION:**

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

**OBJECTIVES: PRACTICAL**

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

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

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

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

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

**REFERENCES:**

S. No.	Title of the Book	Author
1	Creative clothing Construction New York: Mc Graw hill Book Co., 1956	Bane A :
2	Ready to Wear Apparel Analysis, 2nd edition Prentices Hall, 1998	Brown Rice
3	How you look to dress St.Louis. Mc Graw Hill, 1969.	Carson
4	Basic Processes & Clothing Construction.	Doongaji S. & Deshpande R
5	Textiles : properties & behaviour in clothing use London: B.T. Bradsford, 1992	Edward Miller
6	Fashion from Concept to Consumer 7th Ed New Jersey Prentice Hall Inc 2002	Gin Stiphens Frings
7	Textile Science Melbourne: Longman Cheshire Pvt.Ltd.,1983	Gohl E.P. and Velensky L.D
8	Handbooks of American Association of Home Economics.	
9	Textiles, 16th Edition New York, Macmillan publishing Co, 1998	Hollan, Norma & Saddler

10	Essentials of Textiles Holt, Rinehart & Winston, New York, 1976.	Joseph M.
11	Introductory Textile Science. – 6th Ed. Fort WorthHarcourt Brace Jovanovich College Publishers. 1993	Joseph M. –
12	Khadi, The fabric of freedom, Amr Vastra Kosh Trust Publication 2002.	
13	Individuality in clothing Selection & Personal Appearance – a guide for the consumer,; Specht & Mac Million publication, Upper Saddle River, Prentice Hall Inc., 2000.	Kefgan & Phyllis T
14	Performance of Textile for Testing New York: John Wiley & Sons,1977.	Lyle Dorothy
15	Clothing for Moderns, 3rd edition New York: Mac Million publication	Mabel D.E. & A.K.
16	Clothing – A study in Human Behavior	Mary R.S.:
17	Art in clothing selection New York: Harper & Row, 1963	Mc. Jimsey
18	Textile – Fiber to Fabric, 6th edition New York: Mc Graw hill Book Co., 1983.	Potter & Corbman
19	Introduction to Textiles New York: John Wiley & Sons,1970	Stout E
20	Family Clothing New York: John Wiley, 1961	Tate & Glisson
21	Textile Fabrics and their selection (8th Ed.) Engle wood cliffe	Wingate I.B., Mohler J.F
22	Fairchild’s Dictionary, 6th edition New Delhi: Universal Pub. Corporation, 1988.	Wingate Isable B.:
23	Understanding Textiles – Upper Saddle River, Merill Publishing – 5th Edition. Prentice Hall Inc, 1985	Tortora, Phyllis G.
24	Textiles – motivates series London , Macmillan Education Ltd. 1997	Wynne A
25	Sewing Fabrics London: Mitchell Beazley International, Ltd., 1978	Ann Ladbury
26	Designing Patterns A. E. Press Melberne, 1985.	Campbell H. & Davies M.
27	Clothing for Moderns III and V Editions New York, Mc Millan.	Ervin M.D. Knichen L.A. and Peters K:

28	Singer sewing Book London: Hamlyn, 1972	Hultin J.C.
29	Performance of textile for testing New York: John Wiley & Sons, 1977.	Lyle D.

## Semester II

### Fundamentals of Food Science and Nutrition

**Objectives:**

The course will enable the students to:

