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MS 3 Dt. 28 June 2000

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College of Home Science for Women, Akluj**

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Affiliated to S.N.D.T. Women's University, Mumbai



Founder : Sahakar Maharshi Shankarrao Narayanrao Mohite-Patil

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Principal

Ku. Swaruparani Jaysinh Mohite-Patil  
B.H.Sc.M.A.(Counselling Psychology)

Ref. No.

Date -

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environmental and Sustainability into the Curriculum

**Courses addressing the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

**List and details of courses for cross cutting issues**

<b>Courses</b>	<b>Details</b>
<b>Professional Ethics</b>	
<b>Soft skill development</b>	<p>Course content of Soft skill development has objectives</p> <ul style="list-style-type: none"> <li>• Image building, self esteem by which learner will be able to understand the importance of etiquette in professional interactions</li> <li>• To learn technique of stress management, decision making to set their personal goals</li> <li>• To understand techniques of problem solving</li> </ul>
<b>Front office operations and accommodation</b>	<p>FOOA course has objective</p> <ul style="list-style-type: none"> <li>• To study the front office operations practices applicable to the hospitality industry.</li> <li>• To understand the concepts of various sections of front office and their duties and responsibilities.</li> </ul>
<b>Entrepreneurship Development</b>	<p>Entrepreneurship Development has objectives</p> <ul style="list-style-type: none"> <li>• To understand and inculcate entrepreneurial values, attitudes, qualities and desires.</li> <li>• To sow the seed of entrepreneurship in fertile mind</li> <li>• To understand characteristics of entrepreneurs</li> </ul>
<b>Gender</b>	
<b>Women's Issues</b>	<p>Women's issues has objectives</p> <ul style="list-style-type: none"> <li>• To understand demographic profile of women in India and towards change</li> <li>• To understand the present situation and changes in the status of women.</li> <li>• To create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.</li> </ul>
<b>Family Dynamics</b>	<p>Family dynamics has objectives</p> <ul style="list-style-type: none"> <li>• To sensitize the student towards marriage and family life.</li> <li>• To understand the traditional and changing norms of the institution of the family with</li> </ul>

	<p>reference to its social environment.</p> <ul style="list-style-type: none"> <li>• To get familiar with the concept of marriage and the areas of adjustments within the family</li> <li>• To becomes aware about dynamics of family interactions and developmental tasks through family life</li> <li>• To becomes aware of problems in families and ways of coping</li> </ul>
<b>Human Values</b>	
<b>Life Span Development</b>	<p>Life Span Development has objectives</p> <ul style="list-style-type: none"> <li>• To understand the problems and hazards faced by an individual throughout the life span.</li> <li>• Develop awareness about career planning/sex education during adolescence.</li> <li>• Create awareness about problems &amp; issues of middle &amp; late adulthood.</li> </ul>
<b>Community Nutrition (Practical)</b>	<p>Community nutrition practical has objectives of</p> <ul style="list-style-type: none"> <li>• The course enables the students to: understand the principles underlying the strategies and methods that can be used to plan nutrition education programmes for at-risk populations.</li> <li>• Be aware of various vulnerable groups in society.</li> <li>• Planning and organizing Nutrition Education in community.</li> <li>• Identify various health related problems in various vulnerable sections</li> </ul>
<b>Community Dynamics</b>	<p>Community Dynamics enable students to</p> <ul style="list-style-type: none"> <li>• Understand and analyze community as a dynamic entity.</li> <li>• Analyze the interrelation between issues and sustainable development of communities.</li> <li>• Comprehend the concept, context and strategies of community work.</li> <li>• Develop competencies to use the method in practice while working in community.</li> </ul>
<b>Consumer studies</b>	<p>Consumer studies course enables students</p> <ul style="list-style-type: none"> <li>• To develop good buymanship skill</li> <li>• To help students to realize their rights and responsibilities as informed consumer.</li> </ul>

<b>Basics of guidance and counseling</b>	Content of Basics of guidance and counseling helps <ul style="list-style-type: none"> <li>• To sensitize students with the ways of handling and managing various problems.</li> </ul>
<b>Environment and Sustainability</b>	
<b>Environment studies</b>	The objective of environment studies is <ul style="list-style-type: none"> <li>• To make students aware about the importance, current situation of natural resources and the need to conserve them.</li> <li>• To make student aware about biodiversity, ecosystems and its conservation and to create awareness about social issues and the solutions to solve them.</li> </ul>
<b>Consumer studies</b>	Consumer studies enables students <ul style="list-style-type: none"> <li>• To understand concepts of Eco marks and Eco friendly Packaging</li> </ul>




**PRINCIPAL**  
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**College of Home Science for Women**  
**Akluj, Tah. Malshiras, Dist. Solapur**

# **SNDT Women's University**

[www.sndt.ac.in](http://www.sndt.ac.in)

## **Syllabus for Degree of Bachelor of Science Human Ecology and Consumer Services (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.**

