

## B.A. / B.Sc. Home Science

Year	Paper	Title of the Paper	Max. Marks	Min. Marks
B.A./ B.S.c. I	Paper-I	Introduction to Resource Management	75	25
	Paper-II	Health, Heigiene and Sanitation	75	25
	Paper-III	Practical	50	17
B.A./ B.S.c. II	Paper-I	Fundamentals of Foods and Nutrition	75	25
	Paper-II	Introduction to Textiles and Clothing	75	25
	Paper-III	Practical	50	17
B.A./ B.S.c. III	Paper-I	Nutritional Management in Health and Disease	75	25
	Paper-II	Introduction to Human Development	75	25
	Paper-III	Extension and Communication	50	17
	Paper-IV	Practical	75	25

# RULES

## **B.A./B.Sc-I**

There shall be two theory papers each of 3 hours duration and carrying 75 marks. Besides there shall be one Practical Examination of 50 marks in which 20 marks for sessional work and 30 marks for practical examination. Candidates shall have to pass in the aggregate of theory and in the practical separately.

## **B.A./B.Sc-II**

There shall be two theory papers each of 3 hours duration and carrying 75 marks. Besides there shall be one Practical Examination. of 50 marks in which 20 marks for sessional work and 30 marks for practical examination. Candidates shall have to pass in the aggregate of theory and in the practical separately.

## **B.A./B.Sc-III**

There shall be three theory papers each of 3 hours duration and carrying 75 marks. Besides there shall be one Practical Examination. of 75 marks in which 30 marks for sessional work and 45marks for practical examination. Candidates shall have to pass in the aggregate of theory and in the practical separately.

# B.A./B.Sc.-I

## Paper-I Introduction to Resource Management

### **THEORY**

#### UNIT-I

##### **A. Introduction to Home Management**

- a. Purpose of Home Management
- b. Obstacles to the Improvement of Home-management
- c. Family Characteristics Influencing Home Management
- d. Factors Motivating Home Management
- e. Resources in the Family

##### **B. Introduction to Foundation of Art**

- a. Design, Definition and Types : Structural and Decorative
- b. Elements of Design
  - ◆ Line
  - ◆ Size
  - ◆ Form
  - ◆ Structure
  - ◆ Space
  - ◆ Pattern
  - ◆ Shape
  - ◆ Light of colours-Classification, Dimensions, Colour scheme and effect.
- c. Principles of Design-Definition and their Characteristics and Types:
  - ◆ Balance
  - ◆ Harmony
  - ◆ Scale
  - ◆ Proportion
  - ◆ Rhythm
  - ◆ Emphasis

#### UNIT-II

- A. Consumer and Consumer Problems
- B. Consumer Decision Making
- C. Consumer Rights and Responsibilities
- D. Consumer Protection Law

## UNIT-III

### A. Residential Space Design

#### a. Family's Housing Needs

- ◆ Protective, economic, affectional, social standard of living housing goals, style, function, occupation.

#### b. Factors influencing selection and purchase of site for house building.

- ◆ Legal aspects, location, physical features, soil conditions, cost, services.

#### c. House Planning

- ◆ Reading house plans
- ◆ Grouping of rooms, orientation, circulation, flexibility, privacy, spaciousness services, aesthetics, economy light and ventilation.
- ◆ Planning different rooms: Living rooms, dining room, bedroom, kitchen, store room, toilet, passage, staircase.
- ◆ Landscape planning-principle and application.

#### d. Financial Consideration.

- ◆ Availability of Funds for Housing.
- ◆ Housing Development finance Corporation.
- ◆ Co-operative Housing Society.
- ◆ Life Insurance Corporation.
- ◆ Co-operative Provident Fund.
- ◆ Finance Corporation of India
- ◆ Disability of Owning Versus Renting.

#### e. State and Central Housing Scheme

- ◆ Housing problems, causes and remedial measures.

### B. Furnishing

#### a. Furniture

- ◆ Furniture design based on anthropometric dimensions.
- ◆ Styles of furniture-traditional, contemporary and modern.
- ◆ Selection of furniture for comfort, rest and relaxation for work, for storage.
- ◆ Arrangement of furniture for living, sleeping, dining and multipurpose rooms.
- ◆ Upholstered furniture materials, techniques and designs.

**b. Furnishing Fabrics**

- ◆ Types of curtains, draperies, floor coverings, rug and carpets, cushion covers, slip covers, bed linen and table linen.
- ◆ Selection and use.

