

**FIRST SEMESTER**  
**CC1001: ADVANCED NUTRITION**

**L      T      Credit: 4**  
**48    16    Marks: 100**

**Unit I:** Concept and basics of nutrition- Food, nutrient, nutrition, health, balanced diet, five food groups, RDA, BDR, meal planning, nutritional status, functions of food, Relationship between nutrition and health.

**Unit II:** Energy: Introduction, functions, RDA, excess and deficiency. Measurement of energy expenditure. Estimating energy requirements of individual and group. Carbohydrate: Introduction, functions, RDA, excess and deficiency. Dietary fibre and its importance in human health. Sweeteners- nutritive and non nutritive Protein: Introduction, functions, RDA, excess and deficiency. Therapeutic applications of specific amino acids Lipid: Introduction, functions, RDA, excess and deficiency. Role of omega-3, omega-6 fatty acids in health and disease. Mineral and vitamins: Introduction, functions, RDA, excess and deficiency. Water: Introduction, role of water in health and disease.

**Unit III:** Nutritional management in special condition- space, travel, high altitudes, low temperatures, submarines.

**Unit IV:** Physiological changes and nutritional requirements during various stages of life cycle- pregnancy, lactation, infancy, pre-school age, school age, adolescence, elderly.

**References:**

1. Indian Council of Medical Research. Recommended Dietary intakes for Indians.2010.
2. Indian Council of Medical Research. Nutritive value of Indian Foods- Latest Publications.
3. Mudambi, S.R.;Rajagopal M.V. (2012). Fundamentals of food, nutrition and diet therapy. New Age International Publishers.
4. Srilakshmi, B.(2014). Dietetics. 7<sup>th</sup> edition. New Age International Publishers.
5. Annual Reviews of nutrition. Annual review Inc. California, USA.

6. World Reviews Of Nutrition and Dietetics.
7. Shils, M.E.; Olson, J.; Shike, M. and Roos, C.(1998). Modern Nutrition in Health and Disease. 9<sup>th</sup> edition. Williams and Williams. A Beverly Co. London.

## CC1002: LIFE SPAN DEVELOPMENT

L      T      Credit: 4  
48    16    Marks: 100

**Unit I:** Principles of growth and development, Factors affecting growth and development, Developmental task, Basic concepts of development maturation and learning.

**Unit II:** Prenatal development, Labour / birth, Postnatal life, Infancy- Physical, Motor, Social, Emotional, Cognitive and Language characteristics, Early childhood- Physical, Motor, Social, Emotional, Cognitive and Language characteristics.

**Unit III:** Middle childhood- Physical, Motor, Social, Emotional, Cognitive and Language characteristics. Adolescence - Physical, Motor, Social, Emotional, Cognitive and Language characteristics.

**Unit IV:** Adulthood- Physical, Motor, Social, Emotional, Cognitive and Language characteristics. Old age - Physical, Motor, Social, Emotional, Cognitive and Language characteristics.

### References:

1. Gordon, K.J.(1975). Human development: A transactional perspective. Harper and Row Publishers, New York.
2. Hurlock. Elizabeth B. Developmental psychology: A life span Approach, Tata Mc. Graw Hill publishing company limited.
3. Laura, B.E. (2013). Exploring life span development. 3<sup>rd</sup> Ed. Mc. Graw Hill. New York.
4. Papalia, D.E. and olds, S.W.(2008). Human development. 11<sup>th</sup> Ed. Mc. Graw Hill. New York.
5. Santrock, J.(2012). Life span development. 14<sup>th</sup> Ed. Mc. Graw Hill. New York.

