



UNIVERSITY OF CALCUTTA

GURUPADA SAREN

SECRETARY

COUNCILS FOR UNDERGRADUATE STUDIES,
UNIVERSITY OF CALCUTTA.

Ref.No : CUS/ 102 (Cir.)/18
Dated the 05th March, 2018

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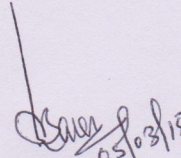
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NOTICE

It is notified for all concerned that the proposed **revised semester wise draft Syllabus for Human Development (Honours)** for three-year undergraduate Courses of Studies under **CBCS** has been prepared by the **U.G. Board of Studies in Human Development, C.U.** The detail syllabus is enclosed herewith.


Secretary



Syllabus For Core Courses (Honours)
HUMAN DEVELOPMENT

Attendance: 10 marks per paper
Internal Assessment: 10 marks per paper

CORE COURSES

14 Theory Courses (4 credits each) & 14 Practical Courses (2 credits each)

SEMESTER-I (2T+2P)

THEORY

Core Course-1 A (50 marks) –Introduction to Human Development

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Human development and the need to study it.
2. Approaches to the study of human development – Longitudinal and Cross – Sectional
3. Methods of studying human development – Observation, Interview and Questionnaire
4. Principles of development.
5. Roles of heredity and environment in human development.

References:

- Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
- Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manavidya.

Core Course-2A (50 marks) – Human Development: Conception through Early Childhood

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Prenatal Development – Conception; Course of prenatal development.

2. Conditions affecting prenatal development.
3. Infancy- Characteristics, Developmental tasks and Problems.
4. Early Childhood - Characteristics, Developmental tasks and Behaviour problems

References:

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manovidya.

PRACTICAL

Core Course –1B (30 Marks) Practical: Human Development: Conception through Early Childhood

1. Methods of child study and their use:
 - Interview
 - Observations
 - Checklist
2. Plan and develop activities to facilitate development in different domains
3. Use of secondary sources to understand the depiction of children
4. Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course – 2B (30 Marks) Seminar based on Introduction to Human Development

Presentation in seminar: 20 marks; Viva-Voce: 5 marks; Dissertation: 5 marks

SEMESTER-II (2T+2P)

THEORY

Core Course – 3A (50 marks) – Human Development: Middle Childhood through Old Age

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Middle Childhood - Characteristics, Developmental tasks and Behaviour problems.
2. Adolescence - Characteristics, Developmental tasks and Socioemotional problems.
3. Adulthood - Characteristics, Developmental tasks and Problems.
4. Old Age – Physical changes, Developmental tasks and Emotional Problems.

References:

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manavidya.

Core Course – 4A (50 Marks) - Care and Education in Infancy and Childhood

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Childcare in infancy and preschool years- Feeding, weaning, supplementary feeding and toilet training.
2. Child rearing practices-Definition, classification and implications.
3. Objectives of Early Childhood Care and Education (ECCE); Recent developments – National Policy on Education, Yashpal Committee Report: Learning Without Burden, Role of Indian Association for Pre School Education.
4. Types of ECCE Programmes – Balwadi, Anganwadi, ICDS, Crèche and nursery school.
5. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play way methods.

References

- Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.
- Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi, S.S. and Kaur, B. , New Delhi : Sage. Unit II.
- Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.
- Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.
- Nag, R. Ma o shishu.
- Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers.
- Yashpal Committee Report (1994). Learning without burden.

PRACTICAL

Core Course 3B (30 Marks) - Practical: Human Development from Middle Childhood through Old Age

1. Methods of study and their use:
 - Reviewing Interview and Observation
 - Questionnaire
 - Case study
 - Sociometry
2. Case profile to study adolescence/ young adulthood/ late adulthood
3. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
4. Psychological tests: Projective Personality Test, Test Assessing Adult Intelligence, Test assessing self-concept

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course 4B (30 marks) – Practical: Care and Education in Infancy and Childhood

1. Field Work - Working with the community and preparing reports on:
 - a) Crèches / Day care centres
 - b) ICDS centres
 - c) Nursery schools
 - d) Primary schools
2. Laboratory Activities
 - a) Compilation of songs and lullabies suitable for infants and toddlers.
 - b) Preparation of picture books / story books for infants and toddlers.
 - c) Preparation of educational toys for young children.
 - d) Development of riddles for language and concept attainment of preschoolers
 - e) Preparation of posters reinforcing messages of hygiene and cleanliness

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book and other materials: 5 mark

SEMESTER-III (3T+3P)
THEORY

Core Course 5A (50 marks) – Psychological Bases of Human Development

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests; Guilford’s theory; Bruner’s theory.
2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions; Schachter-Singer theory.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality; Eysenck’s theory; Five-Factor theory.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

References:

- Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
- Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
- Roy,Sushil. Shiksha Manovidya.

Core Course 6 A (50 marks) – Psychological Assessment and Statistics

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Psychological test – Definition and major types.
2. Standardization of psychological tests; concepts of reliability, validity and norms.
3. Tabulation and frequency distribution of data.
4. Graphical representation of data – types; advantages and disadvantages of each type.
5. Concept, major types, uses and computational techniques of the measures of central tendency and variability.
6. Concept, uses and computation of bivariate correlation.

References:

- Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.
- Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Roy,S. Shiksha manovidya.

Core Course 7 A (50 marks) –Guidance and Counselling of Children in Distress

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Fundamentals of Guidance and Counselling of children – Definitions, types and techniques.
2. Children with developmental psychopathology - a) Internalizing Disorders – Anxiety disorder, Childhood Depression: Symptoms, causes, scope for Guidance and counselling.
b) Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counselling.
3. Children in difficult circumstances - street children, child prostitutes, children of prostitutes, children of AIDS patients and children of prisoners: Problems, scope for guidance and counseling.

References:

- Barooh,P. Child Welfare.
- Devi, L. Encyclopedia of Child Welfare Vol (I-VI).
- Madan, G. R. Indian Social Problems.
- Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990).Child development and personality. New York: Harper and Row.
- Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay: TISS.
- Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay : TISS.
- Roy,S. Shiksha manovidya.

PRACTICAL

Core Course 5B (30 marks) – Practical: Psychological Bases of Human Development

1. Measuring intelligence: Draw- A – Man Test, Wechsler Intelligence Scale for Children; Raven’s Standard Progressive Matrices; Culture Fair tests etc.
2. Assessment of emotions.
3. Assessment of personality: Children’s Personality Test, Kundu Neurotic Personality Inventory; Eysenck Inventories / Questionnaires, Five Factor Inventories etc.
4. Assessment of socialization.

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course 6B (30 marks) – Practical: Psychological Assessment and Statistics

1. Determination of reliability and validity and establishment of norms of a psychological instrument.

2. Construction of frequency distribution and exercises on graphical representation of data.
3. Calculation of measures of central tendency.
4. Calculation of measures of variability.

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course 7B (30 marks) –Practical: Guidance and Counselling of Children in Distress

1. Preparation and use of child behaviour observation checklists.
2. Assessment of aptitude and interest using psychological tests.
3. Case study of a child with developmental psychopathology or in difficult circumstances.
4. Guidance and counseling of a child with developmental psychopathology or in difficult circumstances.

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

SEMESTER-IV (3T+3P)
THEORY

Core Course 8 A (50 marks) – Marriage and Family Relations

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Future of the Indian family
2. Marriage and Kinship – Marriage in different religious communities of India, Regional variations in kinship system.
3. Important issues in Marriage- Gender roles, childlessness, dowry and divorce.
4. Marital adjustment; Marital communication; Marital conflict and violence; Marital counseling.
5. Legislation with reference to India: Marriage; Divorce; Domestic violence.