**c. Accessories and their Role in Interiors**

**UNIT-IV**

**A. Kitchen Modular Design**

**a. Kitchen as an important unit of house**

- ◆ Functions performed in a Kitchen
- ◆ Types of Kitchen

**b. Principles of kitchen planning**

- ◆ Orientation & location of a Kitchen
- ◆ Size & shape of a Kitchen
- ◆ Ventilation & light
- ◆ Socio-economic status of a family
- ◆ Type of a family
- ◆ Culture and food habits of a family
- ◆ Cost and aesthetics
- ◆ Storage need
- ◆ Work centres and work triangle
- ◆ Colour and safety

**B. Financial Management**

**a. Family as an economic unit**

**b. Money management**

- ◆ Definition
- ◆ Sources of money income : wages, salaries, rent, profits, interests, transfer of payments.
- ◆ Contributors to family income
- ◆ Sources of real income : free goods and services, money spent in exchange economy, household production.
- ◆ Regular and irregular income.
- ◆ Budget
- ◆ Saving and Investments

## **PRACTICALS**

### **UNIT- I**

- A. Preparation of colour wheel and colour scheme.
- B. Application of design principles in flower arrangement-demonstration. Appreciation of Art from the point of view of principles of design composition.
- C. Gift wrapping and preparing decorative articles.
- D. Study of cheques, withdrawal forms, depositing forms and payslips.

### **UNIT- II**

- A. Drawing household with standard specifications.
- B. Furniture layout of living, dining, kitchen and bedroom, design presentation with furniture layout. Sectional elevation, views.
- C. Development of designs and construction of any of the under mentioned items-Cushions, curtains, carpets, door mats, rugs, table mats.

### **UNIT- III**

- A. Planning of different kitchen layouts considering various kitchen sizes.

### **UNIT- IV**

- A. Demonstration
  - a. Pressure Cooker
  - b. Mixers and blenders
  - c. Toaster
  - d. Immersion Heater
  - e. Electric Kettles and Coffee Percolators
  - f. Ovens
  - g. Boilers and Geysers
  - h. Washing Machine
  - i. Vacuum cleaner
  - j. Hair dryer and shaver
  - k. Irons

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# B.A./B.Sc.-I

## Paper-II Health, Hygiene and Sanitation

### **THEORY**

#### UNIT-I

##### **A. Concept of Positive health and physical health.**

- a. Physical Health-regular habits in daily living, exercise, rest eating and elimination, clothing, weight, height, breathing, cleaning of the body and different organs.
- b. Mental Health.
- c. Emotional Health.

##### **B. Health centres and Health schemes :**

- a. Primary health centre.
- b. Maternity and child welfare clinics.
- c. Maternity and child welfare schemes in the country.
- d. Family planning schemes and its effect on health.
- e. Public health activities, immunization and prevention programmes. (Triple vaccine, polio, cholera, Typhoid and hepatitis B).

#### UNIT-II

A. Definition of hygiene-its application to everyday life.

B. Personal hygiene.

Care of skin, hair, hands feet, teeth; use of cosmetics and jewellery

C. Safe handling of food personal hygiene including uniform medical cheek good food handling habits and training, control and irradiation of flies, cockroaches rodents and other pests.

D. Disinfections

Definition of disinfectant, sanitizer, antiseptic and germicide. common disinfectants use in case of working surface, kitchen equipment, dish washing etc. sterilization of kitchen and service equipment, sanitizing of watering equipment.

### UNIT-III

#### A. Care of premises and equipment

Impervious washable floors and walls. Table tops, floor etc. Good ventilation and lighting. Care of dark corner, crevices and cracks. Garbage disposal - collection, storage and proper disposal from the premises.

#### B. Storage of food

Techniques of correct storage. Storage temperatures of different commodities to prevent bacterial contamination and spoilage or growth. Pasteurisation of milk butter, cream, cheese, fruit juices, LST and HTST method. Sterilization of milk, water etc.

#### C. Food borne diseases

Causative agents - bacteria, virus, fungi, insects and rodents. Routes of contamination. Control and prevention.

#### D. Food adulteration

Food adulteration and public health hazards. Prevailing food standards in India-P.F.A., F.P.O., Agmark and B.I.S.

#### E. Legal administration and quality control - laws relating to food hygiene.

### UNIT-IV

#### A. Food Spoilage

Contamination and micro organism in the spoilage of different kinds of foods and their prevention. Cereal and cereal products, vegetable and fruits, fish and other sea foods, meat and meat products, eggs and poultry, milk and milk products, canned foods.

#### B. Public health hazards due to contaminated foods

Food borne infection and intoxications - symptoms, mode and sources of transmission and methods of prevention, Investigation and detection of food borne disease out-break.

# PRACTICALS

## UNIT- I

- A. Carrying a sick person on a stretcher, care during shifting, preparation of a bed for the patient.

## UNIT- II

- A. Care a sick person, bed making ; care of mouth, sponge bath, use of back rest, application of ice bag, fomentation hot water bag, poultice, serving of food, use of bed pan, lenma can prevention of bed sores etc.

## UNIT- III

- A. Recording of temperature, pulse, respiration and blood pressure.
- B. Administering medicine, maintenance of posture, safety and comfort of the patient.

## UNIT- IV

- A. Disinfecting of room and clothing by different methods.