**pCC1003: LAB COURSE ON**

**CC1001: ADVANCED NUTRITION**

**Credit: 2**

**Marks: 50**

1. Survey of food consumption pattern of different age groups.
2. Estimation of energy requirement.

**CC1002: LIFE SPAN DEVELOPMENT**

**Credit: 2**

**Marks: 50**

1. Case study of individuals in different stages of development.
2. Critical analysis of case study reports.

## **DSE1004: ADVANCED APPAREL DESIGN & CONSTRUCTION**

**L T Credit: 3**

**36 12 Marks: 75**

- Unit I:** Detailed study of industrial machines and equipment used for – Cutting, Sewing, Finishing, Embilishment.
- Unit II:** Preparatory steps for garment construction - Fabric grain; Preparatory steps- pre-shrinking, straightening & truing. Layout for patterns – general guidelines, basic layouts – lengthwise, crosswise, double fold. Pinning, marking and cutting.
- Unit III:** Methods of pattern making – Drafting, Flat pattern, Draping.
- Unit IV:** Evaluating the quality of apparel. Identification of the components of apparel, Fibre content, shaping devices, underlying fabrics, hem treatment, decorative details and alteration potential. Standards for evaluating the various components.

### **References:**

1. Jamine Mee & Michael Purdy 1987: Modelling on the dress Stand, BSP Professional books.
2. Natalie Bray 1994: Dress Fitting, Blackwell.
3. Armstrong, H.J. (2009). Pattern Making for Fashion Design, Harper Collins Publishers Inc; New York.
4. Stamper, A.A., S.H. Sharp and L.B. Donnell.(1986). Evaluating Apparel Quality, Fairchild Publications, America.
5. Liechty, E.G., Potterberg, D.N., Rasband, J.A.(2010).Fitting and Pattern Alteration :A Multi method Approach, Fairchild Publications, New York.
6. Claire Shaeffers: Fabric Sewing Guide, Chilton Book Company, Radnot, Pennsylvania.
7. Grate and Storm: Concepts in Clothing, Mc Gwaw Hill Book Co. New York.
8. Margohs Design Your Own Dress Pattern Published By Double Day and Co. Inc., New York

## **DSE1005: PRACTICAL**

**Credit: 1**

**Marks: 25**

1. Developing basic bodice block. Developing pattern of garment. (Using checks, stripes, printed fabric)
2. Designing through flat pattern – Dart manipulation
3. Developing dartless slopers – princess line variation
4. Developing slopers for skirt variation – Basic skirt, A-line skirt, Pleated skirt. Skirt Band – Separated band, Faced waist line.

## **AEC1006: ACADEMIC WRITING AND COMMUNICATION SKILLS**

**L      T      Credit: 2**  
**24    6      Marks: 50**

- Unit I:** Introduction to the conventions of Academic Writing.
- Unit II:** Speaking skills – Group discussion. Effective communication / mis communication. Interview, public speech.
- Unit III:** Writing skills – Documenting, Report writing, Making notes, Letter Writing.
- Unit IV:** Citing resources, Editing book and Media review.

### **Reference:**

1. A course in Academic Writing, Gupta R., Orient Blackswan, New Delhi, 2010
2. Enrich Your English, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997
3. Study Writing - A course in writing skills for academic purposes. Lip Hamp, Lyons and Ben Heasley.

**SECOND SEMESTER**  
**CC2001: RESOURCE MANAGEMENT**

**L      T      Credit: 4**  
**48    16    Marks: 100**

**UNIT I:** Management- Concept, Definition and Importance. Evolution of Management theories- classical, neo-classical and modern approach. Management and its environment as a system, Family Resource Management as a system.

**UNIT II:** Decision making- Importance, tools and techniques. Cost- benefit analysis, Decision matrix. T-chart, SWOT Analysis, Pareto Analysis, Feasibility study. Creativity in Decision Making. Human Resource Management- meaning, importance and objectives. Human Resource Development- Principles, attributes for Human Resource Development.

**UNIT III:** Managerial ability- Conceptual, Human and technical. Leadership- Importance, characteristics, functions, Motivation- Importance, elements and theories- Maslow's Hierarchy Needs Theory and Herzberg's Theory; Communication- type, importance, process and barriers.

**UNIT IV:** Management process: Planning- importance, types, planning in a system perspective, Implementing- controlling, checking, adjusting, implementing in a system perspective, evaluation and feedback.