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

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

## Fundamentals of Food Science and Nutrition Theory

Module No.	Objectives	Content	Assessment
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Know nutritional aspects of foods and their functions.</li> <li>2. Understand the importance and role of macronutrients in health</li> <li>3. Identify food sources</li> <li>4. Understand the principles of food science and discuss the relation between Food Science and Nutrition</li> </ol>	<p><b>Introduction to Nutrition</b></p> <p>1: Terms used in Nutrition and Health. Definitions - Health, Nutrition, Nutrients, Foods, Diet, R.D.A., Balanced diet, Malnutrition, Under nutrition, Over nutrition, Optimum nutrition.</p> <p>2: Five Food Groups and Food guide, relationship between food and nutrition, functions of food, classification of nutrients, factors affecting food consumption and food acceptance.</p> <p><b>Macronutrients</b></p> <ol style="list-style-type: none"> <li>1. Carbohydrates</li> <li>2. Proteins</li> <li>3. Fats</li> <li>4. Water</li> </ol> <ul style="list-style-type: none"> <li>- Classification, functions, sources, requirements, deficiencies</li> <li>- Digestion, Absorption, Transport</li> <li>- Food Science principles</li> </ul>	<p>25 Marks</p> <p>Quiz / assignments</p>
2	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Know the role of Vitamins and minerals in health</li> <li>2. Identify the color pigments in foods</li> <li>3. Understand the changes in color pigments</li> </ol>	<p><b>Micronutrients:</b></p> <p>Classification of Vitamins: A, D, E, K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Minerals: Calcium, Iron and Iodine</p> <ul style="list-style-type: none"> <li>- Functions, deficiencies sources, requirements</li> <li>- Digestion, Absorption, transport</li> <li>- Conservation of nutrients</li> </ul> <p>Color Pigments</p>	<p>25 Marks</p> <p>Quiz / assignments</p>

## Fundamentals of Food Science and Nutrition Practical

### Objectives:

The course will enable the students to:

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

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

**References:**

1. Mudambi, S.R. and Rajgopal, M.V. (2012), *Fundamentals of Foods and Nutrition* New Age International Pvt. Ltd.
2. Food Science 1<sup>st</sup> Edition (2012) Sheth Publications. Maharashtra State Board of Secondary and Higher Secondary education Pune.

3. Roday S. (2012) *Food Science and Nutrition* (2<sup>nd</sup> Ed.) Oxford University Press.
4. Joshi S. (2009) *Nutrition and Dietetics* McGraw Hill Higher Education
5. Robinson, and Lawler (1990) *Normal and Therapeutic Nutrition* (17<sup>th</sup> Edn) Macmillan Pub. Co.
6. Guthrie Helen (1986) *Introductory Nutrition*, Mosby College Publishing. Times Mirror
7. Wardlaw G.M (1997) *Contemporary Nutrition, Issues and Insights*, 3<sup>rd</sup> Edition Tata McGrawHill Inc. Boston.
8. Guthrie [H. A.](#) and Frances M. (1994) *Human Nutrition* William C Brown Pub.

**Semester II**  
**Extension and Communication**

**Objectives:**

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Extension and Communication</b>	4	3	1	25	75	100

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

Module No.	Objectives	Content	Evaluation
2	This will enable students to: 1. Understand concept and importance of communication. 2. Comprehend the different models of communication.	<b>Communication for Extension:</b> 1. Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication. 2. Importance of communication for Extension Work.	<b>Project</b> on methods of communication 25 marks

	3. Identify and use different methods of communication.	3. Models of communication. 4. Communication Methods: Individual Methods- Interview, home and farm visits. Group Methods- Demonstration, Lecture, Workshop and Discussions. Mass Methods- Campaign, Exhibitions and Radio programme.	
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<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Evaluation</b>
3	This will enable students to: 1. Develop an understanding of different audio visual aids available for communication and extension	<b>Audio visual aids</b> 1. Audiovisual aids-Meaning, importance and selection 2. Classification –Edgardales cone of experience 3. Importance of the cone of experience in learning	Brain storming on the different topics and innovative ways of making audio visual aids 25 marks

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

#### **EVALUATION:**

Continuous Evaluation = 25 Marks per Module

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



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

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

#### REFERENCES:

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

### Semester III Nutrition for Life span

#### Objectives:

The course will enable students to -

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

	Course	TC	Th C	Pr C	Int M	Ext M	Total
	<b>Nutrition for Life span</b>	4	-	4	100	-	100