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**Paper-I Fundamentals of Food and Nutrition**

**THEORY**

**UNIT-I**

- A. Concept of Nutrition**
- B. Functions of Food**
- C. Nutrients : Macro and Micro-nutrients**

Classification, sources, functions

Recommended Dietary Allowances

Deficiency and excess (in brief)

- a. Water
- b. Carbohydrates
- c. Fats
- d. Energy
- e. Fibre
- f. Calcium
- g. Iron
- h. Magnesium
- i. Zinc
- j. Fluorine
- k. Iodine
- l. Selenium
- m. Copper
- n. Manganese
- o. Water soluble vitamins (thiamine, Riboflavin, Niacin, Vitamin C, Folic Acid, Pyridoxine, Panthothenic Acid, B<sub>12</sub>)
- p. Fat-soluble vitamins (A,D,E,K)

**UNIT- II**

- A. Basic Terminology Used in Food Preparation**
- B. Food Production (in brief), Food Composition. Structure, nutritional contribution and selection factors for the following.**

- a. Cerals and Millets
- b. Pulses
- c. Fruits
- d. Vegetables
- e. Milk and Milk products
- f. Nuts and oilseeds
- g. Meat, fish and poultry
- h. Eggs
- i. Sugars
- j. Tea, coffee, cocoa, chocolate and other beverages
- k. Condiments and spices
- l. Processed foods

### **UNIT- III**

**A. Methods of Cooking, their Advantages and Disadvantages and Effect on Nutritive Value.**

**B. Improving Nutritional Quality of Foods**

- a. Germination
- b. Fermentation
- c. Supplementation
- d. Substitution
- e. fortification and enrichment

### **UNIT- IV**

**A. Brief History of Nutritional Science. Scope of Nutrition**

**B. Minimal Nutritional Requirements and RDA-Formulation of RDA and Dietary Guidelines-Reference man and Reference woman.**

**C. Body composition and changes through the life cycle.**

# PRACTICALS

## UNIT-I

### A. Use and Care of Kitchen Equipment

### B. Controlling Techniques

- a. Weights and Measures standard and household measures for raw and cooked food.
- b. Recipe and evaluation of a production.

## UNIT-II

### A. Food preparation and classifying recipes as good, moderate or poor sources of specific nutrients. Amount of ingredients to used in standard recipe vis-a-vis portion size.

- a. Beverages-Tea, Coffee, Cocoa, Fruit juice, milk, milkshakes
- b. Cereal and flour mixtures-basic preparations
  - ◆ Boiled rice and pulao
  - ◆ Chapati, puri, paratha
  - ◆ Sandwiches
  - ◆ Pulses and legumes-using whole dehusked and sprouted

## UNIT-III

### A. Vegetables

- a. Simple salads
- b. Dry vegetables
- c. Curries

### B. Fruits

Fruit preparations using fresh and dried-stewed fruit, fruit salad

### C. Milk

- a. Porridges
- b. Curds, paneer and their commonly made preparation

### D. Meat-cuts and meat

- a. Meat preparations
- b. Poultry
- c. Fish

## UNIT-IV

### A. Hard and soft cooked poached, scrambled, fried omelette, egg-nogs

### B. Soups

Basic, clear and cream soups

### C. Snacks

Pakorras, cheese toast, upma, pohe

### D. Peanut, chikki, til laddoo

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**Paper-II Introduction to Textiles and Clothing**

**THEORY**

**UNIT-I**

**A. Classification of Textiles**

- a. Introduction and classification of textiles, terminology in textiles.
- b. History, composition, types, production, properties and uses  
Cotton, Linen, Wool, Silk, Rayon, Polyester and Acrylic fibres.

**B. Study of Yarns**

- a. Methods of spinning, making of spinning, making of sewing thread, simple, novelty, metallic and texturised yarns, stretch, corespun, bi and multi component yarns-characteristics. Yarn Numbering systems (Cotton count, Denier, tex-conversion from one to the other).

**C. Weaves**

- a. Physical-Singeing, napping, brushing, shearing, sizing, shrink-tendering, calenderings etc.
- b. Chemical-bleaching, mercerizing, etc.
- c. Special purpose finishes-wrinkle resistant, water resistant and repellent, flame retardant, durable press, soil release and resistant, antipilling, dyeing and printing etc.

**UNIT-II**

**A. Equipment**

- a. Equipment and supplies used in clothing construction, their maintenance, problems faced, remedies with specific reference to sewing machine.

**B. Selection of Fabrics**

- a. Factors influencing selection of fabrics, budget, age, season, occupation, figure, fashion, occasion etc.

## **C. Principles of Clothing Construction**

- a. General principles of clothing construction. Drafting and making paper patterns. Taking body measurements for different types of garments. Preparation of fabrics for garment making. Laying out of patterns, cutting and marking.

## **UNIT-III**

### **A. Essentials of Children's Clothing**

- a. Importance of clothing
- b. Psychological effect of clothing on children
- c. Effect of clothes and child's growth
- d. Sociological and Psychological aspects of clothing

### **B. Children's Clothing**

- a. Factors to be considered while selecting and making children's garments

### **C. Clothing budget.**

- a. Clothing and family budget. Children's clothing in relation to clothing budget.