**References:**

1. Tripathi, P.C. & Reddy, P.N.(2014). Principles of Management,5<sup>th</sup>edition,McGraw Hill Education(India) Private Limited, New Delhi
2. Saiyadain, M.s.(1988): Human resource management, Tata McGraw Hill, New Delhi.
3. Dayal, R. (1996): Dynamics of human resource Development, Mittal Publications, New Delhi.
4. Seetharaman,P; Batra, S & Mehta, P (2015): An introduction to Family Resource Management, Ist edition, CBS Publishers, New Delhi.



5. Singal, S & Gandotra, V.(2014): Family Resource Management- Historical and contemporary developments, First edition, Dominant Publishers, New Delhi.
6. Crandell, E. and Gross, I.H. 1980: Management for modern families, Printice Hill, London.
7. Deacon, R.E & Firebaugh, F.M . 1981: Family Resource Management- Principles and application
8. Nickell, P. and Dorsey, J.M. 2002: Management in family living, 4<sup>th</sup> edition, CBS Publishers, New Delhi.

## CC2002: EXTENSION EDUCATION SYSTEM

L T Credit: 4

48 16 Marks: 100

- Unit-1:** Concept of Extension Education, Need, Philosophy, Objectives of Extension Education, Principles of Extension Education. Concept, Philosophy, Objectives of Home Science Extension, Importance of Home Science Extension, Qualities of Home Science Extension Worker, Approaches used in Home Science Extension.
- Unit-2:** Developmental aspect of Extension, Extension Programme in India, NGO-Types, Problems of NGO, Developmental work of NGO.
- Unit-3:** Concept of Extension Programme, Extension programme planning, objectives of Programme Planning, Principles of programme planning, Methods of programme Planning. Situation Analysis, Determining Programme objectives, Developing plan of work.
- Unit-4:** People's participation in programme planning, Peoples participation and social mobilization in development, Role of specialist in extension programme planning. Leadership- definition, types, functions of leaders. Extension evaluation - concept, types, purpose of evaluation.

### References:

1. Education and communication for Development- O.P. Dahama, O.P. Bhatnagar. Oxford and IBH Publishing CO. PVT. LTD.
2. Handbook of Extension Education- Chaubey, B.K. Jyoti Prakashan, Allahabad
3. An introduction to extension education- S.V. Supe. Oxford IBH Publishing CO. PVT. LTD.
4. Extension Education. A. Reddy. Sree Laxmi Press.
5. Communication & Extension management. Dr. Jitendra Chauhan. Anjali Prakashan, Kanpur.
6. Extension & Communication for development. O.P. Dahama; O.P. Bhatnagar. Oxford & Publishing CO. PVT. LTD.

7. A Handbook of Extension Education. Dipak De, Basavaprabhu Jirli. Agrobios (India).
8. Evaluating Development Programmes and Projects. R. Date – Sage Publication.

**CC2003: LAB COURSE ON**  
**CC2001: RESOURCE MANAGEMENT**

**Credit: 2**

**Marks: 50**

1. Case study on participation of decision making in families.
2. To find out leadership skills among individuals.

**CC2002: EXTENSION EDUCATION SYSTEM**

**Credit: 2**

**Marks: 50**

1. Study on different ongoing extension programme in the locality.
2. Report on developmental work undertaken by NGO's.
3. Planning and executing extension programme.
4. Evaluation of extension programme.

## DSE2004: INSTITUTIONAL FOOD SERVICE MANAGEMENT

L      T      Credit: 3  
36    12    Marks: 75

**Unit I:** Evolution of the food service industry, concept and definition of institutional food service, characteristics of the various types of food service units. Approaches to management- Theories of management, functions of management, principles of management, styles of management, management tools.

**Unit II:** Management of resources: Finance- determining the finance needed to establish or run an unit, budgets, sources of finance planning adequate cash flow. Space and equipment- steps in planning layouts, management of spaces- kitchen spaces, storage spaces, service areas, determining equipment, selection and placement of equipment, maintenance of equipment.

**Unit III:** Material- Menu planning, planning the materials needed, method of selection, storage, quantity food production, service and modes of delivery. Staff- manpower planning, manpower placement, training, performance appraisal. Time and energy- Measures of utilization and conservation.