Module No.	Objectives	Content	Assessment
1	This will enable students to: 1. Know the nutritional requirements and understand the concept of RDA 2. Comprehend the concept of food guide	<b>Basics of Meal Planning</b> 1. Overview of nutritional requirements 2. Food Guide/ Food Pyramid and its use 3. Food Exchange List 4. Balanced diet 5. Factors affecting meal planning 6. Maintaining a dietary record	Quiz/ Assignments / Projects Viva

	and translate the same into planning		
2	This will enable students to: 1. Plan balanced diets for individuals keeping in mind their physical activity, income group, social and cultural background 2. Suggest dietary modifications for common ailments	<b>Nutrition in Adulthood</b> 1. Planning meals for sedentary, moderate and heavy workers 2. Dietary modifications for common ailments: diarrhea, constipation, Underweight, obesity and fever	Quiz Planning and Cooking Practical  Viva
3	This will enable students to: 1. Learn the physiological changes during pregnancy and lactation 2. Understand the effect of physiological changes on nutritional requirements Understand the role of nutrition in pregnancy outcome and during lactation	<b>Nutrition during Pregnancy and Lactation</b> Planning meals for various physiological conditions - Pregnancy - Lactation	Quiz Planning and Cooking Practical  Viva
4	This will enable students to: Understand the physiological changes during growth, development and ageing and their effect on nutritional needs	<b>Nutrition during Life cycle</b> 1. Planning meals for different age groups - Infancy - Childhood - Adolescence - Old age	Quiz Planning and Cooking Practical  Viva

**Evaluation:**

- **Planning = 50 marks** (including projects and assignments)  
(Each plan to be evaluated out of 10 marks and average to be taken)

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

**REFERENCES:**

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

**Semester III  
Consumer Studies**

**OBJECTIVES:**

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
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<b>Consumer Studies</b>	4	4	-	25	75	100
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<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Evaluation</b>
1	<p>The learner understands the term consumer and can define it.</p> <p>To provide information regarding the need for consumer education.</p> <p>To create awareness regarding consumer problems.</p>	<p><b>CONSUMER AND CONSUMER PROBLEMS</b></p> <p><b>1.1 DEFINITION AND NEED OF CONSUMER EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Introduction to Consumer Problems related to goods and services</li> <li>• Meaning and Objectives of Consumer Education</li> </ul> <p><b>1.1. CONSUMER MOVEMENT</b></p> <ul style="list-style-type: none"> <li>• Background/History of Consumer Movement</li> <li>• Emergence of Consumer Movement in India</li> <li>• Causes for slow growth of Consumer Movement in India</li> </ul> <p><b>1.2. CONSUMER PROBLEMS</b></p> <ul style="list-style-type: none"> <li>• Adulteration</li> <li>• Faulty Weights and Measures</li> <li>• Misleading Advertisements</li> <li>• Other Malpractices such as lack of safety and quality control regulations, sales gimmicks, unfair warranties, massive profiteering and illegal trading.</li> </ul>	<p>Identify 5 consumer problems related to food adulteration/ faulty weights and measures/ sales gimmicks.</p> <p>Interview a consumer who has faced some problem related to any one of the areas mentioned above, in the market and document the same.</p> <p>10 Marks</p> <p>Presentation of the report</p> <p>15 Marks</p>

<b>Module No.</b>	<b>Objectives</b>	<b>Content</b>	<b>Evaluation</b>
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2	To provide knowledge regarding various consumer guides To create an understanding of different brands, labels and grading and standard-ization.	<b>CONSUMER GUIDES</b> <b>2.1 BRANDS</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Types of brands such as Individual, Family, Umbrella, Combination device and Private or Middleman's brand.</li> </ul> <b>2.2. LABELS</b> <ul style="list-style-type: none"> <li>• Meaning and types of labels</li> <li>• Essentials of labels</li> </ul> <b>2.3 GRADING AND STANDARDIZATION</b> <ul style="list-style-type: none"> <li>• Meaning and types (Qualitative and Quantitative)</li> <li>• Standardization process - grading, sampling, sorting and packaging</li> </ul> <b>2.4 ADVERTISEMENTS</b> <ul style="list-style-type: none"> <li>• Influence of advertisements on consumers</li> <li>• Usefulness of advertisements to consumers</li> <li>• Misleading advertisements</li> </ul> <b>2.5 ROLE OF CONSUMER AGENCIES</b> <ul style="list-style-type: none"> <li>• Role of BIS, AGMARK, FPO and ECO MARKS</li> </ul>	Collect 5 samples for labels from various products such as food/ medicines/cosmetics/clothing. 10Marks Write a detailed report regarding the information given to the Consumers through these labels followed by a discussion in the class regarding the positive and negative points of the labels. 5 Marks Observe and critically analyze 5 advertisements from any media like Television/ radio / print media and write a detailed report followed by a discussion in the class. 10 Marks
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Module No.	Objectives	Content	Evaluation
3	To help students make better decisions in the market as a wise consumer.	<b>CONSUMER DECISION MAKING</b> <b>3.1 CONSUMER DECISIONS</b> Decision making process <ul style="list-style-type: none"> <li>• Problem recognition</li> <li>• Information seeking</li> <li>• Equation of alternatives</li> <li>• Buying decisions</li> <li>• Post purchase evaluation</li> </ul> <b>3.2 GOOD BUYMANSHIP</b>	Observe how decision making process is used, in your own family for the purchase of some consumer product like refrigerator/television / food processor/ washing machine and write a report 25 Marks