### **D. The Infant**

- a. Desirable features in infant's clothing
- b. Safety and health
- c. Essential in the layette

### **E. The Creeping Age**

- a. Functional design for the creeping age
- b. Garments for the creeping age

### **F. The Preschooler**

### **G. School-going child**

## **UNIT-IV**

### **A. Experiments and Principles of Design**

- a. Elements and Principles of Design as applied to Apparel designing

## **B. Fashion**

- a. Fashion Trends in fashion and changes

### **(a) Body Measurements**

- a. Anthropometric measures
- b. Methods of taking body measurements for different garments

### **(b) Silhouettes**

- a. Figure types. Designing for different figure types

## **C. Pattern Making**

- a. Techniques, Flat pattern, Draping, Principles and application of flat patterns for different styles.

## **D. Fabrics for Garment making**

- a. Handling of different types of fabrics
- b. Estimation of material, required for different garments
- c. Selection of fabrics for different garments

## **E. Fitting**

- a. Problems and remedies

# **PRACTICALS**

## **UNIT- I**

### **A. Identification of Textile Fabrics**

- a. - Visual, microscopic, burning and chemical

### **B. Identification of yarn types**

### **C. Identification of weaves and their variations**

### **D. Sample collection for weaves and finishes and Identification**

## **UNIT- II**

### **A. Sewing Techniques**

- a. Sewing techniques : Basic stitches, seams and seam finishes, fullness, placket, neckline, finishes, fasteners, simple collars, patch pockets and their application to the garments.

## **UNIT- III**

### **A. Drafting of child's basic bodice block**

### **B. Adaptation of child's basic bodice block to various advanced design**

- a. Of Child's dress/bush shirt, skirts/trousers etc. and construction of these garments.

## **UNIT- IV**

### **A. Preparation of personal basic blocks, fitting the blocks**

### **B. Adaptation of the blocks and stitching of Petticoats, Saree-blouse, Kameez Salwar.**

## REFERENCES

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**Paper-I Nutritional Management in Health and Disease**

**THEORY**

**UNIT-I**

- A. Definition of health and nutrition  
Dimensions of health (physical, psychological, emotional, spiritual)
- B. Energy Requirements-Factors affecting energy requirements  
BMR, Activity, age, climate, diet-induced thermogenesis (SDA), physiological conditions
- C. Concept of nutritionally adequate diet and meal planning
  - a. Importance of meal planning
  - b. Factors affecting meal planning-
    - ◆ Nutritional, Socio-cultural, Religious, Geographic, Economic, Availability of time and material resources.

**UNIT-II**

- A. Nutrition through the Life Cycle  
(at different activity and Socio-economic levels)  
requirements, nutritional problems, food selection
  - a. Adulthood
  - b. Pregnancy
  - c. Lactation
  - d. Infancy
  - e. Preschool
  - f. Adolescence
  - g. Old age

**UNIT-III**

**A. Basic concepts of diet therapy**

Therapeutic adaptations of normal diet, principles and classification of therapeutic diets.

- B. Energy Modification and nutritional care for weight management**  
Identifying the overweight and obese, etiological factors contributing to obesity, prevention and treatment, low energy diets balanced energy reduction and behavioural modification. Underweight - aetiology and assessment, high energy diets for weight gain, anorexia nervosa and bulimia.
- C. Diets for Febrile conditions, Infections and Surgical conditions**  
Etiological factors, symptoms, diagnostic tests and management of--  
----Upper GI tract disease - Diseases of Oesophagus and dietary management, Diseases of stomach and dietary management, Gastric and duodenal ulcers and dietary management

#### UNIT-IV

- A. Etiology, symptoms, diagnostic tests and management of**  
Intestinal diseases - Diarrhoea, Steatorrhoea, Diverticular disease, Inflammatory Bowel disease, Ulcerative Colitis. flatulence, Constipation, Irritable Bowel Syndrome, Haemorrhoids.
- B. Etiology, symptoms, diagnostic tests and management of**  
Malabsorption Syndrome. Celiac sprue, Tropical sprue. Intestinal brush border deficiencies (Acquired Disaccharide Intolerance). Protein losing enteropathy.
- C. Anaemias**  
Pathogenesis and Dietary Management : Nutritional anaemias, Sickle cell Anaemias, Thalassemia, resulting from Acute Haemorrhage.
- D. Diseases of the Liver, Exocrine Pancreas and Biliary system.**  
Liver function tests and Nutritional care in Liver disease in the context of results. Dietary care and Management in - Viral Hepatitis, Cirrhosis of Liver, hepatic Encephalopathy, Wilson's disease. Dietary care and management in diseases of Gall Bladder and Pancreas - Cholelithiasis. Cholecystitis, cholecystitis, cholecystectomy, Pancreatitis etc.