# FRAMEWORK OF SEMESTERS I to VI

## SEMESTER I

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9101	English I (c)	4	3	1	25	75	100
9102	Applied Science (c)	4	2	2	25	75	100
9103	Design & Aesthetics (a)	4	2	2	25	75	100
9104	Life Span Development (a)	4	3	1	25	75	100
9105	Environment Studies (d)	4	4	-	25	75	100
<b>TOTAL</b>		<b>20</b>					<b>500</b>

## SEMESTER II

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9201	English II (c)	4	3	1	25	75	100
9202	Human Physiology (c)	4	3	1	25	75	100
9203	Textile Sc. & Apparel Design (a)	4	2	2	25	75	100
9204	Fundamentals of Food Science & Nutrition (a)	4	2	2	25	75	100
9205	Extension & Communication (a)	4	2	2	25	75	100
<b>TOTAL</b>		<b>20</b>					<b>500</b>

## SEMESTER III

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
	Nutrition for Life Span (a)	4	-	4	100	-	100
	Consumer Studies (b)	4	4	-	25	75	100
	Family Dynamics (a)	4	4	-	25	75	100
	Media Skill Development (b)	4	2	2	25	75	100
	Fabric Ornamentation and Accessory Design (b)	4	-	4	100	-	100
<b>TOTAL</b>		<b>20</b>					<b>500</b>

The above course structure of Semesters I to III is common for all Specializations under B.Sc. Home Science programme except FSQC & FAD (Voc).

**TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits**

**Int M = Internal Marks, Ext M = External Marks**

**SEMESTER IV**

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th C</b>	<b>Pr C</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
	Food Preservation	04	02	02	25	75	100
	Traditional Textiles and Embroideries of India	04	02	02	25	75	100
	Community Dynamics	04	04	--	25	75	100
	Soft Skill Development	04	02	02	25	75	100
	Child and Youth Development (b)	04	03	01	25	75	100
	<b>TOTAL</b>	<b>20</b>	<b>13</b>	<b>07</b>	<b>125</b>	<b>375</b>	<b>500</b>

**SEMESTER V**

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th C</b>	<b>Pr C</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
	Front Office Operations and Accomodation	04	02	02	25	75	100
	Entrepreneurship Development	04	--	04	100	--	100
	Dyeing and Printing	04	02	02	25	75	100
	Programme Planning and Management	04	04	--	25	75	100
	Recent Advances in HECS (b)	02	--	02	50	--	50
	Women's Issues	02	--	02	50	--	50
	<b>TOTAL</b>	<b>20</b>	<b>08</b>	<b>12</b>	<b>275</b>	<b>225</b>	<b>500</b>

## SEMESTER VI

Code No.	Course	TC	Th C	Pr C	Int M	ExtM	Total
0661	Event Management	04	02	02	25	75	100
0662	Community Nutrition	04	02	02	25	75	100
0663	Basics of Guidance and Counseling	04	04	-	25	75	100
0664	Professional Applications in HECS (Internship)	08	--	08	100	100	200
	<b>TOTAL</b>	<b>20</b>	<b>08</b>	<b>12</b>	<b>175</b>	<b>325</b>	<b>500</b>

**TC = Total Credits, Th C = Theory Credits, Pr C = Practical Credits**

**Int M = Internal Marks, Ext M = External Marks**



*ST 15/49*  
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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.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9104	Life Span Development	4	4	-	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:-</p> <ol style="list-style-type: none"> <li>1. To know and comprehend the meaning of life span development.</li> <li>2. To develop awareness of advancements in the stage of pre natal and infancy</li> </ol>	<p><b>Introduction to Life Span Development 0-2 years</b></p> <ol style="list-style-type: none"> <li>1. Meaning and definition of life span development and various stages in life span development.</li> <li>2. Conception and development during pre natal stage.</li> <li>3. Neonatal stage <ul style="list-style-type: none"> <li>a) Physical appearance</li> <li>b) Reflexes</li> <li>c) Perceptual Skills</li> </ul> </li> <li>4. Infancy <ul style="list-style-type: none"> <li>a) Physical &amp; Motor Development</li> <li>b) Developmental Task</li> </ul> </li> </ol>	<p>Practical Component: Project on Child rearing practices 5 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to-</p> <ol style="list-style-type: none"> <li>1. Acquaint student with the developmental changes during early &amp; middle childhood.</li> <li>2. Develop understanding about significance of preschool and school in the process of development.</li> </ol>	<p><b>Childhood</b></p> <ol style="list-style-type: none"> <li>1. Early &amp; Late childhood – Definition &amp; Developmental tasks</li> <li>2. Physical, Social &amp; Emotional development</li> </ol>	<p>Practical Component: Visit to a preschool &amp; Group presentation in class 10 marks</p>

<b>Module No</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
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

**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.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9105	Environment Studies	4	4	0	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>This will enable students to:</p> <ol style="list-style-type: none"> <li>1. Get acquainted with physical environment and its components</li> <li>2. Know various natural resources, their importance, over use</li> <li>3. Develop the concept of sustainable development</li> </ol>	<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, 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</p>	<ul style="list-style-type: none"> <li>• Short Questions/Multiple Choice Questions</li> </ul> <p><b>Assignment or display on ecosystems</b></p> <p>10 marks</p>