**Unit IV:** Cost accounting/ analysis- Food cost analysis, Records to be maintained, Reports and trends analysis. Marketing and sales management- marketing strategies, sales Analysis. Quality assurance- Food quality. Personnel hygiene and its management.

### References:

1. Arora, R.K. (2016). Food service and catering management. A.P.H. Publicity Corporation.
2. Sethi M.; Malhan, S. (2015). Catering management – An Integrated Approach. New Age International Publishers.
3. SethiMohini.(2016). Institutional Food Management. Second Edition. New Age International Publishers.

4. West, B Bessie & Wood, Levelle (1988). Food Service In Institutions. 6<sup>th</sup> Edition. Revised by Harger FV, Shuggart SG &Palgne-Palacio June .Macmillian Publication Company New York.

**DSE2005: PRACTICAL**

**Credit: 1**

**Marks: 25**

1. Visit to different food service institutions and study the following: management, physical plan and layout, menu planning, service and modes of delivery, food cost analysis, food production and hygiene and sanitation.
2. Cafeteria.

# **GE-AP 20403: Child and Adolescent Psychology**

**L      T      Credit: 4**  
**48    16    Marks: 100**

## **Unit I: ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:**

- 1.1 Factors influencing development: Heredity, Environment, Importance of critical periods in development
- 1.2 Theories of Development– Bowlby Attachment Theory, Vygotsky’s socio-cultural theory
- 1.3 Stages of Development: Prenatal o Infancy, Childhood o Adolescent
- 1.4 Certain laws in the context of children: Role of National Human Rights Commission in Protecting and Promoting Children’s Rights, The Juvenile Justice (Care and protection of children)-Act, 2015

## **Unit II: CONTEXTUAL ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:**

- 2.1 Family: Parenting, family relationship
- 2.2 Peer relations: Parental influence, peer acceptance, peer conformity.
- 2.3 Schooling: Teacher student interaction, grouping practices.
- 2.4 Media: The effects of electronic media on adolescent wellbeing, benefits of social media, risks of social media

## **III. CHILD AND ADOLESCENT PSYCHO-SOCIAL ISSUES:**

- 3.1 Deviance as a maladaptive behavior: Nature & meaning, Recent forms of deviance: Rudeness, Cyber Deviance, Bullying
- 3.2 Situational contexts: Adoption, abuse and neglect, poor discipline, dysfunctional families, broken family, parental divorce or death.
- 3.3 Externalizing disorders: Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder

3.4 Internalizing Disorders: Separation Anxiety, Childhood Depression

3.5 Other Psychological Problems: Suicide, Suicide Attempt during Adolescence

#### **IV. CHILD AND ADOLESCENT INTERVENTION PROCESS:**

4.1 Process Issues in Child Psychotherapy: Parent and Teacher Perceptions of Problem Behaviors, Problem Attributions

4.2 Preventive Intervention: Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events, Intrinsic Child Characteristics), Protective Factors, Implications for Prevention, The Effectiveness of Preventive Programs (Universal Preventive Intervention)

#### **References:**

1. Berk, L.E. (2007). *Development through lifespan* (3rd Edition), Pearson Education
2. Bhakhry, S. (2006). *Children in India and their Rights*. New Delhi: National human rights commission.
3. Brown, B. & Marin. P. (2009). *Adolescents and electronic media: growing up plugged in*. Trends; Child research brief.
4. Carroll, J.A. & Kirkpatrick, R.L. (2011). *Impact of social media on adolescent behavioral health*. Oakland, CA: California Adolescent Health Collaborative.
5. Clinard, M.B. & Meier, R.F. (2011). *Sociology of Deviant Behavior* (14th Edition), United States of America: Wadsworth Cengage Learning
6. Hurlock, E.B (1980). *Development psychology: A Life Span Approach* (5th Edition), New Delhi: Tata McGraw Hill pub.Co. Ltd.
7. Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
8. Papalia, D.E. & Olds, S.W. (1992). *Human Development*. New Delhi: Tata McGraw-Hill
9. Santrock, J.W. (2006). *Adolescence*. New Delhi: McGraw Hill.
10. Santrock, J. W. (2008). *Child Development*. New Delhi: McGraw Hill.
11. The Gazette of India, (2016). *The Juvenile Justice (Care and Protection of Children) Act, 2015*, New Delhi.