References:

- Ahuja, R.: a) Society in India b) Social System c) Social Problems In India.
- Chowdhury, A. Bharater Samaj Prasange.
- Dube, S. C. (Translated by Rajat Roy).Bharater Samaj. National Book Trust.
- Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.
- Maciver and Page. Society – An Introductory Analysis.
- Vidya Bhusan and Sachdev. Sociology.

Core Course 9A (50 marks) –Legislation and Policy Issues in Child Welfare

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Child Welfare – Definition, objectives and philosophies. Constitutional provisions for protection and welfare of children.
2. National policy for children – Salient features, priority areas and gaps.
3. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption.
4. United Nations Declaration of the Rights of Children; U. N. Convention 1989; National Plan for Children.
5. Overview of child welfare in the legal and policy framework- NGO forum; Role of social networking and social activists.

References:

- Barooh, B. Child Welfare.
- Devi , L.Encyclopedia of Child Welfare Vol (I-VI).

Core Course 10A (50 marks) – Legislation and Policy Issues in Family Welfare

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Family Welfare – Definition, objectives and philosophies.
2. National policies for women – National Perspective Plan for Women’s Development, National Commission on Women.
3. National Policies for the Youth and the Ageing – Salient features, implications. Maintenance and Welfare of Parents and Senior Citizens Act 2007.
4. Overview of family welfare in the legal and policy framework - NGO forum; Role of social networking and social activists; Need for developing comprehensive family policy.

PRACTICAL

Core Course –8 B (30 Marks) Seminar based on Marriage and Family Relations

Presentation in seminar: 20 marks; Viva-Voce: 5 marks; Dissertation: 5 marks

Core Course –9B (30 Marks) Seminar based on Legislation and Policy Issues in Child Welfare

Presentation in seminar: 20 marks; Viva-Voce: 5 marks; Dissertation: 5 marks

Core Course –10 B (30 Marks) Project based on Legislation and Policy Issues in Family Welfare

Project related activities: 20 marks; Viva-Voce: 5 marks; Project Report: 5 marks

SEMESTER-V (2T+2P)

THEORY

Core Course 11A (50 marks) – Organisation and Management of Early Childhood Education Centres

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Programme Planning – Basic considerations, Stages of planning, Observation, Recording and reporting.
2. Establishing an ECCE Centre – Location, Planning the facilities, Playground, Equipment.
3. Staff Management – Distribution of work, Qualities of a good ECCE teacher.
4. Resource Management – Budgeting, Accounting, Maintenance of records.

References:

- Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
- Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.

Core Course 12A (50 marks) – Curriculum for Early Childhood Education

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Essential features of ECCE Curriculum - Playful environment, Informal to formal, Flexible routine, Balanced development.
2. Components of ECCE Curriculum – Physical development, Cognitive development (Language and Mathematics), Creative expression, Socio-emotional Development.
3. Significance of Play and Play-way method of teaching.
4. Evaluation .

References:

- Adler, S. and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication
- Anderson, P. and Lapp, D. Language skills in elementary education. NY : Mac Millan.

- Harlan, J. (1984). Science experiences for the early childhood years. Columbus : Charles Merrill.
- Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.

PRACTICAL

Core Course 11B (30 marks) – Practical: Organisation and Management of ECCE

- i. Visit to ECCE Centre and report writing
- ii. Project on Management of ECCE Centres

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course 12 B (30 marks) – Practical: ECCE curriculum

1. Preparation of reading readiness materials for :
 - a) Visual discrimination ; visual memory
 - b) Auditory discrimination.
2. Conducting prewriting activities with children.
3. Planning science experiences.
4. Planning a project based on lessons of first and second standard; Planning activities children can do at home.
5. Preparation of teaching aids for promoting mathematical concepts.

Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

SEMESTER-VI (2T+2P) **THEORY**

Core Course 13A (50 marks) – The Child with Special Needs

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Definitions – Disability, Challenge and Special Needs. Incidence and Prevalence of Disability in India. Persons with Disabilities Act.
2. The Child with Intellectual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
3. a) The Child with Auditory Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
- b) The Child with Visual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.

4. The Child with Learning Disability – Definition, Classification, Causes and solution.

5. Developmental Challenge – The Child with Autism.

References:

- Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha. Kolkata : Rita Book Agency.
- Kirk, S.A. (1970).Educating exceptional children. Indian Edition. New Delhi : Oxford and IBH.
- Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.
- Skinner, C. Educational psychology.

Core Course 14A (50 marks) – Parent and Community Education

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Need for Parent Education. Aspects of Parent Education. Roles of Parents as Participators and Planners of Programmes, Parents as Advisers, Volunteers and Resource Persons.
2. Need for Community Education. Fundamental Principles of Community Education with reference to Health, Education and Nutrition of Children. Concept of Human Development Index and it's Implications for India.
3. Definition of Communication. Importance of Communication. Factors Determining Selection of Appropriate Methods and Techniques of Communication. Different approaches for Communication – Communicating with Individuals, Groups and the Masses.
4. Preparation , Use and Evaluation of Different Techniques and Media of Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.
5. Organising Parents and the Community.
 - i. Parent Bodies – Involvement in School and Neighbourhood.
 - ii. Community Centres / Recreation Centres.
 - iii. Youth Clubs, Mahila Mandals.

References:

- Dahama, O.P. and Bhatnagar . Education and Communication for Development.New Delhi : Oxford and IBH.
- Ray, G.L. (1991).Extension Communication and Management. Calcutta : Naya Prokash.
- Supe, S.V. An Introduction to Extension Education. New Delhi : Oxford and IBH.

PRACTICAL

Core Course 13B (30 marks) – Practical: The Child with Special Needs

1. Working with and organizing activities for children with special needs.
2. Meeting families of children with special needs to plan an intervention programme.
3. Case study of a child with special needs.
4. Visit to institutions of children with special needs.

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

Core Course 14B (30 marks) – Practical: Parent and Community Education

1. Preparation of simple literature for parents.
2. Developing audio programmes for parents / community.
3. Conducting parent meetings.
4. Preparing and using visual aids for parent / community education.

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

DISCIPLINE SPECIFIC ELECTIVES

Candidates have to select four theory papers and four practical components thereof from the following pool (2 each from Group A and Group B)

(For Semester –V) Group-A	(For Semester –VI) Group-B
DSE-1 : Gender, Media and Society (Theory & Practical)	DSE-4 : Gender and Social Justice (Theory & Practical)
DSE-2 : Childhood in India (Theory & Practical)	DSE-5 : Dynamics of Communication and Extension (Theory & Practical)
DSE-3 : Art Education for Creative Development (Theory & Practical)	DSE-6 : Art Appreciation in Human Development (Theory & Practical)

(CREDITS: Theory-4, Practical-2)

DSE 1A: Gender, Media and Society

50 marks

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Social construction of Gender

Concept of gender; Differences between sex and gender; Patriarchal social order and status of women; Socio Cultural practices influencing women's status; Shifts in Status of women – historical and contemporary perspectives

2. Gender differentials

Approaches to understanding gender differentials; Status issues and challenges in context to - violence against women , women and health, women and education, women's work and economic participation, women and leadership, women and media.

3. Gender and Development

Concept of Gender Development - indicators of human and gender development; Approaches to women's development; Empowerment of women – concept and types; National and International agencies involved in women's development.

4. Gender and Advocacy

Human rights and women; Laws for protection of women's rights; Media and gender mainstreaming.