# **PRACTICALS**

## **UNIT-I**

- A. Planning and preparation of diets for different age groups at different socio-economic and activity levels in relation to special nutrient requirements.**
- a. Adult
  - b. Pregnancy
  - c. Lactation
  - d. Infancy
  - e. Pre-school child
  - f. School Child
  - g. Adolescence
  - h. Old age

## **UNIT-II**

- A. Planning and preparation of fluid food preparations.**  
Clear fluid preparations. Full fluid preparations. Planning and preparation of fluid diet-clear & full fluid.
- B. Planning and preparation of Recipes for soft/semi-solid diet,**  
Mechanical, pureed. Planning and Preparation of soft diet.
- C. Planning and preparation of recipes using protein concentrates**
- D. Planning and preparation of recipes using sugar substitutes**

## **UNIT-III**

- A. Planning and preparation of low fat and low calorie recipes.**
- B. Planning and preparation of high fibre recipes.**
- C. Planning and preparation of low fibre and low residue recipes.**
- D. Planning and preparation of bland diet recipes.**

## **UNIT-IV**

- A. Planning and preparation of diets for the following conditions :  
Overweight and obesity, underweight, fevers, ulcers, diarrhoea, constipation, malabsorption syndrome, viral hepatitis, liver cirrhosis, cholecystitis, nutritional anaemias.**

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**Paper-II Introduction to Human Development**

**THEORY**

**UNIT-I**

**A. Orientation to Growth and Development**

a. Understanding growth and development (definition)

b. General principles of development

c. Constraints and facilitators in growth and development

(influences of heredity and environment)

◆ Genetic inheritance :

(i) Fertilization

(ii) Number of chromosomes

(iii) The unique third pair determines sex

(iv) Genotype and phenotype (v) Sex linked genetic effects

◆ Environmental pre-requisites :

(i) Nutrition

(ii) Opportunities

◆ Interaction between environment and inheritance :

(i) Genes provide the predisposition, range and direction of development

(ii) Environment determines the extent or limit

d. The beginning of a new life

◆ Prenatal development and the birth process can be covered by a film OR emphasize major development during the three stages of inter-uterine development and the stages of the birth process.

◆ Prenatal influences on the child : biological risks, age of mother, physical character illness, diet and nutrition, stress and emotional strains environmental hazards.

◆ Cultural variations in child birth practices.

## UNIT-II

### A. Development of Physical and Motor Abilities Across the Life Span

#### a. Physical Development

- ◆ The new born physical appearance : size, vision, taste, smell, touch, temperature and position.
- ◆ Change in size shape, muscles and bones and as brain it continues through : infancy, end of infancy preschool middle childhood adolescent growth spurt (include primary and secondary sexual characteristics and psychological impact of adolescence) plateau in adulthood decreasing physical abilities in old age.
- ◆ Linking physical and motor development

#### b. Motor development : reflexes in infancy, major milestones through end of infancy, preschool years, middle and late childhood, adolescence; plateau in adulthood, declining co-ordination in middle adulthood and old age.

- ◆ Physical and motor development can be influenced through:  
(i) Maturation (ii) Nutrition, (iii) Monitoring and health care, (iv) Stimulation (v) Practice.

### B. Cognitive Development Across the life Span

#### a. The Concept of intelligence

#### b. A brief introduction to Piaget's theory (introduce stages without much elaboration : sensorimotor stage in infancy concrete operational stage in childhood (changes in remembering the reasoning in middle childhood, formal operations in adolescence, fluid and crystallized intelligence in adulthood, declining cognitive abilities in late adulthood and old age.)

#### c. Every day cognition : perception, creativity, imagination, productive thinking, reasoning.

### C. The Development of Language across the Life Span

#### a. Language as a form of communication

#### b. Functions of language: expressing wishes, controlling others, interacting with others, expressing individuality, exploring the world, pretending, using language to communicate/share infor-

mation, understanding our society and culture, reasoning.

- c. Communicating before language development i.e. the stages of vocalization : undifferentiated crying, differentiated crying, babbling, imitation of sound, patterned speech.
- d. Beginning to use language : one or two word utterances; early sentences; telegraphic speech; understanding metaphors, similes, irony, reflecting on superficial and deeper level meanings of sentences.
- e. Uses of language; conversational acts (non-verbal) conversational convention, learning to listen.
- f. Language is refined through middle, late childhood and puberty; language linked to academic skills cognition and thought.
- g. Language development can be influenced through :
  - (i) Maturation
  - (ii) Stimulation
- h. Deviations in language development . Possible decline of language in the aged, (speech impairment and disorders to be introduced briefly).

#### **D. Socio-emotional Development Across the Life Span**

##### **a. Social Development**

- ◆ Introduce socialization as an important part of the process of becoming human.
- ◆ Social milestones: beginning with the emergence of the social smile; attachment, separation, anxiety, acquiring sex roles in childhood, induction into occupational roles by adulthood, social isolation and consequences in late adulthood and in the elderly.
- ◆ Patterns and role of parent-child interactions, interactions with siblings and peers ; social and cultural interactions through infancy to old age.