		<p>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></p> <p>Concept of ecosystem</p> <p>Structure and function of ecosystem</p> <p>Producers, consumers and decomposers</p> <p>Energy flow in the ecosystem</p>	
2	<ol style="list-style-type: none"> <li>1. Develop the concept of ecology and its components</li> <li>2. Study the impact of human activities and ecology and need to conserve the resources</li> </ol>	<p><b>Biodiversity and its Conservation</b></p> <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

Module No.	Objective	Content	Evaluation
3	<ol style="list-style-type: none"> <li>1. Make the students aware of various types of pollutions and solutions to the problem.</li> <li>2. Make the students aware of social problems.</li> </ol>	<p><b>Environmental Pollution:</b></p> <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> <p><b>Social Issues and the Environment:</b></p> <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</li> </ul>	Assignment on local problems 5 marks

		<p>solutions</p> <ul style="list-style-type: none"> <li>• Climate changes, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case studies</li> <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>	
<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
4	<p>1. Make the students aware of population problems.</p> <p>2. Develop the love and interest about nature by being in nature itself.</p> <p>3. Create awareness about Biodiversity pollution and social issues.</p>	<p><b>Human Population and the Environment</b></p> <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> <p>Visit to local area to document environmental assets</p> <p>a) Rivers/forest/grassland/ hill/ mountain</p> <p>b) Local Pollution Site- Urban/Rural/Industrial/ Agricultural</p> <p>c) Study of common plants/ insects/ birds</p> <p>d) Study of simple ecosystems-ponds, rivers, hill, slopes etc.</p>	<p>Report on the local visit 5 marks</p>

### 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

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
9302	Consumer Studies	4	4	-	25	75	100

Module No.	Objectives	Content	Evaluation
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>

Module No.	Objectives	Content	Evaluation
2	To provide knowledge regarding various consumer guides To create an understanding of different brands, labels and grading and standardization.	<p><b>CONSUMER GUIDES</b></p> <p><b>2.1 BRANDS</b></p> <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> <p><b>2.2. LABELS</b></p> <ul style="list-style-type: none"> <li>• Meaning and types of labels</li> <li>• Essentials of labels</li> </ul> <p><b>2.3 GRADING AND STANDARDIZATION</b></p> <ul style="list-style-type: none"> <li>• Meaning and types (Qualitative and Quantitative)</li> <li>• Standardization process - grading, sampling, sorting and packaging</li> </ul> <p><b>2.4 ADVERTISEMENTS</b></p> <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> <p><b>2.5 ROLE OF CONSUMER AGENCIES</b></p> <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

Module No.	Objectives	Content	Evaluation
3	To help students make better decisions in the market as a wise consumer.	<p><b>CONSUMER DECISION MAKING</b></p> <p><b>3.1 CONSUMER DECISIONS</b></p> <ul style="list-style-type: none"> <li>• Problem recognition</li> <li>• Information seeking</li> <li>• Evaluation of alternatives</li> <li>• Buying decisions</li> <li>• Post purchase evaluation</li> </ul> <p><b>3.2 GOOD BUYMANSHIP</b></p>	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

Module No.	Objectives	Content	Evaluation
4	To make the learners aware about their protection from the malpractices in the market.  To create an understanding about	<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> </ul>	A written report on Role of Consumer Agencies like CGSI/ CERC/CFBP in consumer protection.

	<p>different rights and responsibilities among the students. To inform the students regarding various Acts and Agencies</p>	<ul style="list-style-type: none"> <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, Agencies: CGSI, CERC, CFBP</li> </ul>	<p>10 Marks</p> <p>Procedure for Redressal for a consumer problem.</p> <p>15Marks</p>
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**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 becomes aware about dynamics of family interactions and developmental tasks through family life
5. To becomes aware of problems in families and ways of coping

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th C</b>	<b>Pr C</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
<b>9303</b>	<b>Family Dynamics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>25</b>	<b>75</b>	<b>100</b>

(THEORY)

<b>Module No</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
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> <li>6. Explore the dyadic relationships in family.</li> <li>7. Analyze the areas &amp; patterns of adjustments</li> <li>8. Bring awareness &amp; sensitize oneself about crisis in family life.</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</li> </ol> <p><b>Family Responsibilities</b></p> <p><b>Adjustments &amp; Crises within the family</b></p> <ol style="list-style-type: none"> <li>1. Areas &amp; patterns of Adjustment</li> <li>2. Meaning of crisis ; Types of family crises &amp; ways of coping</li> </ol>	<p>Use of experiential method by students: Role play, skit. etc. 5 marks</p> <p>Poster making and exhibition 5 marks</p>