References

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- Kapoor, Promila, (1993), Girl Child and Family Violence. New Delhi, Har – Anand Publications.
- Krishna, Sumi (2007). Women’s Livelihood Rights: Recasting Citizenship for Development, New Delhi, Sage Publications.
- Sohoni, K Neerj, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

DSE 1B: Practical: Gender, Media and Society

30 marks

- Gender based analysis of media with special reference to portrayal of women.
- Visits to various women’s organizations.
- Analysis of gender based indices for understanding the status of women in society.

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

DSE 2A: Childhood in India

50 marks

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Introduction to childhood in India

Children in India: An overview; Social construction of childhood; Folk theories about childhood and family; Childhood in mythology, stories and films.

2. Multiple contexts of childhood in India

Ethnic, religious, regional, social, economic and ecological variations; Childhood in families; Growing up without the family; Children in schools; Children in extra-familial settings.

3. Psycho-social dimensions of childhood

Growing up in a tribal family; Childhood in selected family occupations: artists, farmers, weavers; Growing up in a rural setting; Children on the streets; Belonging to a minority community; Being a girl in India; Adoption and childhood

4. Contemporary issues of childhood in India

Language, religion and culture; Ability, disability; Poverty; Caste and childhood; Children in urban India.

References

- Behera, D. K (Ed.) (2007) *Childhoods in South Asia* : New Delhi. Pearson-Longman
- Krishnan, L. (1998). Child rearing: An Indian perspective. In, A. K. Srivastava (Ed.), *Child development: An Indian perspective*. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.
- Sharma, D. (2003). *Infancy and childhood in India*. In, D. Sharma (Ed.), *Childhood, family and sociocultural change in India* (13 - 47). New Delhi: Oxford. *Selected short stories about childhood in regional contexts*

DSE 2B: Practical: Childhood In India

Marks :30

1. Personal social experiences of childhood in families
2. Beliefs and practices related to children in different communities
3. Children's experiences of ethnicity/class/caste/language
4. Stories, folk songs, toys and games from diverse ethnic groups
5. Depiction of childhood in media.

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

DSE 3A: Art Education for Creative Development

50 marks

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Definition of Art – Type of Art (Visual & Performing)
2. Short history of Visual art and Performing art;
- 3 a)Classification of Visual art;
b)Classification of Performing art
4. Folk forms of art – a) Visual art; b) Performing art
5. Art in daily life
6. Creativity, Imagination, Aesthetics, Nava-Ras, Form and Content; Role of art education in creative development.

DSE 3B: Practical: Art Education for Creative Development

30 marks

1. a) Recognizing the basic character of visual art
b) Guided listening and discussion on different forms of performing art
2. Project work: Fine art and Performing Art in creativity development.

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

DSE 4A: Gender and Social Justice

50 marks

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Understanding Gender: Basic Concepts
 - a) Sex and Gender
 - b) Masculinity and femininity
 - c) Biological and cultural determinants
2. Gender and Society
 - a) Patriarchy and social institutions
 - b) Being male and female in Indian Society
 - c) Women's movements in India
 - d) Perspectives on Feminism
3. Social Construction of Gender
 - a) Socialization for gender
 - b) Gender roles, stereotypes and identity
 - c) Social traditions: History, mythology and literature
 - d) Contemporary Influences: Work, media, popular culture
 - e) Caste, class and religious influences on gender roles
4. Girl Child and Women in India
 - a) Demographic profile
 - b) Health, nutrition and education
 - c) Sexuality and reproductive Health
 - d) Female feticide, infanticide and violence against women
5. Gender Justice
 - a) Laws, policies and programmes for women
 - b) Women's empowerment and politics

References

- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.
- Mohanty, M. (2008). Class, Caste and Gender. New Delhi: Sage.

- Menon N. (2008). *Sexualities: Issues in Contemporary Indian feminism*. New Delhi: Macmillan

DSE 4B: Practical: Gender and Social Justice

30 marks

1. Visits to organizations working in the area of women's empowerment to understand their objectives, programmes and experiences
2. Workshops by resource persons on issues related to gender such as domestic violence, laws for women, reproductive health
3. Interactions to understand gender realities in diverse social groups through field visits and preparing and utilizing interview schedules
4. Media portrayals of gender realities

Films:

1. Documentaries from 'Under Construction' including *Unlimited Girls*; *Skin Deep*; *Who's afraid of little girls*; *Annapurna*; *Colours Black*
2. Select Feature Films

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

DSE VI A: Dynamics of Communication and Extension

50 marks

1. Communication: Concepts

- a) Historical background, concept and nature
- b) Functions of Communication
- c) Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication
- d) Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organisations, Advertising and Public relations
- e) Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web based communication
- f) Communication for social change

2. Understanding Human Communication

- a) Culture and communication- Signs, symbols and codes in communication
- b) Postulates/Principles of Communication
- c) Elements of Communication and their characteristics
- d) Models of Communication
- e) Barriers to Communication

3. Communicating Effectively

- a) Concept, nature and relevance to communication process:
 - Empathy
 - Persuasion
 - Perception
 - Listening
 -

4. Communication for Extension

- a) Concept, nature and philosophy of Extension
- b) Principles of Extension
- c) Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope.
- d) Relationship between, Communication, Extension and Development

References

- Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications.

DSE VI B: Practical: Dynamics of Communication and Extension 30 marks

1. Developing skills in planning and conducting small group communication.
2. Review of media on selected issues
3. Design and use of graphic media

DSE 6A: Art Appreciation in Human Development 50 marks

Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks

1. Definition of art.
2. Definition of art appreciation.
3. Different aspects of visual and performing art.
4. Components of visual art. Components of performing art.
5. Subjective and objective perspectives of art.
6. Categories of art: Classical art; Contemporary art; Folk art; Minor art.
7. Role of art appreciation in human development.

DSE 6B: Practical: Art Appreciation in Human Development Marks-30

Visit:

One Art exhibition and one Museum

Three Stage Performances (one each from Dance, Drama and Music)

Project:

Two Projects

Report submission (Each from visual and performing art)

Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks

GENERIC (INTERDISCIPLINARY) ELECTIVES

Candidates have to select four theory papers and four practical components thereof from the following pool

(CREDITS: THEORY-4, PRACTICAL-2)

EXTENSION EDUCATION GROUP

GE 1A: Extension for Development

50 marks

1. Concept of Extension

- Extension: concept, goals and history
- Adult learning components of Extension
- Extension systems- types, advantages and disadvantages
- Relationship between communication and extension - role of extension in development

2. Extension Methods and Approaches

- Stakeholders in development
- People's participation and social mobilization in development
- Leadership and extension- concept theories styles and types of leadership
- Diffusion of innovation and adoption
- Extension methods and approaches - classification, characteristics and selection

3. Development Programmes

- Development issues and goals - international perspectives
- National Development Programmes – goals, strategies, structure and achievements
- Analysis of contemporary national development programmes - objectives, clients, salient features, outcomes and communication support.
- Behaviour Change Communication strategies in development programmes

References

- Mikkelsen, Britha, (2002), Methods for Development Work and Research. New Delhi: Sage Publications
- Dale R, (2004) Evaluating Development Programmes and Projects. New Delhi: Sage Publications.
- Kumar & Hansra, (1997) Extension Education for Human Resource Development. New Delhi: Concept Publishers.