### THIRD SEMESTER

#### CC3001: DYEING AND PRINTING

L      T      Credit: 4  
48    16      Marks: 100

**Unit I:** Preparation of fabric for dyeing & printing. Scouring, bleaching, designing. Reagents used & their application. Specific preparatory steps for cotton, wool, silk & man made fibres. Equipment used at cottage & industrial level for yarn, fabric & price goods.

**Unit II:** Dye - Classification, definition, components. Dyeing with chemical dyes - Direct, reactive, vat, sulphur, azo (for cellulosic); Acid, metal complex, chromemordant (for protein); Basic, nylomine, disperse ( for man-made). Dyeing with natural dyes. Use of pigments. Dyeing machines for fibers, yarns & fabrics. Dyeing methods.

**Unit III:** Textile design through dyeing. Dyeing defects & remedies.

**Unit IV:** Introduction to printing – difference between dyeing and printing. Methods of printing – Historical & Modern Methods. Printing pastes. Finishing and after treatment of printed goods at cottage and industrial level.

#### References:

1. V.A. Shenai (1987), Chemistry of Dyes and Principles of Dyeing, Sevak Prakashan, Mumbai.
2. H.A. Lubs Robert E. The Chemistry of Synthetic Dyes and Pigments, Kreiger Publishing company, New York.
3. V.A. Shenai (1999), Azo Dyes – Facts and Figures – Sevak Prakashan, Mumbai.
4. R.S. Prayag, Technology Textile Printing – Noyes Data Corporation.
5. V.A. Shenai (1977), Technology of Printing – Technology of Textiles Processing, Vol. IV, Sevak Publication.
6. M.L. Gulrajani and Deepti Gupta (1990), Natural Dyes and their application to textiles”, ed. I.I.T. Delhi Publication.

7. John and Margarot Cannon (1994), Dye Plants and Dyeing. The Herbert Press (UK).
8. ASTM and ISI Standards.
9. K. Venkatrama (1970). Chemistry of synthetic Dyes. Part I and II.

## CC3002: RESEARCH METHODOLOGY

L	T	Credit: 4
48	16	Marks: 100

**Unit I:** Research Methodology: An Introduction – Meaning of research, objectives of research, types of research, Research approaches, significance of research, research methods versus methodology, research and scientific method, Research process, criteria of good research. Trends in research in Home Science.

**Unit II:** Research problem: What is a research problem? Selection of research problem, Principle to be followed, definition and statement of the problem, Justification of the problem, Delimitation of the problem, Criteria for selecting a research topic, need and significance of the study.

**Unit III:** Research design. Dependent and independent variable, extraneous variable, experimental and control groups. Different research designs. Hypothesis – meaning, importance of hypothesis in research. Data collection. Parts of dissertation/Research report/article – introduction, review of literature, method, results and discussion.

**Unit IV:** Meaning, scope and definition of statistics. Measure of central tendency, Dispersion, Co-relation and Regression. Probability, Probability distribution and attributes.

### References:

1. Mullins, C.J. (1977). A guide to writing and publishing in Social and Behavioral Science. New York: John Wiley & Sons.
2. Kothari, C.R.; Garg G. (2014). Research Methodology. Methods and techniques. Third Edition. New Age International Publishers.
3. Sarma, H. (2012). Research methodology assignment, seminar paper & project. EBH publishers (India), Guwahati.

**CC3003: LAB. COURSE ON  
CC3001: DYEING AND PRINTING**

**Credit: 2**

**Marks: 50**

1. Preparation of fabric for dyeing & printing.
2. Dyeing of yarns & fabric with different classes of dyes - Direct, reactive, vat, sulphur, azo; Acid, chrome, metal complex; Basic, disperse; Natural dyes.
3. Preparation of fabric for printing – different fibre groups with different dyes, different styles of printing.
4. Preparation of screens for printing.
5. Printing with blocks and screens on cotton, silk, wool. Wool, cotton silk and cotton polyester blends in different styles with different dye classes - Direct style, Mordant or dyed style, Azok style, Discharge style, Resist style, Finishing the printed goods.