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

#### **EVALUATION:**

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

#### **REFERENCES:**

1. Aggarwal Anju D. – “A practical Handbook for Consumers”, 1989, India Book House (Pvt) Ltd. Mumbai, India.
2. C.N.Sontakki, R.G. Deshpande – “Marketing, Salesmanship and Advertising” – Kalyani Publishers, New Delhi – Ludhiana, 1984.
3. Dr. S.C.Saxena – “Business Administration and Management”.
4. Kotler Philip – Principles of Marketing – Prentice Hall of India Pvt. Ltd, New Delhi, 1985.
5. Nair Suja – “consumer Behaviour” – Text and Cases – Himalaya Publishing House, 1999.
6. Niraj Kumar – “Consumer Protection in India” – Himalaya Publishing House, New Delhi.
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8. S. A. Sherlekar, P.N. Reddy, H.R. Appannaiah – “Essentials of Marketing Management” - Himalaya Publishing House, Mumbai, 1995.
9. S.S. Gulshan – “Consumer Protection and Satisfaction” – wileyEastem Ltd, New Delhi, 1996.

10. Sheth J.N. – “Model of Industrial Behaviour”. Journal of Marketing 1973, 37 [4].
11. Sundaram I.S. – “Consumer Protection in India” – B.R. Publishing Corporation, Delhi, 1985.
12. V.S. Ramaswamy, S.Namakumari, - “Marketing Management”, Second Edition, McMillian India Ltd, New Delhi, 1997.

### Semester III Family Dynamics

#### OBJECTIVES:

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
Family Dynamics	4	3	1	25	75	100

#### (THEORY)

Module No	Objective	Content	Evaluation
1	<p>This will enable students to:-</p> <ol style="list-style-type: none"> <li>1. To analyze the traditional and changing norms of institution of family.</li> <li>2. Be sensitive to variations in family practices of different ethnic groups.</li> <li>3. Understand stages of family life cycle.</li> <li>4. Create insight about the types of family.</li> <li>5. Identify alternate family patterns.</li> </ol>	<p><b>Family &amp; its structure</b></p> <ol style="list-style-type: none"> <li>1. Meaning of the term family <ul style="list-style-type: none"> <li>• Family composition &amp; structure</li> <li>• Practices &amp; Patterns of family</li> <li>• Changing family patterns</li> </ul> </li> <li>2. Family life cycle: meanings, definition &amp; stages.</li> <li>3. Types of family</li> <li>4. Alternate family patterns: Causes, characteristics &amp; implications.</li> <li>5. Dyadic relationships Family Responsibilities</li> </ol>	<p>Use of experiential method by students: Role play, skit. etc. 5 marks</p>

	6. Explore the dyadic relationships in family. 7. Analyze the areas & patterns of adjustments 8. Bring awareness & sensitize oneself about crisis in family life.	<b>Adjustments &amp; Crises within the family</b> 1. Areas & patterns of Adjustment 2. Meaning of crisis ; Types of family crises & ways of coping	Poster making and exhibition 5 marks
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<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
2	This will enable students to:- 1. To understand the institute of marriage 2. Develop awareness in mate selection process. 3. Understand the goals of modern marriage. 4. Know and realize the importance and need for pre & post marital counseling. 5. Create deeper insight into the concept of engagement. 6. Understand the functions of traditional marriage. 7. Gain knowledge about types of marriage.	<b>Marriage</b> 1. To understand the concept of "Marriage as an Institution" 2. Mate Selection 3. Goals of modern marriage 4. Preparing oneself for marriage 5. Pre marital and post marital counseling 6. Engagement 7. Marriage rituals & Court marriage 8. Honeymoon 9. Annulment & Divorce & Marriage Counselling	Group presentation on any above topics, 10 marks