GE 1B Practical: Extension for Development

30 marks

1. Analysis of development programmes for women / children in India.
2. Conducting socio-economic diet survey.

GE 2A: Elements of Rural Economics and Rural Sociology

50 marks

1. Concept of Rural Sociology
 - Basics structure and nature of rural sociology.
 - Family and kinship organization.
 - Social stratification.
 - Nature of Indian caste system.
 - Concept of social class.
2. Concept of Rural Economics
 - Meaning and scope of Rural Economics.
 - Main features of India's rural sector.
 - Role of Agriculture in India's Economy.
 - Role of women in Farm Management and Agriculture.
 - Types of Farming.
 - Co-operative Farming and its progress.
 - Importance of Rural credit.
3. Concept of Poverty
 - Poverty alleviation programmes and projects.

GE 2B: Practical: Elements of Rural Economics and Rural Sociology 30 marks

1. Visit to NGO/Co-operative/ Mahila Mandal / Health- Centre
2. Evaluation of Poverty alleviation programmes as adopted by Govt. of India.

GE 3A: Home Science and Extension Education

50 marks

1. Community Development
 - Origin, Organization and function of community development.
 - Growth and Development of Panchayati Raj.
 - Rural Institutions of India.
 - Village school, Mahila mahal, Youth clubs
2. Programme planning
 - Programme Planning Principles and importance in extension.
 - Evaluation of Programme.
 - Programme of Community Nutrition in India
3. Home science for Rural Development
 - Role of Home Science in solving problems of illiteracy, poverty and poor health
 - Home science extension workers for Rural Development.

GE 3B: Practical: Home Science and Extension Education**30 marks**

1. Preparation of Simple literature suitable for village.
2. Kitchen garden.

GE 4A: Extension Work and Communication**50 marks**

1. Different method of Extension teaching
 - Personal contact, Group discussion, Seminars, Symposium, Demonstration, Workshop, Exhibitions, Specimens, Models, Tours, Meetings and Literature (i.e. News paper, Leaflets, Bulletins, Pamphlets)
2. Audio-Visual aid in extension work- Motion pictures, Radio, Slides, Flannel Graphs, Flash cards, Charts.
3. Principles of Learning and Teaching Process
 - Effective teaching through individual, group and mass media.
 - Meaning of Communication, it's needs, types and problems.
4. Communication
 - Development communication, Genesis, Characteristics.
 - Differences between communication and development communication.
 - Behaviour Change Communication (BCC).

References

- Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication
- Rozer, E. & Storey D. (1987) Communication Campaign in C.Burger and S. Sheffe (Eds), Handbook of Communication Sciences (817-846) Newbury Park, C A: Sage
- Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication
- Paulo Mefalopulos. Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank, 2008

GE 4B: Practical: Extension Work and Communication**30 marks**

1. Preparation of a suitable Audio-visual aid for community extension work.
2. Steps in preparation of a suitable Visual-aid for communication.

FOOD & NUTRITION GROUP

GE 5A: Fundamentals of Nutrition and Food Science

50 marks

1. Basic concepts in food and nutrition

- Basic terms used in study of food and nutrition
- Understanding relationship between food, nutrition and health
- Functions of food-Physiological, psychological and social

2. Nutrients

a) Functions, dietary sources and clinical manifestations of deficiency/ excess of the following nutrients:

- Carbohydrates, lipids and proteins
- Fat soluble vitamins-A, D, E and K
- Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B12 and vitamin C
- Minerals – calcium, iron and iodine

3. Food Groups

a) Selection, nutritional contribution and changes during cooking of the following food groups:

- Cereals
- Pulses
- Fruits and vegetables
- Milk & milk products
- Eggs
- Meat, poultry and fish
- Fats and Oils

4. Methods of Cooking and Preventing Nutrient Losses

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on nutrients
- Minimising nutrient losses

References

- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). *Basic Food Preparation: A Complete Manual*, Fourth Edition. Orient Black Swan Ltd.
- Bamji MS, Krishnaswamy K, Brahmam GNV (2009). *Textbook of Human Nutrition*, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd.

- Srilakshmi (2007). Food Science, 4th Edition. New Age International Ltd.
- Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition, Sixth Edition. Mosby.
- Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi.

GE 5B PRACTICAL: Fundamentals of Nutrition and Food Science 30 marks

1. Weights and measures; preparing market order and table setting
2. Food preparation, understanding the principles involved, nutritional quality and portion size
 - **Beverages:** Hot tea/coffee, Milk shake/ lassi, fruit based beverages
 - **Cereals:** Boiled rice, pulao, chapatti, parantha, puri, pastas
 - **Pulses:** Whole, dehusked
 - **Vegetables:** curries, dry preparations
 - **Milk and milk products:** Kheer, custard
 - **Meat, Fish and poultry preparations**
 - **Egg preparations:** Boiled, poached, fried, scrambled, omelettes, egg pudding
 - **Soups:** Broth, plain and cream soups
 - **Baked products:** Biscuits/cookies, cream cakes, sponge cake preparations, tarts and pies
 - **Snacks:** pakoras, cutlets, samosas, upma, poha, sandwiches
 - **Salads:** salads and salad dressings.

GE 6A: Nutrition for the Family 50 marks

1. Basic concepts in meal planning
 - Food groups and concept of balanced diet
 - Food exchange list
 - Concept of Dietary Reference Intakes
 - Factors effecting meal planning and food related behaviour.
 - Dietary guidelines for Indians and food pyramid
2. Nutrition during the adult years
 - a) Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices
 - Adult
 - Pregnant woman
 - Lactating mother
 - Elderly
3. Nutrition during childhood
 - a) Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices
 - Infants

- Preschool children
- School children
- Adolescents

References

- Seth V and Singh K (2006). *Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual*. Elite Publishing House Pvt. Ltd. New Delhi.
- Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) *Nutritive Value of Indian Foods*. National Institute of Nutrition, ICMR, Hyderabad.
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd.
- Wardlaw GM, Hampi JS, DiSilvestro RA (2004). *Perspectives in Nutrition*, 6th edition. McGraw Hill.
- ICMR (2011) *Dietary Guidelines for Indians*. Published by National Institute of Nutrition, Hyderabad.
- ICMR (2010) *Recommended Dietary Allowances for Indians* .Published by National Institute of Nutrition, Hyderabad.
- Chadha R and Mathur P eds. *Nutrition: A Lifecycle Approach*. Orient Blackswan, New Delhi.

GE 6B: Practical: Nutrition for the Family

30 marks

1. Introduction to meal planning
 - Use of food exchange list
2. Planning and preparation of diets and dishes for
 - Young adult
 - Pregnant and Lactating woman
 - Preschool child
 - School age child and adolescents
 - Elderly
3. Planning complementary foods for Infants

GE 7A: Public Nutrition and Dietetics

50 marks

1. Concept and scope of public nutrition
2. Assessment of nutritional status: methods and application
 - Direct methods – anthropometry, biochemical and clinical examination
 - Indirect methods – dietary surveys, vital statistics
3. Common nutritional deficiencies
 - a) Etiology, prevalence, clinical features, prevention and management of nutritional deficiencies
 - PEM

- Micronutrient deficiencies such as Vitamin A deficiency, Nutritional Anemias, Iodine Deficiency Disorders

4. Introduction to Diet Therapy

- Basic concepts of diet therapy
- Therapeutic modifications of the normal diet

5. Common diseases/ disorders

a) Etiology, clinical features and nutritional management of:

- Febrile disorders and HIV-AIDS
- Diarrhoea, constipation
- Underweight, overweight and obesity
- Diabetes and Cardiovascular diseases

References

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Stacy Nix (2009). William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier Mosby.
- Wadhwa A and Sharma S (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.
- ICMR (1989) Nutritive value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V and Singh K (2007). Diet Planning through the Life Cycle Part II: Diet Therapy. A Practical Manual, 4th edition. Elite Publishing House Pvt. Ltd.