**CC3002: RESEARCH METHODOLOGY**

**Credit: 2**

**Marks: 50**

1. Exercise in designing tools and their analysis: interview, questionnaire.
2. Data collection process: conducting interviews, case studies.

## DSE3004: HOUSING AND INTERIOR DECORATION

L	T	Credit: 3
36	12	Marks: 75

**UNIT I:** Housing - needs and importance, Present housing conditions in India- Rural and Urban. Building materials, Low cost and eco- friendly building materials, building bye-laws.

**Unit II:** Interior Space Designing- Factors to be considered while designing- orientation, grouping, circulation, light and ventilation, flexibility, privacy, roominess, aesthetic, cost. Sanitary and Electrical, fittings.

**UNIT III:** Colour and colour schemes, lighting in different rooms, Acoustics

**UNIT IV:** Planning different areas of the house- living, dinning, bedroom and children's room. Kitchen planning- importance, different areas for kitchen planning, cooking area , preparation area, washing area and serving area, types of kitchen.

### References:

1. Deshpande, R. S. (1974): Modern Ideal homes for India, United Book Corporation.
2. Publication of Housing Boards, NBO, ISI, HUDCO etc.
3. Seetharaman, P. & Pannu, P. (2015): Interior Design and Decoration, CBS Publishers, New Delhi.
4. Gandotra, V. & Patel, S. (2017): Housing for Family Living, Dominant Publishers, New Delhi.

## **DSE3005: PRACTICAL**

**Credit: 1**

**Marks: 25**

1. Drawing house plans for different income groups.
2. Drawing Colour schemes for different rooms.
3. Market survey of surface materials, finishes, fittings and fixtures.

## GE 30600A: Start Ups and Entrepreneurship

L	T	Credit: 4
48	16	Marks: 100

**Unit I:** Entrepreneurship Awareness: The third option, Entrepreneurial spirit, Recognition of the need for entrepreneurship and self employment development, Scope and Trends of Small Enterprises, International Experience, Local Economic Development, Small Business/Enterprise- The Driving force for National Growth, The Vocational School Fallacy and Small Business/ Enterprise: SelfAssessment.

**Unit II:** Meaning of Startups, Startup actions, Startup principles, Founders/ Entrepreneurs, Startup training, Startup Ecosystem, Startup Investing, Internal Startups and Unicorns.

**Unit III:** Startup Business Ideas, Startup Programs and Start up Nation with Case studies.

**Unit IV:** Business opportunities: Identifying and Evaluating Business Opportunities, Quick Start Methods, International Business; Planning: The Business Planning process, Refining your Business Idea, Business Financing, Market Research, Developing a Marketing Plan, Inventory; Managerial and Legal Considerations: Forms of Ownership, Government Rules and Regulations, Elements of Contract Law, Selling your Venture; Organisation: Work Management, Risk Management; Business Accounts.

### Reference Books:

1. Bill Aulet , Disciplined Entrepreneurship: 24 Steps to a Successful Startup, Kindle Edition
2. Eric Ries, The Lean Startup: How Constant Innovation Creates Radically Successful Businesses, Penguin UK
3. The Entrepreneur Mind: How to Develop Your Entrepreneurial Mindset and Start a Business That Works, Amazon Publishing House, My e book
4. Selchouk Sami, The Book on Entrepreneurship and Property: The Guide to Successful Entrepreneurship and Property Investment, AuthorHouse
5. Sharif George, The Little Black Book for Entrepreneurs: The Outback Entrepreneur, Parvus Magna Press

6. Entrepreneur Power Plays, Tata McGraw- Hill Edition, New Delhi 2
7. Entrepreneurship Development, Tata McGraw- Hill Edition, New Delhi
8. Practical Strategy for Family Business, Tata McGraw- Hill Edition, New Delhi