##### **b. Emotions serve two adaptive functions:**

- (i) Motivating and
- (ii) Communication

- ◆ Basic emotional reactions (joy, fear, jealousy, anger, sadness, aggressions).

- (i) Emotions are elicited by the context
- (ii) Include bodily activity
- (iii) Emotions expressions are made through facial expressions, bodily movements, vocalization.
- (iv) Labelling emotions.
- ◆ Emotions may be acquired as a result of/by the influence of :
  - (i) Internal and external sources (ii) Cognition
  - (iii) learning and (iv) Social reinforcement
- ◆ Milestones of emotional development through infancy and childhood emotional confusions and adolescence, stability of emotions in adulthood and old age.
- ◆ Emotional problems :
  - (i) Depression (ii) Over-activity (iii) Aggression.

#### **E. Personality Development Across the Life Span**

- a. What is personality ?
- b. How personality develops across the life span : temperament and sense of self in infancy and childhood, identify development in adolescence, Crystallization of identity by late adolescence and early adulthood stability versus personality change in the adulthood and old age.
- c. Personality may be influenced by : (a) heredity (b) environment (parenting styles, peer groups, social interaction, early childhood experiences life events, support available in a community etc.)
- d. The role of social norms in personality development. Deviant personalities (juvenile delinquency in childhood and anti-social personalities in adulthood).

### **UNIT-III**

#### **A. Infancy and Toddlerhood**

- a. Characteristics of human childhood (from state of helplessness to gradual control over body and development of understanding of immediate environment)

- b. Development through interaction of maturation and stimulation from environment exploration.
- c. Importance and ways of meeting child's psychological needs to promote feelings of security trust and acceptance.

#### **B. Creativity**

- a. Concept of creativity and highlights of the role of creative expression in overall development of children.
- b. Creative expressions meaning and definition of creativity expressions.
- c. Role of teacher in planning, and fostering creative expression.
- d. Creative expressions through a variety of media i.e. painting printings modelling cutting pasting blocks puppetry music movement drama and language.

#### **C. Art Activities**

- a. Painting and Graphics
- b. Tearing, cutting pasting collage, mural
- c. Modelling
- d. Printing
- e. Blocks

#### **D. Other materials**

- a. Sand

#### **E. Music and Rhythm**

- a. Importance of music in child's life and teacher's in providing appropriate experiences

#### **G. Communications - Language, Arts**

- a. The unit emphasises role of communication and experiences to provided for language development.
- b. Importance of communication.
- c. Promotion of languages skills, listening, speaking and writing.
- d. Experiences for language development.

- ◆ Infants and toddlers : sound games, talking, picture books, simple instructions singing finger plays and experiences.

- ◆ Children from 3-8 years.
- e. Listening information appreciative and critical or analytical
- f. Conversation in group
- g. Picture object discussion
- h. Reading and story telling
- i. Narration of stories events in proper sequence
- j. Describing observation

**H. Literature for children**

**I. Mathematics**

**J. Games**

**UNIT-IV**

**A. The child with special needs**

- a. Definition and terminology relationship of delayed development and disability.
- b. Incidence and prevalence in India
- c. The child at risk : poverty and gender issues
- d. Rights of the disabled child
- e. Issues in classification and labeling
- f. Genetic and environment factors in disability
- g. Prevention of disability
- h. Early detection, screening, identification and assessment in the community and at Centre-based programmes
- i. Need for intervention education and rehabilitation

**B. The child with Mental Retardation**

**C. The child with sensory deficits**

- a. Auditory impairment
- b. Visually impairment

**D. The child with learning difficulties and disability**

**E. The child with cerebral palsy and orthopaedic disability**

**F. The child with behavioural disorders**

## PRACTICALS

### UNIT-I

#### A. Infancy and Toddlerhood

- a. A file to be prepared to list activities appropriate for age groups 0-6 months, 7-12 months, 13 to 20 months and 25-36 months.
- b. Students be encourage to observe materials available in the locality.
- c. Develop play materials suitable for each age group.
- d. List activities, which can be used for working with different age groups:
  - ◆ 0-6 months
    - (i) Prepare materials and design activities for seeing hearing touching and feeling
    - (ii) Sensation and movement for soothing movements and exercises.
  - ◆ 7-12 months
    - (i) Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
  - ◆ 13-14 months
    - (i) Identify activities for gross motor development and prepare play materials available in the locality.
    - (ii) Prepare play materials and list activities promote manipulation sensor experiences concepts and language.

#### B. Art Activities

- a. A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.
- b. Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.
- c. Difficulty level of each activity be considered and decide its suitability for different age groups.
  - ◆ painting and graphics :

- ◆ Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.
- d. Where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paint with starch, paste etc.

- ◆ Painting with different brushes, crayon design given a paint wash, etching, blow painting, block painting, finger painting.