GE 7B PRACTICAL: Public Nutrition and Dietetics

30 marks

1. Assessment of nutritional status: 24 hour dietary recall, anthropometry, clinical assessment
2. Development of low cost nutritious recipes for population groups vulnerable to nutritional deficiencies
3. Planning and preparation of diets/dishes for individuals suffering from:
 - Febrile disorders
 - Diarrhoea, constipation
 - Underweight, overweight/ obesity
 - Diabetes and Cardiovascular diseases

GE 8A Physical Sciences

50 marks

SECTION A – CHEMISTRY

1. Solutions Types of solutions, different ways of expressing concentration of solution, colloids and its properties, types of colloids, colloids in daily life
2. Acids, bases and salts
 - Concept of acid, base and salt, neutralization reaction, pH and pH scale, buffer solutions,
 - Applications in everyday life
3. Redox Reactions
 - Concept of oxidation and reduction and its applications in daily life
4. Organic Chemistry
 - Carbon and its tetravalency, catenation, tendency to form multiple bonds, Classification of organic compounds, homologous series, functional groups, nomenclature.
5. Household Chemicals
 - Chemicals in foods- preservatives and colourants
 - Antiseptics and disinfectants
 - Soaps and detergents

SECTION –B: PHYSICS

- Measurements of Physical Quantities Units and dimensions.
- Different types of motions, Laws of motions and examples.
- Gravity and Gravitation.
- Work, Power and Energy.

- Temperature and its measurements.
- Calorimetry, change of state with applications.
- Heat Transfer modes and examples.

- Refraction, Reflection and Diffusion of light.
- Lighting fixtures Fluorescent tube, Incandescent lamp, night lamp, CFL, LED.
- Normal Vision, Defects of vision.
- Lasers Properties and Applications.

- Concept of current, voltage and resistance Ohm's Law.
- Conductors and Insulators of electricity and their applications.
- Household wiring safety features- fuse, MCB and earthing.
- Efficient transmission of electric power.

- 10.Consumer Awareness**
- Guarantee and warranty of all household equipments.
- Precautions while using equipments and servicing of equipment used.

RECOMMENDED READINGS

- Arun Bahl and B. S. Bahl : 2010, Advanced Organic Chemistry, S. Chand
- T.Jacob, 1979, Textbook of Applied Chemistry by McMillan India Ltd.

- □ Puri, Sharma and Pathania, 2008, Principles of Physical Chemistry by Vishal Publishing House.
- □ Ahluwalia, V. K., Dhingra, S., Gulati, A., 2005, College Practical Chemistry University Press India Pvt. Ltd .
- □ B.Sc. Practical Physics by Harnam Singh, S.Chand and Co, 2001.
- □ Lal, S. (1995). Fundamentals Physics, Pradeep Publications, Delhi.
- □ Peet, L.J., Pickett, M.S. & Arnold, M.G. (1979). Household Equipment, John Wiley and Sons, USA.
- □ Partab, H. (1987). Electrical Gadgets Dhanpat Rai & Sons.
- □ Sharma, S.K. & Jerath, R. (2013). Dinesh New Millennium Physics. Vol. I and Vol. II.
- □ Khan, N. (2008). Physics. Oxford University Press.

GE 8B Practical: Physical Sciences

Section A: CHEMISTRY

1. Preparation of standard solutions
2. Determination of pH of different solutions
3. Volumetric analysis
 - a. Titration of strong acid vs strong base (Acid-base titration)
 - b. Titration of potassium permanganate vs Mohr's salt (Redox titration)
4. Detection of functional groups- Acids, Alcohols, Aldehydes and Ketones

Section B: PHYSICS

1. Determination of the volume of the given body using Vernier Callipers.
2. To determine the correct weight of a body using a false balance.
3. To verify principle of moments and to determine the weight of unknown body using a lever.
4. Comparison of thermometric scales of temperature using graph method.
5. Determination of focal length of double convex lens by one pin method.
6. To determine the magnifying power of telescope by linear method.
7. Setting up of two way lighting circuit and calculation of cost of electricity consumed.
8. Repair and testing of electric iron and fuse.
9. To verify the Ohm's Law and determine the resistance of conductor by graph method.
10. Determination of 'g' by simple pendulum method.

Credit-6

MUSIC GROUP

GE 9A Music (Vocal) I Theory

Marks-30

1. Technical terminology- Nada, Shruti, Swara (Shuddha and Vikrit), Alankar, Saptak
 2. Raga, Aroha, Avroha, Pakad, Tala, Sam, Tali, Khali, Theka, Matra. Definition of Sangeet.
 3. Two major systems of Indian Music- Hindustani and Carnatic.
 4. General discussion about Classical, Semi Classical and Light music.
 5. Brief introduction of Music in Vedic period.
 6. Ability to write Theka of Teentaal, Dadra, Kaherva.
 7. Project work of any one reputed classical musician- Hindustani/ Carnatic.
- 3 lectures per week.

GE 9B Music Vocal I Practical

Marks- 50.

1. Basic knowledge of swaras (Shuddha and Vikrit).
2. Five alankaras.
3. Drut khayal in Raag Yaman and Bhairav.
4. Ability to keep theka of following talas by hand beats- Tala- Teentaal, Dadra and Kaherva.
5. Guided listening and discussion of compositions / dhun based on ragas.
6. Two Rabindra Sangeets from Puja and Prem Parjayas.
7. One Nazrul Geetis.
8. One Baul or one Bhatiyali

9. Two modern Bengali songs- one composition of Salil Chowdhury and one composition of Pulak Bandyopadhyay.
10. Guided listening and discussion of different folk songs of India.

GE 10A Music Vocal II Theory

Marks-30

1. Raga, Thaata (Mela), Vadi, Samvadi, Laya and Layakari.
2. Brief introduction of Music in ancient period.
3. Detailed description of raga Alhiya Bilawal and Bhupali.
4. Ability to write notation of drut khayal.
5. Description of following Talas: Teentala, Ektala and Dadra.
6. Brief introduction of folk music of Bengal .

Project work on any one of the musical instrument of Hindustani music.

GE 10B Music Vocal II Practical

Marks- 50.

1. Ability to sing five alankaars with Thaay, Dugun and Trigun in different Saptak : Mandra, Madhya and Taar .
2. Ability to sing Drut Khayal of Alahiya Bilawal and Bhupali.
3. Ability to keep the theka of following talas by hand beats – Teentala, Ekatala and Dadra with Dugun, Tigun and Chaugun.
4. Guided Listening and discussions of khayal and Dhrupad singing on Ragas.
5. One Bhajan.
6. Two Rabindra Sangeet from Prakiti and Anusthanik .
7. One Dwijendra Geeti.
8. One Puratani Bangla Gaan or one Shyama sangeet.
9. Two modern Bengali song – (Compose – Gouri Prasanna Majumder and Akhil Bandhu Ghosh).

10. Guided Listening and Discussion of Geet, Gazal, Kawali based on Ragas.

GE 11A Music Vocal III Theory

Marks-30

1. Brief history of Indian Music in Medieval period.
2. Murkhi, Khataka, Jamjama, Gamak, Vibration, Pitch, Intensity and Timber .
3. Four fold classification of Musical instruments.
4. Knowledge of following talas – Teentaal, Chautaal, Ektaal with skills to write Thaay, Dugun, Trigun, Chaugun.

Project work on any one of the classical musical forms of the Hindustaani Music.