Module No.	Objective	Content	Evaluation
2	<p>This will enable students to:-</p> <ol style="list-style-type: none"> <li>1. To understand the institute of marriage</li> <li>2. Develop awareness in mate selection process.</li> <li>3. Understand the goals of modern marriage.</li> <li>4. Know and realize the importance and need for pre &amp; post marital counseling.</li> <li>5. Create deeper insight into the concept of engagement.</li> <li>6. Understand the functions of traditional marriage.</li> <li>7. Gain knowledge about types of marriage.</li> </ol>	<p><b>Marriage</b></p> <ol style="list-style-type: none"> <li>1. To understand the concept of "Marriage as an Institution"</li> <li>2. Mate Selection</li> <li>3. Goals of modern marriage</li> <li>4. Preparing oneself for marriage</li> <li>5. Pre marital and post marital counseling</li> <li>6. Engagement</li> <li>7. Marriage rituals &amp; Court marriage</li> <li>8. Honeymoon</li> <li>9. Annulment &amp; Divorce &amp; Marriage Counselling</li> </ol>	<p>Group presentation on any above topics, 10 marks</p>

Module No.	Objective	Content	Evaluation
3	<p>This will enable students to:-</p> <ol style="list-style-type: none"> <li>1. Understand know how of Planned Parenthood.</li> <li>2. Get acquainted with family planning methods.</li> </ol>	<p><b>Planned Parenthood</b></p> <ol style="list-style-type: none"> <li>1. Concept &amp; significance of Planned Parenthood.</li> <li>2. Joys and hazards of parenting</li> <li>3. Birth control</li> <li>4. Parenthood (parenting at different ages)</li> </ol>	<p>Guest Lecture on family planning methods followed by objective test. 5 marks</p>

## Community Dynamics

→ **Objectives:**

The course will enable students to

1. understand and analyze community as a dynamic entity.
2. analyze the interrelation between issues and sustainable development of communities.
3. comprehend the concept, context and strategies of community work.
4. develop competencies to use the method in practice while working in community.

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
0643	Community Dynamics	04	04	---	25	75	100

Module no.	Objectives	Content	Evaluation
I	<p><b>This module will enable students to:</b></p> <ol style="list-style-type: none"> <li>1. develop an understanding about the concept of community and community dynamics.</li> <li>2. gain knowledge about various types of communities.</li> </ol>	<p><b>Concept of community and community dynamics</b></p> <ol style="list-style-type: none"> <li>1. Concept of community - meaning, definition, characteristics of community</li> <li>2. Characteristics of different communities – tribal, rural, urban, semi urban, semi rural and migrant community</li> <li>3. Social structure of community</li> <li>4. Concept of community dynamics</li> </ol>	Assignment on - characteristics of different communities - Social structure of selective communities (25 Marks)
II	<p><b>This module will enable students to:</b></p> <ol style="list-style-type: none"> <li>1. develop an understanding about issues affecting the community.</li> <li>2. comprehend the interrelation between the different community issues.</li> <li>3. become aware of strategies to deal with community issues.</li> </ol>	<p><b>Issues of community:</b></p> <ol style="list-style-type: none"> <li>1. Issues, implications and challenges <ol style="list-style-type: none"> <li>a) Economic issues</li> <li>b) Environmental issues</li> <li>c) Socio-cultural issues</li> <li>d) Infrastructure and amenities</li> <li>e) Displacement</li> </ol> </li> <li>2. Strategies to deal with Community issues</li> </ol>	Situational analysis of issues and problems of selected communities (25 Marks)

<b>III</b>	<p><b>This module will enable students to :</b></p> <ol style="list-style-type: none"> <li>1. develop understanding about the dynamics of the community</li> <li>2. gain knowledge about the process of developing sustainable communities.</li> <li>3. understand the role of government and NGOs in extension activities.</li> </ol>	<p><b>Dynamics of Community:</b></p> <ol style="list-style-type: none"> <li>1. Methods to understand community dynamics.</li> <li>2. Factors affecting community dynamics.</li> <li>3. Developing communities for sustainability.</li> <li>4. Role of government and NGOs in extension activities.</li> </ol>	Written assignment on methods to study community dynamics  - Study of an NGO to understand practices to work with communities (25 Marks)
<b>IV</b>	<p><b>This module will enable students to :</b></p> <ol style="list-style-type: none"> <li>1. be able to know the role of community in developmental work.</li> <li>2. develop an understanding of the concept of community work.</li> <li>3. be able to comprehend different approaches of community work.</li> </ol>	<p><b>Community Work:</b></p> <ol style="list-style-type: none"> <li>1. Concept of community work-meaning and importance</li> <li>2. Group dynamics and community organization</li> <li>3. Approaches to community work</li> <li>4. Community participation</li> </ol>	- Group discussion on role of community organizers  - Presentation of success stories with approaches (25 Marks)

**Semester IV**  
**Soft Skills Development**

→ **Objectives:**

1. to improve confidence level of students by enhancing their communication skills
2. to equip students with employability skills so as to enhance career opportunities
3. to enable students to make timely and productive decisions so as to enable their career advancement
4. to train students on how to project a professional image at workplace

<b>Code No.</b>	<b>Course</b>	<b>TC</b>	<b>Th C</b>	<b>Pr C</b>	<b>Int M</b>	<b>Ext M</b>	<b>Total</b>
<b>0644</b>	<b>Soft Skills Development</b>	<b>04</b>	<b>04</b>	<b>-</b>	<b>100</b>	<b>-</b>	<b>100</b>