## **AEC EDN 30500: Techniques of Teaching**

<b>L</b>	<b>T</b>	<b>Credit: 2</b>
<b>24</b>	<b>6</b>	<b>Marks: 50</b>

### **Unit I: 1.0 Teaching and Learning:**

- 1.1 Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements
- 1.2 Learning: Concept and nature, Levels of learning (Cognitive, Affective and Psychomotor)
- 1.3 Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences, Factors influencing individual differences such as: Heredity & environment
- 1.4 Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution
- 1.5 Teaching-Learning Process: Components of Teaching-Learning Process; Phases of teaching (Pre-active, Interactive and Post-active phases of teaching)
- 1.6 Teaching as a Profession, Professional ethics of a teacher

### **Unit II: 2.0 Approaches and Methods of Teaching:**

- 2.1 Methods and approaches of teaching and learning in Institutions of higher learning: Teacher centred vs. Learner centred methods Off-line vs. On-line approaches (Swayam, Swayamprabha, MOOCs, Google Classroom etc., Blended learning and Flipped Classroom) Collaborative and Cooperative Learning approaches: Think-pair-share, Jigsaw, Reverse Jigsaw, Inside-Outside Circle, Reciprocal Teaching, STAD Alternative ways of learning – Listening community, interpreting narratives, participating group and community activities
- 2.2 Teaching Support System: Traditional, Modern and ICT based
- 2.3 Teaching Behaviour: Authoritative, Democratic and Laissez-faire

### **Unit III: 3.0 Assessment and Evaluation:**

- 3.1 Concept of Assessment and Evaluation in Education
- 3.2 Purposes of evaluation: Diagnosis, Monitoring of learning, Providing feedback, Promoting, Placement, Certification, Prognostic; Formative and Summative Evaluation, Continuous and Comprehensive Assessment

3.3 Assessment of Cognitive, Affective and Psychomotor learning

3.4 Devices/techniques of Assessment: Question Paper, Assignments, Projects, Practical works, Seminars, Report writing, Work sheets

3.5 Construction of a balanced Question paper

3.6 New trends in assessment and evaluation: Credit and grading, online examination, computer-based examination

3.7 Assessment feedback

## **Reference:**

1. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Freire, Paulo, (1972). Pedagogy of Oppressed. New Delhi: Penguin Books
3. Govinda, R. (2011). Why goes to school?: Exploring exclusion in Indian education. Oxford University Press.
4. Hall, C., & Hall, E. (2003). Human Relations in Education. Routledge
5. Illich, Ivan, (2012). Deschooling Society. New York: Marion Books: (Republished)
6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Kumar, Krishna, (1991). Political agenda of Education: Study of Colonialist and Nationalist Ideas. New Delhi: Sage
8. Kumar, Krishna, (1996). Learning from Conflict. New Delhi: Orient Longman
9. Pathak, A., (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delhi: Aakar

10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S.(2002). Handbook on Paper Setting. New Delhi: NCERT
11. Sibia A. (2002). Valuing Teacher Questioning. New Delhi: NCERT
12. Singh A. (2004). Instructional Objectives of School Subjects. New Delhi: NCERT
13. Singh A.K.(2012). Tests, Measurement and Research Methods in Behavioural Science. Patna: Bharatibhawan .