GE XI B Music Vocal III Practical

50 marks

1. Knowledge of voice production.
2. Ability to sing one Drut Khayal with short alaap and five taans in each of the ragas – Bihag and Kafi.
3. Ability to keep the theka by hand beats of Teentaal, Chautaal and Rupak with Dugun, Trigun and Chaugun.
4. Introductory knowledge of Harmonium or Tabla playing.
5. Guided listening of Thumri, Dadra, kajari, Chaiti, Hori
6. Two Rabindra Sangeet from Swadesh and Vichitra Paryayas .
7. One songs composed by Atulprasad Sen .
8. One kirtan in tala Lofa.
9. Two modern song – (Composed by – Nachiketab Ghosh and Jatileshwar Mukhopadhyaya).

10. Guided listening & discussion of different instrumental music.

GE 12A Music Vocal IV Theory

Marks-30

1. Elementary knowledge of Time theory of Indian Music.
2. Knowledge of Akarmatrik notation system.
3. Ability to write notation of Rabindra sangeet in Akarmatrik notation system.
4. Brief life & Contribution of Tansen, V.N Bhatkhande, Ravishankar, Rabindranath Tagore, Nazrul Islam .
5. Project work: Semi classical/ light/ Folk Music of any region.

GE 12B Music Vocal IV Practical

Marks - 50

1. Ability to sing one Madhya and Drut khayal with tanas in each of the ragas – Des, Malkauns.
2. Ability to keep thekas of the following talas by hand beats: Teentala, Dhamar, Deepchandi.
3. Ability to sing semi classical compose composition in Raga Kafi/Khamaj/Bhairavi.
4. Guided listening with discussion of instrumental music and composition of Carnatic Music.
5. Two Rabindra Sangeet – Dhrupadang/ Baulang/ Kheyalang/ Kirtanang.
6. One Bengali Folk songs from Chatka/ Bhawayia/

Jhumur.

7. One songs composed by Rajanikanta Sen.
8. Two Modern Bengali song composed by S.D Burman and R.D Burman.
9. Guided listening with discussion modern song of different composer.

VISUAL ART GROUP

GE 13A Visual Art I

Theory - 30

- A) Indian Art History
 - 1) Pre-historic Cave Art
 - 2) Indus Valley Civilization
 - 3) Gupta Period (Sculpture, Ajanta)
- B) Western Art History
 - 1) Pre-historic Art
 - 2) Egyptian Art
 - 3) Greek Art
 - 4) Roman Art

GE 13B Practical - Visual Art I Practical-50

- 1) Object Drawing
- 2) Foliage Drawing
(Line drawing and rendering with colours)

GE 14A Visual Art II

Theory - 30

- A) Indian Art History
 - 1) Ellora
 - 2) Khajuraho
 - 3) Konarak
- B) Western Art History
 - 1) Renaissance Period
 - 2) Baroque

3) Romanticism

GE 14B Practical - Visual Art II

Practical-50

- 1) Alpona Drawing
- 2) Painting on clay pot (Line drawing and rendering with colours)

GE 15A Visual Art III

Theory – 30

- A) Indian Art History
- 1) Mughal Painting
 - 2) Rajput Painting
 - 3) Abanindranath Tagore
 - 4) Amrita Sher-gil
 - 5) Nandalal Bose
 - 6) Binodbihari Mukhopadhyaya
 - 7) Ramkinkar Baiz
 - 8) Jamini Roy
- B) Western Art History
- 1) Impressionism
 - 2) Post - Impressionism
 - 3) Cubism

GE 15B Practical - Visual Art III

Practical-50

- 1) Stencil making
- 2) Book - cover Design

GE 16A Visual Art IV

Theory - 30

- FOLK ART
- 1) Kantha
 - 2) Madhubani
 - 3) Alpona
 - 4) Chou Mask
 - 5) Warli
 - 6) Kalighat Pata
 - 7) Pata (scroll painting) of Bengal
 - 8) Dokra
 - 9) Phad Painting
 - 10) Dolls
 - 11) Thanka

GE XVI B Visual Art IV Practical-50

- 1) Linocut Printing (Black)
- 2) Linocut Printing (Colour

SOCIAL SCIENCE GROUP

GE 17A: Elements of Economics

50 marks

(CREDITS: THEORY-4, PRACTICAL-2)

Unit I: Concept of Economics

15

Definition of Economics
Concept of Production Possibility Curve;
Utility;
Production and Consumption;
Distribution.

Unit II: Concept of Market

20

Demand and Supply;
Market
Equilibrium
Monopoly
Perfect Competition

Unit III: Development Issues

15

Concept of Development and Under Development
Population
Poverty
Unemployment
Alleviating Programmes of Governments

GE 17B: Practical:

30

1. Visit to a market place and comparing the prices of some items there with similar products in a super-market.
2. Evaluation of Family Planning/Poverty/Unemployment alleviation programmes as adopted by Govt. of India from time to time.

Overall Attendance: 10 Marks; Internal Assessment: 10 Marks

Suggested Readings:

- a. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
- b. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India
- c. অর্থ বিজ্ঞান--সুত্রত গুপ্ত বানী প্রকাশন নবীন কুনডু লেন কলকাতা ০৯
- d. ভারতের অর্থনৈতিক--সমস্যা সুত্রত গুপ্ত বানী প্রকাশন নবীন কুনডু লেন কলকাতা ০৯

GE 18A: Elements of Sociology

(CREDITS: THEORY-4, PRACTICAL-2)

50 marks

Unit I: Concepts of Sociology

15

Sociology: Nature and Scope, Sociological Imagination
 Status and Role
 Groups and Associations
 Culture and Socialization
 Social Structure and Function
 Social Control and Change

Unit II: Social Institutions and Practices of Indian Society

20

India as a Plural Society
 Caste, Class and Tribe
 Village India and its changing structure
 Family and Marriage pattern

Unit III: Challenges to State and Society

15

Communalism
 Secularism
 Movements: Women, Environment, Dalit
 Contemporary Issues in Marriage, Family and Kinship

GE 18B: Practical:

30

1. Book Review of a publication on the issues of Communalism and/or Secularism
2. Design and Present a Poster on Gender Issues/Movements, in context of Indian Society.

Overall Attendance: 10 Marks; Internal Assessment: 10 Marks

Readings:

1. Sociology: Themes and Perspectives Haralambos M & Heald, Oxford India
2. সমকালীন সমাজতত্ত্ব 2nd Edition - রামানুজ গাঙ্গুলী ও সাইয়েদ মঈনুদ্দিন - (রিণা বুকস) বানী প্রকাশন নবীন কুনডু লেন কলকাতা ০৯
3. সমকালীন ভারতীয় সমাজ 2nd Edition - রামানুজ গাঙ্গুলী ও সাইয়েদ মঈনুদ্দিন - পি এইচ আই লার্নিং নিউ দিল্লী
4. Basic Research Method – Gerard Guthrie – Sage India
5. Sociology-A Guide To Problems And Literature 2nd Edition (English, Paperback, T. B. Bottomore)- S Chand Publication

GE 19A: Elements of Political Science (CREDITS: THEORY-4, PRACTICAL-2)

50 marks

Unit I: Government and Democracy in India

15

The Constitution of India: the Preamble and Features of Indian Constitution:
Fundamental Rights and Directive Principles
The Legislature: Parliament
The Executive: President and Prime Minister
The Judiciary: Supreme Court

Unit II: Political Process in India

20

Federalism and Decentralization
Federalism: Division of Powers, Emergency Provisions,
Panchayati Raj and Municipalities
Affirmative Action Policies: Women, Caste and Class
Concept of Human Rights

Unit III: Perspectives on Indian Politics

15

Determinants of Voting Behaviour: Caste, Class, Gender and Religion
Religion and Politics: Debates on Secularism; Minority and Majority Communalism
Caste and Politics: Caste in Politics and the Politicization of Caste