<b>Module No.</b>	<b>Objective</b>	<b>Content</b>	<b>Evaluation</b>
<b>I</b>	<b>The learners will be able-</b>	<b>Effective Communication skills</b>  1. to understand the processes of both interpersonal and public communication 2. to prepare for, and deliver an effective formal presentation	Assignments  Students must prepare the outline/ structure of a given topic - 15 marks  And present the same in a short 10 min. presentation with visual aids -10 marks
<b>II</b>  →  →	<b>The learners will be able -</b>  1. to understand the correlation between self-esteem and image building 2. to enhance self-confidence through improved body language 3. to understand the importance of etiquette in professional interactions 4. to learn techniques of stress management	<b>Image building</b>  Self-Esteem  1. Impact of Body Language 2. Power dressing/grooming 3. Etiquette/Cross cultural interactions 4. Managing Stress Students are required to convey the required etiquette in given professional /cross cultural situations Stress management techniques of student's choice	Assignments  Role play 15 marks  Presentation 10 marks
<b>III</b>	<b>The learners will be able-</b>  1. to prepare effectively for an interview	<b>Enhancing Employability</b>  1. Preparing for an interview 2. Appearing for an interview	Assignments

	<ol style="list-style-type: none"> <li>2. to participate in a group discussion with confidence</li> <li>3. to prepare a professional resume</li> </ol>	<ol style="list-style-type: none"> <li>3. Writing an effective resume</li> <li>4. Methods and procedures in group discussions</li> <li>5. Assessment Criteria <ul style="list-style-type: none"> <li>• preferably conducted by an expert from the industry</li> <li>• Students must submit it in stipulated format.</li> <li>• A group of 10 students are asked to discuss a given topic for duration of 15 minutes. The remaining students will act as evaluators</li> </ul> </li> </ol>	<p>Mock interview 10 marks</p> <p>Personal Resume 10 marks</p> <p>Group Discussion 5 marks</p>
IV	<p><b>The student will be able -</b></p> <ol style="list-style-type: none"> <li>1. to understand the processes wherein one can arrive at a decision</li> <li>2. to set their personal short term and long term goals</li> <li>3. to understand techniques of problem solving</li> </ol>	<p><b>Decision Making</b></p> <ol style="list-style-type: none"> <li>1. Goals - short term and long term</li> <li>2. Setting personal goals</li> <li>3. Importance of Time Management in achieving goals</li> <li>4. Steps towards making an effective decision <ul style="list-style-type: none"> <li>• Analytical skills and potential problem analysis</li> <li>• Students will be given a case study wherein they will have to come to root cause/ arrive at a situational analysis.</li> </ul> </li> </ol>	<p>Assignment 25 marks</p> <p>15 Marks for written analysis + 10 marks for presentation</p>

## Semester V

### Front Office Operations and Accommodation

#### → Objectives:

1. to study the front office operations practices applicable to the hospitality industry.
2. to understand the concepts of various sections of front office and their duties and responsibilities.
3. to enable the students to understand that front office is an integral part of guest contact cycle and services provided in the industry.

Code No.	Courses	TC	Th C	Pr C	Int M	Ext M	Total
0651	Front office Operations and Accommodation	04	02	02	25	75	100

Module no 1	Objective	Content	Evaluation
I	<ol style="list-style-type: none"> <li>1. to understand the classification of the lodging industry and different types of accommodation provided to guests.</li> <li>2. to study the organization structure of the front office, personnel and their duties and responsibilities.</li> <li>3. to enable the student to learn the basis of charging the rooms.</li> </ol>	<p><b>FRONT OFFICE OPERATIONS-BASICS.</b></p> <p><b>1.1 Introduction to front office operations.</b></p> <ul style="list-style-type: none"> <li>• Introduction to hospitality industry- Origin, classification and types of hospitality industry.</li> <li>• Classification of hotels, hotel services, various departments and sub departments.</li> <li>• Organization and staffing needs for the areas of operation.</li> <li>• Introduction to lobby, front office equipments, functions of front office staff, qualities of front office staff.</li> <li>• Importance of communication and co-ordination with the various other departments.</li> <li>• Different types of guests.</li> <li>• Types of front office software used for front office operations- property</li> </ul>	<p>1.Survey on the 5 star, 4 star and 3 star properties ( 5 in number) in your city/ locality and tabulate the facilities and services offered . Prepare a presentation of the same.</p> <p style="text-align: right;">(10Marks)</p>