Painting on wet paper, painting masks.

- ◆ Drawing with crayons, dry and wet chalk
- ◆ Drawing 6 to 8 years
- ◆ Wet paints, painting masks, brush music

### C. Tearing cutting and pasting

- ◆ 3-5 years

Tearing with all fingers, tearing with thumb and two fingers as used in holding pencil, tearing on straight line, curved line.

- ◆ 6-8 years

Tearing circular rings starting from one corner of the page till centre of the page. Making designs.

- ◆ 3-5 cutting and pasting

Cutting a design, pasting, piece of paper, cloth, sticks leaves collage, mosaic.

- ◆ 6-8 years

tracing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

### D. Modeling

- a) 3-5 years

Modeling with clay, dough, plastacine, saw dust, providing accessories.

- b) 6-8 years

Besides above medium. Modeling with straw, match sticks rope, wire, thick paper fold and slot sculpture.

Pasting papers on a balloon. When dry remove air and colour to create accessories for clay sculpture/crumbled paper pasting designs.

### **E. Printing**

- a) Printing with strings leaf, vegetable blocks, stencil printing, thumb, finger, spray painting.
- b) Keeping coins, leaves with veins below paper and gently colouring with crayon.
- c) Older children to make their own stencils.
- d) Printing on large pieces of paper (group activity).

### **F. Decorating empty plastic bottles, boxes masks etc.**

## **UNIT-II**

### **A. Music and movements**

- a. Learning to sign rhymes songs with actions
- b. Folk songs
- c. Making simple musical instructions
- d. Rhymes body movements according to different beats and sounds.
- e. Dancing according to rhythm
- f. Musical instruments from waste like old pots, tins, sticks
- g. Older children to form an orchestra

### **B. Puppetry and Creative Drama**

- a. Puppetry stick, singer, table top, rhythm, puppets glove and cock puppets.
- b. Learning basic manipulation skills
- c. Use of music, Voice modulation and sound effects.
- d. Making sets and backgrounds
- e. Scripting for short puppet play
- f. Creative drama
- g. Body movements and co-ordination
- h. Games like mirroring, blind fold and moving etc.
- i. Theme based dramatization
- j. Use of simple costumes and make-up to enhance characteriza-

...make-up to show different emotions or making simple caps' and paper clothes for characters.

- k. Scripting simple dramatic presentation

### UNIT-III

- a)\* **Compile songs for finger play and lullabies suitable for infants and toddlers.**

**Prepare picture books for infants and toddlers.**

*Note: Micro teaching technique i.e. peer group teaching be used to developed teaching skills. One student will play role of acher and others as children. At the end of the activity.*

*the peer group will evaluate. Class can be divided in groups of 5 to 6 students.*

- b) Microteaching for conducting group conversation.
- ◆ Display of bulletin board for picture talk.
  - ◆ Development of questioning skills involving what, who, when, where, why questions as well as questions to give scope to children for imagination and creative expression.
- c) Develop riddles for language and concepts.
- d) Recite poems with expression and actions.
- e) Evaluate a few stories.
- f) Micro teaching for story telling with and without teaching aid
- g) Teaching aids for story telling.

### UNIT-IV

- a. Preparations of materials and games to promote various mathematical concepts.
- b. Plan field trips to various places, institutions, parks, zoo, dams, television station, post office etc.
- c. Write stories and songs reinforcing messages of hygiene and cleanliness.
- d. Collect traditional stories-folk songs from different parts of the country and different communities.
- e. Prepare a file of activities that can be conducted in the area of science, maths and language using materials available from nature.
- f. Games - compilation of outdoor games. Games for cognitive development.

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Paper-III Extension and Communication

**THEORY**

UNIT-I

Changing Trends in extension Education

**A. Concept of Extension**

- a. Meaning of Extension
- b. Origin and wider understanding of the meaning of extension.

**B. Extension Models**

- a. Technology - Innovation - Transfer Model
- b. Social Education Model
- c. Indigenization Model
- d. Social Action/Conscientization Model
- e. Empowerment/Participation Model

**C. Extension Education Process**

- a. Environment for Learning; role of the Educator; dictator to facilitator; Role of the people (participants) passive, complacent active participants in learning and development.
- b. Communication process monologue or closed communication.
- c. Learning experiences imposed, information oriented to experiential meaning a high level of emotional response. Learning initially in the affective domain with later reinforcement in the cognitive domain. Feedback and Evaluation could vary from being terminal, controlled by the educator to on-going joint affair.

UNIT-II

Adult/non-Formal Education

**A. Concept of adult/non-formal education**

- a. Meaning of Education, Adult Education and Non-formal Education.
- b. Education Scene in India : availability and accessibility to educa-

tional facilities-exclusion of vast majority.

- c. Alternatives supplementary to Formal Education-Non-format Education for adults and children.
- d. The purpose of adult education/non-formal education.