GE 19B: Practical

30

1. Preparation of a Review Report (2000 words) of Newspaper Reports (English or Regional Language) on any one of the following: Voting Behaviour in recent election as manifested by Caste or Class or Gender or Religion.
2. Poster presentation on any one of the following: Religion and Politics or Caste and Politics or Challenges to Democratic Decentralization

Overall Attendance: 10 Marks, Internal Assessment: 10 Marks

Readings:

1. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011
2. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan
3. Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press
4. ভারতের শাসন ব্যবস্থা - সেনগুপ্ত - বানী প্রকাশন নবীন কুনডু লেন কলকাতা ০৯
5. রাষ্ট্র বিজ্ঞান - সেনগুপ্ত - বানী প্রকাশন নবীন কুনডু লেন কলকাতা ০৯
6. সত্যব্রত চক্রবর্তী (সম্পাদনা)- ভারতবর্ষ-রাষ্ট্র ভাবনা -একুশে, ১৩/১, বঙ্কিম চ্যাটার্জী স্ট্রিট, কলকাতা
7. সত্যব্রত চক্রবর্তী (সম্পাদনা)- রাষ্ট্র সমাজ ও রাজনীতি, একুশে, ১৩/১, বঙ্কিম চ্যাটার্জী স্ট্রিট, কলকাতা
8. A R Desai – Social Background of Indian Nationalism - Sage Publications India Private Limited

GE 20A: Elements of Social Welfare (CREDITS: THEORY-4, PRACTICAL-2)

50 marks

Unit I: Bases of Social Welfare 15

Concepts of Social Welfare, Social Reform and Social Services
Privilege, Oppression, Diversity, and Social Justice
Values and Assumptions of Social Work
Meeting Basic Needs through Policy and Practice

Unit II: Dynamics of Social Welfare 20

Poverty, Inequality, and the Changing Labour Market
Work, Welfare, and Family Disorganization: Current Policy Dilemmas
Problems and Services: Juvenile Delinquency, Prostitution: Condition of Health Services in India-(Tuberculosis, Leprosy, Cancer and AIDS) – Causes, Consequences and Measures for Eradication
Social Policy for Aged
Policies and Services for Children

Unit III: Fields of Social Welfare 15

Women Welfare and Women Empowerment;
Youth Welfare;
Rural and Urban Community Development;
Welfare of Scheduled Castes and Scheduled Tribes

GE 20B: Practical

30

1. Evaluate a Social Welfare Scheme as witnessed in your own locality or city and present a case report on any one such scheme.
2. Choose any Social Welfare Advertisement, and write a detailed report, along with copies of the same (chosen advertisement), on – the agencies that issued them, the target audience, possible reason for issue of the same, and their probable effectiveness.

Overall Attendance: 10 Marks

Internal Assessment: 10 Marks

Readings:

1. Rajni Bedi - Social Work: An Introductory Text Book- Regal- New Delhi
2. G R Madan – Volume II – Indian Social Problem –Disorganization & Reconstruction - Allied Publishers New Delhi
3. Globalization in India – S K Pramanick & Ramanuj Ganguly (Eds) – P H I Learning New Delhi
4. Indian Social Problem – Ram Ahuja Rawat Publication Jaipur
5. অনিরুদ্ধ চৌধুরী - ভারতের সমাজ তত্ত্ব - চ্যাটার্জী পাবলিশার্স কলকাতা

GE 21 – 24: English Group: Syllabus will be available later

ABILITY ENHANCEMENT

Ability Enhancement Compulsory Course (AECC)

(CREDITS: THEORY – 2 CREDITS EACH)

Candidates have to study two theoretical papers - Language Courses and Environmental Science.

Skill Enhancement Course (SEC)

Candidates have to choose two Skill Based Electives from the following pool:-

SEC 1: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT – I

(CREDITS: PRACTICAL 2)

1. Infancy and Toddlerhood:

Development during the first two years is rapid and hence the topic is subdivided in four parts. Each part focuses on a particular age group that would enable caregivers to understand the specific needs of growing children. Knowledge of needs would help them to plan appropriate activities.

Introduction

- Characteristics of human childhood.
 - (from state of helplessness to gradual control over body and development of understanding of immediate environment).
 - Development through interaction of maturation and stimulation from environment, exploration.
 - Importance and ways of meeting child's psychological needs to promote feelings of security, trust and acceptance. □ Activities according to developments for various age groups.
 - 0 – 6 months
 - Activities for stimulation and sensory motor experiences with emphasis on seeing, hearing, touching, feeling sensation and movements.
 - 7 – 12 months
 - Integration of experiences involving more than one sense to deepen sensory – motor experiences. Promote manipulation, concept formation, communication and perceptual discrimination.
 - 13 – 24 months
 - Promotion of co-ordination and control of body movements, gross and fine motor skills. Strengthening concept formation, imagination and communication through language. Promotion of problem solving, environment to explore and satisfy curiosity and develop confidence.
 - 25 – 36 months
 - Improvement in body movement and communication skills, social skills and concept formation.
- 2. Creativity: Concept of creativity and highlights of the role of creative expressions in overall development of children.**
- Creative expressions, Meaning and definition of creativity expressions.
 - Role of teacher in planning and fostering creative expressions.

- Creative expressions through a variety of media i.e. painting, printings, cutting, pasting, blocks puppetry, music movement, drama and language.

3. Art Activities

- Painting and graphics □ Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting. (Some special characteristics of this medium). □ Values, materials required, use of substitutes from indigenous materials. □ Teacher's role in conducting activities. □ Stages in child art.
- Tearing, cutting, pasting and collage, mural □ Values, materials required and Teacher's role in conducting activities. □ Development stages.
- Printing □ Types of printing i.e. block, string, leaf stencils, spray, crumpled paper, different textured surfaces. □ Values, materials required techniques. □ Teacher's role stages in printing.
- Blocks □ Some special features of this medium. □ Types of blocks: hollow large blocks, unit blocks and small blocks. □ Stages in block play. □ Values, materials and accessories for block play. □ Teacher's role.

4. Other materials

- Sand □ Characteristics of the medium. □ Values, materials required and teacher' role.
- Water □ Characteristics of the medium. □ Values, materials required and teacher' role.

5. Music and Rhythm

- Importance of music in child's life and teacher's role in providing appropriate experiences
 - Criteria for selection of songs.
 - Creating environment for musical growth.
 - Developmental stages in musical activities.
 - Rhythmic movements body and with simple musical instruments.

6. Puppetry and Creative Drama

- Puppetry
 - Characteristics of puppetry as a medium.
 - Values of puppetry
 - Kinds of puppets : finger, glove, stick, and string puppets etc.
 - Basic staging techniques, use of lights, and simple sound affects in puppetry.
- Creative Drama
 - Meaning and values.
 - Techniques involved in creative drama e.g. rhythmic movements, pantomine, characterization, improvisation story building.
 - Process of scripting for puppet plays and creative drama.

Learning Experiences

- Infancy and Toddlerhood
 - 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.
 - Students be encouraged to observe materials available in the locality.

- Develop play materials suitable for each age group. 90 - List activities, which can be used for working with different age groups :
 - 0 – 6 months
 - Prepare materials and design activities for seeing, hearing touching and feeling.
 - Sensation and movement for soothing movements and exercises.
 - 7 – 12 months
 - Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
 - 13 – 14 months
 - Identify activities for gross motor development and prepare play materials available in the locality.
 - Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.