	<p>4. to study the basic functions of reservations, registration and accounting process</p>	<p>management system.</p> <p><b>1.2 Reservation.</b></p> <ul style="list-style-type: none"> <li>• Guest cycle- pre arrival stage.</li> <li>• Types of rooms.</li> <li>• Basis of tariffs- how the rate for the room is calculated.</li> <li>• Different types, functions and modes of reservation.</li> <li>• Channels of reservation, handling reservation request, systems of reservation.</li> <li>• Types of discounts and allowances.</li> <li>• Group reservations.</li> <li>• Room forecasting.</li> <li>• Over bookings and Cancellations</li> <li>• Guest history.</li> <li>• Forms, formats and reports for reservations.</li> </ul>	<p>2. Interview 10 customers and find out what modes of reservations have they used and how comfortable they felt when doing reservations using the modes and identify the problems if they faced any. Prepare a report for the same.</p> <p style="text-align: right;">(5 Marks)</p>
		<p><b>1.3 Registration and reception.</b></p> <ul style="list-style-type: none"> <li>• Guest arrival cycle.</li> <li>• Preparing for guest arrival and pre registration.</li> <li>• Duties of staff- morning and night.</li> </ul>	<p>3. Prepare a report on the process of</p>

		<ul style="list-style-type: none"> <li>• Receiving and welcoming and assigning rooms.</li> <li>• Concept of registration.</li> <li>• Registration methods and procedure.</li> <li>• VIP procedures.</li> <li>• Groups and crew arrivals.</li> <li>• Room key control.</li> <li>• Changing rooms.</li> <li>• Departure procedure.</li> <li>• Forms, formats and reports of reception.</li> </ul> <p><b>1.4 Front office accounting.</b></p> <ul style="list-style-type: none"> <li>• Guest departure cycle.</li> <li>• Guest and non guest accounts.</li> <li>• Check out process.</li> <li>• Hotel credit policies.</li> <li>• Maintaining guest folio.</li> <li>• Presentation and settlement of bills.</li> <li>• Modes of payment.</li> <li>• Foreign currency encashment.</li> <li>• Allowances and paid outs.</li> <li>• Night audit process.</li> </ul> <p>Forms, formats and reports of the accounts maintained.</p>	group registrations followed by details. Explain the facts to be considered when doing group registration by the front office reception.  (5 Marks)
II	1.to understand various guest services and complaint handling procedures  2. to study the statistics, budgeting and yield management	<p><b>FRONT OFFICE GUEST SERVICES AND REVENUE SYSTEMS</b></p> <p><b>1.1 Lobby and telephones.</b></p> <ul style="list-style-type: none"> <li>• Importance of lobby, organization, staff and functions.</li> <li>• Bell desk, equipments and functions.</li> <li>• Control of bell boys.</li> <li>• Scanty baggage, wake call, discrepancy report.</li> <li>• Concierge and valet.</li> <li>• Forms, formats and reports of lobby.</li> <li>• Role of telephones.</li> </ul>	4.Prepare a presentation on the various credit policies and procedures generally followed in front office accounting.  (5 Marks)

	<p>process for earning revenues in front office.</p>	<ul style="list-style-type: none"> <li>• Equipments in use.</li> <li>• Qualities for staff in telephones.</li> <li>• Co-ordination with other departments.</li> <li>• Forms, formats and reports maintained</li> </ul> <p><b>1.2 Guest services- complaint handling procedures.</b></p> <ul style="list-style-type: none"> <li>• Club services.</li> <li>• Business centre.</li> <li>• Left luggage, message handling, safe deposit lockers.</li> <li>• Handling guest complaints.</li> <li>• Hotel, guest security and emergency systems.</li> </ul> <p><b>1.3 Front office revenue accommodation statistics.</b></p> <ul style="list-style-type: none"> <li>• Introduction to yield management.</li> <li>• Occupancy ratios.</li> <li>• Forecasting techniques.</li> <li>• Average room revenue.</li> <li>• Statistical reports.</li> </ul> <p><b>1.4 Front office budgeting.</b></p> <ul style="list-style-type: none"> <li>• Making front office budget.</li> <li>• Costs, profits and sales.</li> <li>• Break even analysis.</li> <li>• Forecasting room revenue.</li> </ul>	<p>2. Prepare a presentation on the importance of coordination of front office with other departments in hotel.</p> <p>3. Prepare a report on the various equipments of hotel security and emergency systems used in hotels.</p> <p>(10 Marks)</p> <p>4. Present on the various room revenue forecasting techniques used to increase revenue in front office.</p> <p>(5Marks)</p>
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## Semester V

### Entrepreneurship Development

→ **Objectives:**

The course enables the students to-

1. understand the concept of entrepreneurship
2. acquire knowledge about the world of entrepreneurs
3. understand and inculcate entrepreneurial values, attitudes, qualities and desires.
4. sow the seed of entrepreneurship in fertile mind

Code No.	Course	TC	Th C	Pr C	Int M	Ext M	Total
0652	Entrepreneurship Development	4	-	4	100	-	100