## **EL2. CC4004: HISTORY AND THEORIES OF HUMAN DEVELOPMENT**

<b>L</b>	<b>T</b>	<b>Credit: 4</b>
<b>48</b>	<b>16</b>	<b>Marks: 100</b>

**Unit I:** Introduction to theories related to human Development. Freud's psychoanalytic theory, neo-Freudians.

**Unit II:** Psychosocial theory of Erikson, Learning theory of Pavlov and Skinner.

**Unit III:** Piaget's and Vygotsky's theory of cognition.

**Unit IV:** Bandura's social learning theory.

### **References:**

1. Aries,P. (1962). Centuries of childhood. New York: knopf.
2. Crain, W.(1992) Theories of development, concepts and applications. New jersey: Prantice Hall
3. James, A. and Prout,J.(1990). Constructing and reconstructing childhood. London: Falmer Press.
4. Kakar, S. (1978) The inner world. Delhi: Oxford University Press.
5. Kakar, S.(1977) Culture and psyche-selected Essays. Delhi: Oxford University Press.
6. Mangal.S.K. (2000). Advanced Educational Psychology, PHI Learning Private ltd.
7. Roland,A.(1989). In search of self in India and Japan. Princeton, NJ: Princeton University Press.
8. Roland,A.(1996). Cultural pluralism and psychoanalysis. New York: Routledge.
9. Smith,J.A., Harre R., and Van Langenhove, L.(1995) Rethinking psychology. London: sage.
10. Vasta. R. (1992). Six theories of child development: Revised formulations and current issues. London: Sessica Kingsley Publishers Ltd.

## EL2. CC4005: EARLY CHILDHOOD CARE AND EDUCATION

L T Credit: 4  
48 16 Marks: 100

**Unit I:** Principles of early childhood care and education. Importance, needs and scope of ECCE. Objectives of ECCE. Types of preschool/programmes: Play centres, Day care, Montessori, Kindergarten, Balwadi, Anganwadi etc. Concept of non formal, formal and play way methods. Historical trends (overview). Contribution of the following thinkers to the development of ECCE (their principles, applications and limitations) in the context of ECCE. Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, GijubhaiBadheka, TarabaiModak, M.K. Gandhi, Rabindranath Tagore.

**Unit II:** ECCE in India. Pre Independence period, Post Independence-Kothari Commission, contribution of the five year plans to ECCE – Yashpal Committee, Maharashtra Preschool Centre Act. Contribution of the following agencies/programmes to ECCE in India. ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche Etc.

**Unit III:** Organization of Preschool Centres. Concept of organization and administration of early childhood centres. Administrative set up and functions of personnel working at different levels.  
Building and equipment: Location and site, arrangement of rooms, different types of size of rooms, play ground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material.  
Staff/personnel service conditions and role: Role and responsibilities, essential qualities of a care giver/ teacher, other personnel.  
Record and report: types, aim and purpose/need, general characteristics e.g. anecdotal, cumulative, sample work, medical etc.  
Programme planning. Planning: setting goals and objectives of plans-long term, short term, weekly and daily planning, routine and schedules.

**Unit IV:** Activities for ECCE  
Language Arts: Goals of language, types of listening and activities to promote listening, various activities-(songs, object talk, picture talk, free conversation,

books, games, riddles, jokes, stories). Criteria and selection of activities, teacher's role.

Art and craft activities (creative activities of expression): Types of activities- chalk, crayon, paints, paper work and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of art and craft activities.

Music: songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music, making, listening and singing.

Mathematics: goals of mathematical learning, developmental concepts at different stages; principles of teaching mathematics- firsthand experience, interaction with others, using language, reflection. Mathematical concepts like: classification, conservation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.

Science: Thinking: observing, inferring, classifying, communicating.

Concept formation: Differentiation, grouping, labeling. Role of science, developing scientific outlook by a spirit of inquiry, objectivity, observation. Role of teacher in some important science experiences.

Social Studies: goals of social studies, field trips, of fostering good self-concept and respect for others. Promoting social studies through celebrations of festivals. Role of teacher.

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**EL2. CC4006: LAB. COURSE ON**

**EL2. CC4004: HISTORY AND THEORIES OF HUMAN DEVELOPMENT**

**Credit: 2**

**Marks: 50**

1. Prepare project report on Freudian theory and its current status.
2. Bandura's social cognition theory and its current status.
3. Pavlov Learning theory and its current status.
4. Piaget's cognitive development theory and current status.

**EL2. CC4005: EARLY CHILDHOOD CARE AND EDUCATION**

**Credit: 2**

**Marks: 50**

1. Visit to various centres, which cater to the preschool stage e.g. Day care centre, Balwadi, Anganwadi centres.
2. Preparing teaching material kit and presentation in mock set up: Story and their techniques. Types of puppets and mobiles. Song booklet and low cost musical instruments
3. Planning and executing activities in ECCE centres.