Art Activities

- 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.
- 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.
- 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.
 - 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.
 - 6 to 8 years.
 - Wet paints, painting masks brush music.

Tearing cutting and pasting

- 3 – 5 years Tearing with all fingers, tearing with thumb and two fingers and used in holding pencil, tearing on straight line, curved line. •
- 6 – 8 years Tearing circular rings starting from one corner of the page till center of page, Making designs.
- 3 – 5 cutting and pasting Cutting a design, pasting, please of paper, cloth, sticks leaves collage, mosaic.
- 6 – 8 years Tearing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

Printing

- Printing with strings, leaf, blocks, stencil printing, thumb, finger, spray painting.

- Keeping coins, leaves with veins below paper and gently colouring with crayon.
- Older children to make their own stencils.
- Printing on large pieces of paper (group activity).

Decorating empty plastic bottles, boxes masks etc. Music and movements

- Learning to sign rhymes songs with actions.
- Folk songs.
- Making simple musical instruments.
- Rhythmic body movements according to different beats and sounds.
- Dancing according to rhythm.
- Musical instruments from waste like old pots, tins, sticks.
- Older children to form an orchestra.

Puppetry and Creative Drama

- Puppetry stick, singer, table top, rhythm, puppets glove puppets.
- Learning basic manipulation skills.
- Use of music, voice modulation and sound effects.
- Making sets and backgrounds.
- Scripting for short puppet play.
- Creative drama • Body movements and co-ordination.
- Games like mirroring, blind fold and moving etc.
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emotions or making simple caps and paper clothes for characters.
- Scripting simple dramatic presentation.

RECOMMENDED READINGS

- Beaty, J.J. (1996). *Preschool Appropriate Practices*. London : Harcourt Brace College Publishers.
- Carol, S. & Barbour, N. (1990). *Early Childhood Education : An Introduction : IInd Edition*.
- Contractor, M. (1984). *Creative drama and puppetry in education*, Delhi : National Book trust of India.
- Johnson, A.P. (1998). *How to use creative dramatics in the classroom*. *Childhood Education*, 2 – 6.
- Kaul, V. (1991). *Early Childhood Education Programme*. New Delhi : NCERT. •
- Lasky, L. & Mukerjee, R. (1980). *Art Basic for Young Children*, Washington, D.C., NAEYC.
- Moomaw, S. (1984). *Discovering Music in Early Childhood*. Bostom : Allyn and Bacon, Inc.
- Swaminathan, M. (1984). *Play activities for young children*, New Delhi : UNICEF. •
- Swaminathan, M. (1991). *Play Activities for Young Children* . UNICEF.

- Taylor, B.J. (1985). A Child Goes Forth Minneapolis : Burgess Publishing Co. (6th Ed.).EACH)

SEC 2 : Activities and Resources for Child Development

Marks: 50

1. Communication – Language Arts

- The unit emphasizes role of communication and experiences to be provided for language development.
- Importance of communication.
- Promotion of language skills: listening, speaking, reading and writing.
- Experiences for language development: – Infants and toddlers: sound games, talking, picture books, simple instructions, singing, finger plays and experiences. -- Children from 3 – 8 years.
- Listening: Information, appreciative and critical or analytical.
- Conversation in group.
- Picture, object discussion.
- Reading and storytelling.
- Narration of stories, events in proper sequence.
- Describing observations.
- Poems, riddles.
- Following teacher’s instructions.
- Opportunities for interaction with peer group.

2. Literature for Children

Understanding need for literature for children.

- History of children’s literature in India.
- Types of literature, appropriateness and criteria for selection.
- Toddlers: picture books.
- Books for preschoolers: picture books, story books, information and concept books, number and alphabet books, poems.

- Books for 6 – 8 years: Story books – fables, folk tales, fairy tales and modern fantasy. Information and concept books, i.e. how it works, tell me why, encyclopaedias, poems.
- Physical characteristics of good books.
- Characteristics of good story.
- Values of storytelling.
- Techniques of storytelling: reading of story books, narration without aids but with help of modulation of voice and gestures, flash cards, flannel board, puppets.
- Criteria for selecting poems.

3. Mathematics

Material to promote mathematical concepts: – Infancy and toddlerhood Use of number vocabulary in informal, incidental learning situations e.g. more, less big small, less more, many etc. singing rhymes and action songs. – 3 – 5 years

- Counting: concept of cardinality, use of number rhymes, action songs and number readiness vocabulary.
- Concept of relative location.
- Concept of relative sizes.
- Concept of classification: formation of sets: objects pictures or according to other characteristics.
- Duplicating pattern, series.
- Concept of seriation – ordering objects, on any criterion, size, weight, volume etc.
- Comparison of sets of one Vs many, more Vs few or more Vs less etc. as well as equal sets.
- Identification and description of shapes.
- Using ordinals to name position in a series.
- Introducing numbers through concrete materials, oral work activities and worksheets, 1 – 9 only.
- Understand additions and subtraction using manipulative and concrete objects to illustrate simple stories. – 6 – 8 years – Recognizing and reading numerals 1 – 9. – Place value formation of tens, hundreds using manipulatives. – Ordinals 1st to 20th . – Operations of addition, subtraction and multiplication.

4. Environmental Science and Social Studies

- Social structures – Family – School – Community.
- Social Relationships within family and in the community with special emphasis on gender equality and self.
- Various communities – their traditions and festivals – significance of celebrating festivals.
- Importance of conservation – pollution – water, food, air.

- Role of transport in modern living – brief history of transportation – use of animals for transport – means of transport on land, water, and air.
- Communication systems – from bird and messengers to post, telegraph, telephone, radios and television to computers.
- Role of teacher in sensitizing the children in becoming aware of the world around. Understand inter dependence and develop appreciation of various sections and occupations of all members and communities.

5. Science Activities

- What is science for young children?
- Science activities in everyday living
- Goals and Values of science experiences Learning Experiences

RECOMMENDED READINGS:

- Adler,S., Farrar,C.(1983). A Curriculum guide for developing communication skills in preschool Child, Illinois: Thomas Publications.
- Beghetto,R.,Kaufman,J. (2010) Nurturing Creativity in Classroom. Cambridge
- Bruke, E.(1990). Literature for Young Child, Needham Heights: Allyn and Bacon.
- Carol,S. & Barbour, N.(1990). Early Childhood Education: An Introduction, IIndEdition.
- Huck,C.(1971). Children’s literature in elementary school.NewYork:Holt,Rihehart and Winston.
- Kaul,V.(1991).Early Childhood Education Programme,New Delhi:NCERT

SEC 3: SOCIOLOGY OF WORKING WITH FAMILIES AND COMMUNITIES

1. Various dimensions of family, society and culture, cultural stereotypes, Poverty and deprivation.
Customs, belief and folklore in everyday life.
Cultural plurality, practices and ethnic identity.
Role of media.

2. Social mobility and social change
Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation.
Ethnographic approaches to the study of groups.

3. Emergence of New Ideological Orientations
Conflicts and consensus in society.
Changing gender spaces in family, work and its implication on the individual and society across cultures.

Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

RECOMMENDED READINGS

Abraham, M. F. (2006). *Contemporary Sociology: An introduction to concepts and theories*: New York: Oxford University Press.

Beattie, J. (1964). *Other cultures*. Cohen and West.

Das, V. (Ed.) (2003) *The Oxford companion to sociology and social anthropology*: volume 1 and 2. New Delhi: Oxford University Press.

Johnson, M.H. (2001). *Sociology: A systematic introduction*. New Delhi: Allied Publishers Limited.

Rawat, H.K. (2007). *Sociology: Basic concepts*. New Delhi: Rawat Publications.