**B. History of adult education in post independent India**

- a. The Gram Sikshan Mohim
- b. Farmers' Functional Literacy Projects
- c. Non-formal Education for Youth
- d. National Adult Education Programme (NAEP)
- e. Rural Functional Literacy project (RFLP)
- f. State Adult Education Programme (SAEP)
- g. Adult Education through voluntary agencies
- h. National Literacy Mission (NLM)

**C. Planning adult education programme**

- a. Creating a learning environment-promoting equality of relationships, respect for people, trust in one's own ability to solve problems, sharing in decision making and responsibility for learning.
- b. Mobilising Local/outside resources-material as well as human
- c. Identifying adult educators. Selection from the local community : criteria, commitment and educational level.
- d. Training : Pre-service, In-service and Field Support System-Need; Models of training : Developmental (bottom-up and problem-solving) and deficit (top down, input based) models; content and methods of training.

**e. Planning curriculum**

- ◆ Philosophical frame (ideological base)
- ◆ Problems/needs of the learners
- ◆ Environment for learning
- ◆ Contents and sequencing of contents
- ◆ Activities/learning experiences
- ◆ Preparation/selection of materials
- ◆ Activities for feedback, critical reflection and appraisal

**UNIT-III**

**Monitoring and Evaluation in Development**

**A. Concept of monitoring and evaluation.**

- a. Meaning of monitoring and evaluation
- b. Importance of monitoring and evaluation in development projects/ programmes.

- c. Project cycle and the place of monitoring and evaluation in the cycle.

**B. Approaches in Monitoring and evaluation**

- a1. Programme oriented approach
- b1. People oriented approach
- c1. Initiative (Whose ?)
- d1. Information (collected or shared)
- e1. Emphasis (Finance or human development ?)

**UNIT-IV**

**Communication process in development**

**A. Concept of development communication**

- a. Meaning and importance of communication in development
- b. The purpose of communication *YK12 on 3/3/21*
- c. Existing patterns of communication

- 21/2/11 312/2011* **d. Factors that help or hinder communication** *(Handwritten notes)*

**B. Communication process**

- a. One-way and two-way or interactive communication.
- b. Gaps in communication or distortions in transmission of message and their causes.
- c. Importance of two way communication.
- d. Basis for effective, interactive communication. Critical reflection of oneself in communication.
- e. Attitude of 'respect for others'
- f. Information Dissemination, Education and Propaganda-distinctions. Communication : an educational process

**C. Methods of communication in Development Methods to reach individuals**

- a. Personal conference
- b. Interviews
- c. House visits
- d. Exhibits
- e. Clinics to solve individual problems of consultations
- f. Methods to reach small groups.
- g. Illustrated lecture
- h. Group discussions
  - Fish Bowl
  - Small group
- i. Simulation Exercises

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- j. Trust-building in groups
- k. Co-operation
- l. Affirmative environment creation
- m. Role plays
- n. Demonstrations
- o. Workshops
- p. Camps
- q. Methods to reach masses
- r. Radios announcements/programmes
- s. Newspaper stories
- t. Posters, exhibits in strategic places
- u. Videos, films
- v. Television programmes
- w. Letters, folders or pamphlets
- x. Public meetings
- y. selection and effective use of methods in development education and evaluating the effectiveness of the methods.

### **D Media for development communication.**

- a. Folk media
- b. Songs
- c. Stories
- d. Street-theatre
- e. Games
- f. Arts
- g. riddles, proverbs
- h. Puppet play
- i. Print media
- j. Posters
- k. Pamphlets, leaflets
- l. Newspapers-articles, stories
- m. Periodicals-articles, stories, songs
- n. Books
- o. Cartoons
- p. Audios/Visuals, Audio-Visual Media
- q. Audio-tapes, radio broadcasts
- r. Slides, pictures, drawings, photographs etc.
- s. Videos, telecasts
- t. Films-documentary, feature
- u. Selection, preparation and effective use of media in development education and evaluation of the effectiveness of the media.

## **PRACTICALS**

### **UNIT- I**

- A.** Observation of Extension Programmes and Reporting about the Model (s) represented and the Educational Process and critically examine the programmes.

### **UNIT- II**

- A. Literacy programme planning**
- a. Adult Learners Profile  
Situation analysis for problem/need identification of adult learners
  - b. Identification of key words.
- B. Preparation of learning materials**
- a. Preparation of learning materials based on key words : more words and sentences
- C. Evaluation**
- a. Use of the prepared materials
  - b. Feedback mechanism
  - c. Evaluation of the programme

### **UNIT- III**

- A.** Study development project in the area in terms of their monitoring and evaluation practices and critically examine the process of monitoring and evaluation
- B.** Preparation of the report

### **UNIT- IV**

- A.** Application of methods and media for communication in development in development programmes in rural/urban communities
- a. Problem/need identification of a community
  - b. Planning an educational programme
  - c. Selection, preparation and effective use of methods and media
  - d. Evaluation of the effectiveness of methods and media

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