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
3	This will enable students to:- 1. Understand know how of Planned Parenthood. 2. Get acquainted with family planning methods.	<b>Planned Parenthood</b> 1. Concept & significance of Planned Parenthood. 2. Joys and hazards of parenting 3. Birth control 4. Parenthood (parenting at different ages)	Guest Lecture on family planning methods followed by objective



			test. 5 marks
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**EVALUATION:**

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

**(PRACTICAL)**

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

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Blood, Robert and Wolfe (1960). Husband and Wife: Dynamics of Married Life, Free Press, New York.

Coleman, C.J. (1988) Intimate Relationships, Marriage & Family (2<sup>nd</sup> Ed.). New York: Macmillan Publishing Company.

Duvall, E.M. (1977). Marriage and Family Development, 5<sup>th</sup> edition, Lippincott Co. Philadelphia.

Dyer, E.D. (1983). Courtship, Marriage and Family, American Style, the Dorsey Press, Illinois.

Edward, N.J. & Demo, H.D. (1991). Marriage and family transition. London: Allyn & Bacon.

Gore, (1969). Urbanization and Family Change, Popular Prakashan, Bombay.

Henslin, J. M. (ed.) (1989). Marriage and Family in a Changing Society, The free press, U.S.A.

### **Semester III**

### **Media Skill Development**

#### **Objectives:**

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

4. To develop skills in preparing and presentation of the different forms of media

Course	TC	Th C	Pr C	Int M	Ext M	Total
Media Skill Development	4	3	1	25	75	100

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

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

**EVALUATION:**

Internal :Continuous evaluation - 25 Marks

External : 75 Marks

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

Module No.	Objectives	Content:	Evaluation
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3	This module will enable students to: 1. Understand how to identify and analyze articles on social issues in print media. 2. Be able to analyze the content and form of electronic media. 3. Develop the skill of preparing A.V. clipping	<b>Forms of Media:</b>	
		1. Identify and analyze articles on social issues in Newspapers, Periodicals and Magazines.	5 marks
		2. Analysis of the content and form of Television Programmes.	5 marks
		3. Preparation of clippings on contemporary issues.	10 marks

Module No.	Objectives	Content:	Evaluation
4	This will enable students to: 1. Develop skills in writing for print media. 2. Be able to develop programme for radio. 3. Acquire skills in preparing the different forms of traditional media.	<b>Media Skills:</b>	
		1. Planning and writing an article for Newspapers, Magazines on developmental issues.	7 marks
		2. Preparing a format for radio programme.	8 marks
		3. Preparation and presentation of traditional media- puppets and Street plays.	15 marks

#### REFERENCES:

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

### Semester III

#### Fabric Ornamentation & Accessory Design

**OBJECTIVES:**

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

Course	TC	Th C	Pr C	Int M	Ext M	Total
<b>Fabric Ornamentation &amp; Accessory Design</b>	4	-	4	100	-	100

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

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

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

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

**EVALUATION:**

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

**REFERENCES:**

S. No.	Title of the Book	Author
1	Anchor-educational service-(2007 & 2008 series)	
2	Anchor needle & thread (2007 & 08 series)	

3	The step by step Art of Ribbon work	Anita Aarrison
4	The complete book of needle craft	Caroline Ollard
5	Making leather handbags	Ellen Goldstein Lyrich Sarah, & Micole Malone
6	The new needle craft project book	Lucinda Ganderton
7	Creative crochet	Locias Calder's
8	Fabulous Fabrics	Mary Jo Hinely
9	Making handbags—Retro/Chic/Luxurious	
10	Complete guide to crochet	Pam Dawson