Module No	Objectives	Content	Assessment
I	<p><b>This module will enable the student to</b></p> <ol style="list-style-type: none"> <li>1. understand the market and develop new ideas as per market demands</li> <li>2. understand the types of entrepreneurship .</li> <li>3. know available techniques for opportunity development,</li> </ol>	<p><b>Introduction to Entrepreneurship:</b></p> <ul style="list-style-type: none"> <li>- Definition, Concept and Need for entrepreneurship.</li> <li>- Types of entrepreneurs: Spontaneous, Motivated and Induced.</li> <li>- Kinds of Entrepreneurship: Proprietary, Partnership and Group Entrepreneurship.</li> </ul> <p><b>Exploring the World of Entrepreneurs:</b></p> <ul style="list-style-type: none"> <li>- Legendary, Business, Social and Environmental, Artistic and Aesthetic Entrepreneurs</li> <li>- Entrepreneurs in Shadows, failed entrepreneurship</li> <li>- New Internet Entrepreneurs.</li> </ul>	case studies presentations using different audiovisual aids individual or group activity Quiz 7 marks
II	<p><b>This module will enable the student to</b></p> <ol style="list-style-type: none"> <li>1. understand the characteristics of an entrepreneur</li> <li>2. assess ones readiness to be an entrepreneur,</li> <li>3. know available techniques for opportunity</li> </ol>	<p><b>Entrepreneurial Assets</b></p> <ul style="list-style-type: none"> <li>- Entrepreneurial Values and attitudes.</li> <li>- Entrepreneurial Qualities.</li> <li>- Role demands and Requirements of Entrepreneurs.</li> </ul> <p><b>Entrepreneurial Motivation</b></p> <ul style="list-style-type: none"> <li>- Definition and Meaning of Achievement Motivation.</li> <li>- Need for Achievement Motivation</li> <li>Unit 3- Motivating Factors: Internal and External</li> </ul>	case studies projects presentations using different audiovisual aids individual or group activity Quiz 6 marks

	<p>development</p> <p>4. understand the elements of a successful business venture</p>		
III	<p><b>This module will enable the student to</b></p> <p>1. develop effective communication skills required to be a successful entrepreneur.</p> <p>2. able to develop and appreciate theories that have been proposed to explain entry and success in business</p>	<p><b>Gaining Personal Focus and Developing Skills</b></p> <ul style="list-style-type: none"> <li>- Communication Skills: Written and verbal communication.</li> <li>- Barriers to communication.</li> <li>- Developing Listening skills.</li> <li>- Personality Development: experts in the field to take sessions with students.</li> <li>- Gaining Personal Focus: Defining ones own Intentions, goals and purpose.</li> </ul> <p><u>Internal Intentions:</u></p> <p><u>External Intentions</u></p>	case studies presentations using different audiovisual aids individual or group activity Quiz 6 marks
IV	<p><b>This module will enable the student to</b></p> <p>1. prepare a project report.</p> <p>2. apply all fundamentals required to write a well-structured business plan</p> <p>3. understand the development of a formal business plan</p> <p>4. gain experience in developing key components of the business plan into an executive summary</p>	<p><b>Entrepreneurial Ideas</b></p> <ul style="list-style-type: none"> <li>- Creativity and Idea Generation- Searching and selecting Entrepreneurial Ideas.</li> <li>- Dynamics of project Identification.</li> <li>- Matching Project and enterprise.</li> <li>- Gather Information on what works, How to succeed and Mistakes to avoid.</li> </ul> <p>(Students to interact with particular business persons related to their identified project/ field of interest, have Brainstorming sessions and share Ideas and Strategies in class)</p> <ul style="list-style-type: none"> <li>- Research select articles written about the industry related to their product or service.</li> </ul> <p><b>Organize Visits to Industries and Organizations helping entrepreneurship.</b></p>	case studies presentations using different audiovisual aids individual or group activity Quiz 6 marks

## Semester V

### Women's Issues

#### →Objectives:

1. to know the demographic profile of women in India.
2. to understand the present situation and changes in the status of women.

Course	TC	Th C	Pr M	Int M	Ext M	Total
<b>Women's Issues</b>	<b>02</b>	<b>--</b>	<b>02</b>	<b>50</b>	<b>--</b>	<b>50</b>

Module No	Objectives	Content	Evaluation
<b>1.Demographic profile of women in India and towards change</b>	<p><b>This module will enable students to:</b></p> <ol style="list-style-type: none"> <li>1. understand the demographic profile of women in India</li> <li>2. to create awareness about the role and importance of media portraying women</li> </ol>	<p><b>Demographic profile of women in India and towards change</b></p> <p>1.Sex Ratio 2.Health 3.Education 4.Employment 5.National Policy of Empowerment of women 2001 6.The role and importance of media portraying women</p>	Debate Discussion Presentation  25 Marks
<b>2.Women, work and development</b>	<ol style="list-style-type: none"> <li>1.to understand the present situation and changes in the status of women.</li> <li>2.to create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.</li> </ol>	<p><b>Women, work and development</b></p> <ol style="list-style-type: none"> <li>1.Women in the unorganized sector.</li> <li>2.Women in the Organized sector.</li> <li>3.Legal provision for the protection of working women</li> <li>4.Governmental policies and strategies for women's development</li> <li>5.Role of voluntary organizations and NGO's in women's development</li> </ol>	Discussion Presentation  25 Marks

## Community Nutrition (Practical)

### → Objectives

The course enables the students to:

1. Be aware of various vulnerable groups in society.
2. Design the questionnaire and conducting for Diet Surveys emphasizing diet pattern, Food habits, cooking practices, hygiene and environment.
3. Planning and organizing Nutrition Education in community.
4. Plan and prepare appropriate teaching aids and how to use them.
5. Identify various health related problems in various vulnerable sections

Code No.	Course	Total Credits	Th	Pr	Int	Ext	Total
0662	Community Nutrition	04	02	02	25	75	100

Module	Objectives	Content	Assessment
III	<b>This module will enable students to :</b> 1. Practically assess and interpret nutritional status of an individual or small group	1. Anthropometry: Weight and height measurements-Interpretation using NCHS standards and IAP classification for children Growth chart for an infant BMI for adults 2. Interpret a mock biochemical report of a malnourished child 3. Clinical signs (Group 1 –WHO classification) 4. Visit to aanganwadi, ANC, Hospital for practical observations 5. Dietary survey-24-hr recall, calculations and interpretation	25 Marks - Taking Anthropometric measurements - case study - PPT group presentation  - Report on Visits to ANC and Anganwadi
IV	<b>This module will enable students to :</b> 1. Plan, conduct and evaluate a nutrition education programme in the community	1. Conduct a baseline survey or interview to find out the need and gap in knowledge. 2. Plan and conduct an appropriate nutrition education programme 3. Evaluate the programme through a feedback mechanism	25 Marks- Conduct Diet Survey- Conducting lectures and demonstrations - case study - PPT group presentation

## Basic of Guidance and Counseling

→ **Objectives:**

1. to develop an understanding of principles of guidance.
2. to acquaint students with the major/important psychological assessments.
3. to develop an insight into children's behaviors and behavior problems.
4. to sensitize students with the ways of handling and managing various problems.

Code No.	Course	TC	Th	Pr	Int M	Ext M	Total
0663	Basic of Guidance and Counseling	04	04	-	25	75	100

Module No	Objectives	Content	Evaluation
<b>1. Fundamentals of Guidance and Counseling</b>	<p><b>This module will enable students to:-</b></p> <ol style="list-style-type: none"> <li>1. Understand meaning and need for guidance and counseling.</li> <li>2. Get acquainted with objectives, philosophy and process of guidance and counseling.</li> <li>3. Understand characteristics of a good counselor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning and need of guidance and counseling.</li> <li>2. Objectives and basic concepts of guidance and counseling.</li> <li>3. Basic principles and philosophy of guidance and counseling.</li> <li>4. Stages of counseling and their process.</li> <li>5. Characteristics of a good counselor.</li> </ol>	25 Marks Discussion 15 marks Group presentations 10 marks
<b>2:Therapies of counseling</b>	<p><b>This module will enable students to:-</b></p> <ol style="list-style-type: none"> <li>1. Understand various approaches used in counseling.</li> <li>2. Gain deeper knowledge about therapies.</li> <li>3. Get acquainted with process of school counseling.</li> </ol>	<ol style="list-style-type: none"> <li>1. Therapies used in counseling – Meaning &amp; Importance of therapy <ul style="list-style-type: none"> <li>• Play therapy</li> <li>• Art &amp; Music therapy</li> <li>• Group therapy</li> <li>• Family therapy</li> </ul> </li> <li>2. School Counseling <ul style="list-style-type: none"> <li>• Education counseling</li> <li>• Vocational counseling</li> <li>• Counseling for exceptional children</li> <li>• Counseling for special areas.</li> </ul> </li> </ol>	25 Marks Visit to counseling clinic & report writing 15 marks Individual presentation on therapies 10 marks
<b>3: Introduction to Psychological tests</b>	<p><b>This module will enable students to:-</b></p> <ol style="list-style-type: none"> <li>1. Understand the need for using Measurement</li> </ol>	<ol style="list-style-type: none"> <li>1. Purpose of Measurement &amp; Evaluation</li> <li>2. Meaning &amp; characteristics of a good.</li> <li>3. Classification of tests.</li> </ol>	25 Marks Individual Presentations 10 marks

	<p><b>Evaluation Techniques</b></p> <p>2. Understand meaning &amp; characteristics of good test.</p> <p>3. Analyze the formal techniques of Assessment &amp; its classification.</p>	<p>4. Types of psychological tests</p> <ul style="list-style-type: none"> <li>• Cognitive test</li> <li>• Developmental test</li> <li>• Personality test</li> <li>• Projective techniques</li> </ul>	<p>Group project 15 marks</p>
<p><b>4: Problems of children- infancy to school age</b></p>	<p><b>This module will enable students to:-</b></p> <p>1. Understand meaning , nature &amp; classification of Problems of children.</p> <p>2. Identify problems &amp; its causes.</p> <p>3. Learn handling of each problem.</p>	<p>1. Meaning , nature &amp; classification of Problems of children</p> <p>2. Behavioral Problems of children:</p> <ul style="list-style-type: none"> <li>• Nature</li> <li>• Expression</li> <li>• Causes</li> <li>• Characteristics</li> </ul> <p>3. Handling of each problem</p>	<p>25 Marks</p> <p>Presentation-10 marks</p> <p>Assignments 15 marks</p>