

**SEVA MANDAL EDUCATION SOCIETY'S  
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE (AUTONOMOUS)**

**Programme Name: Bachelor of Arts**

**Proposed Syllabus under NEP**

**Year of Implementation: 2023-24**

<b>Course Category</b>	<b>Minor courses</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Basic Nutrition</b>
<b>Semester</b>	<b>II</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lecture per week</b>	<b>2</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>25</b>
<b>Marks of Semester End Examination</b>	<b>25</b>

<b>Course Outcomes</b>	<p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Describe the functions of each nutrient and its importance in daily diet</li> <li>• Compare the food sources of the nutrients in terms of quality and availability</li> <li>• Determine the causes of deficiency disorders of the nutrients</li> </ul>
<b>Module 1 (Credit 1)</b>	
<b>Title of the Module: Macro-nutrients, and Water: functions, food sources, and deficiency disorders</b>	
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Explain the functions of macro nutrients and water</li> <li>• Choose the rich food sources of the macronutrients and water</li> <li>• Determine the reasons for occurrence of deficiency disorders</li> </ul>
<b>Content Outline</b>	<p><b>1.1 Introduction:</b></p> <p>a. Importance of nutrition in health and disease.</p> <p><b>1.2 Macro nutrients-</b></p> <p>a. Carbohydrates- classification, functions, food sources</p> <p>b. Protein- functions, food sources and protein quality</p> <p>c. Lipids-classification, functions, food sources</p> <p>d. Protein-Energy Malnutrition</p> <p><b>1.3. Water –</b></p> <p>a. Functions, and Sources</p> <p>b. Dehydration and Rehydration</p> <p>c. Water balance</p>

<b>Module 2 (Credit 1)</b>	
<b>Title of the Module: Micronutrients, functions, food sources and deficiency disorders</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to</b> <ul style="list-style-type: none"> <li>• Describe the functions of various vitamins and minerals</li> <li>• Select the rich food sources of vitamins and minerals</li> <li>• Determine the causes of deficiency disorders</li> </ul>
<b>Content Outline</b>	<b>2.1. Micro nutrients-</b> to be given in tabular form <ul style="list-style-type: none"> <li>a. Minerals- functions, food sources and bioavailability, requirements for different age groups, deficiency disorders</li> <li>b. Vitamins- fat soluble and water-soluble- functions, food sources and bioavailability, requirements for different age groups, deficiency disorders</li> </ul>

**Comprehensive Continuous Evaluation (CCE):** MCQ tests for each module marked out of 10 points **and** Assignments for each module for 15 marks =**A**

Project marked out of 25 points =**B**

**The average of A and B will be calculated and internal marks out of 25 will be determined.**

**The passing marks for internal will be 40%**

**Semester End Examination (SEE) Paper pattern:** A total of three questions will be given. Q.1 and Q. 2 will be compulsory for 10 marks each. Q 3 will have a choice between two questions of 5 marks each.

Q1 Answer briefly – 10 m

Q2 Give reasons – 10 m

Q3 Case study A or Case study B- 5 m

#### **References:**

##### **Essential Reading**

Srilakshmi B. (2021). *Nutrition Science*. New Age International Private Limited (7th edi.) ISBN: 978-8195175574

Joshi, S. (2021). *Nutrition and Dietetics*. McGraw Hill Publishers (5th edi.) ISBN: 978-9390727827

Agarwal, A & Udipi, S. (2022). *Textbook of Human Nutrition*. Jaypee Brothers Medical Publishers (P) Ltd. (2nd edi.) ISBN:9789389587869

Mudambi, S.R. & Rajagopal M.V. (2012). *Fundamentals of Foods Nutrition and Diet Therapy* (6<sup>th</sup> rev ed.) New Delhi, New Age International Limited.

### **Additional Reference Material**

DIETARY GUIDELINES FOR INDIANS -A Manual. (2011). NATIONAL INSTITUTE OF NUTRITION Hyderabad – 500 007, INDIA.

Longvah. T, Ananthan, R, Bhaskarachary. K and Venkaiah, K. (2017). *Indian Food Composition Tables*. NATIONAL INSTITUTE OF NUTRITION Hyderabad – 500 007, INDIA.

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**Programme Name: Bachelor of Arts**

**Proposed Syllabus under NEP**

**Year of Implementation: 2023-24**

<b>Course Category</b>	<b>Skill Enhancement Courses (SEC)</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Basic Bread Making</b>
<b>Semester</b>	<b>II</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lecture per week</b>	<b>1 practical and 1 skill component of 2 hours each</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>25</b>
<b>Marks of Semester End Examination</b>	<b>25</b>

<b>Course Outcomes</b>	<p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Identify ingredients and equipment used in bread making</li> <li>• Gain the skill to prepare different types of breads</li> <li>• Analyse and compare the quality of products prepared</li> <li>• Evaluate the quality of modified bread recipes</li> </ul>
<b>Module 1 (Credit 1)</b>	<b>Title of the Module: Essentials of Bread making (Practical)</b>
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Identify the essential ingredients and equipment used in bread making</li> <li>• Gain the skill of making basic leavened and unleavened breads</li> <li>• Justify the changes taking place during leavening and baking of bread</li> <li>• Evaluate product quality</li> </ul>
<b>Content Outline</b>	<p>1.1. Introduction to basic ingredients and baking equipment. Test for gluten content</p> <p>1.2. Making breads using yeast (ladipav, kulcha, bread rolls (plain and stuffed), pizza base, cinnamon buns, bread sticks, surti butter, focaccia, white bread)</p> <p>1.3. Sour dough technique-demonstration on preparing the starter and making the bread</p> <p>1.4. Preparation of unleavened bread- chapatis, phulka, paratha, bhakri, thepla, puranpoli, gulpoli, bati/litti, roomali roti</p>
<b>Module 2 (Credit 1)</b>	<b>Title of the Module: Skill in Bread making (Skill component)</b>
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• Modify basic bread recipes to prepare variety of breads</li> <li>• Use bread making skills for quantity cooking and selling</li> </ul>

<b>Content Outline</b>	<p>1.1. <b>Modifying leavening agent:</b> Preparation of bread using baking soda/powder/eno (soda bread)/curds- bhature/ air for leavening – puris, preparation of Sour dough starter and making the bread</p> <p>1.2. <b>Modifying base ingredient:</b> Whole wheat breads and Gluten free breads (millets/nuts/pulses)</p> <p>1.3. <b>Modifying for nutrients:</b> protein rich/iron rich breads using food ingredients</p> <p>1.4. <b>Modifying equipment for baking:</b> kadhai/pressure cooker</p> <p>1.5. Quantity cookery of any 2 breads learnt</p>
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**Comprehensive Continuous Evaluation (CCE):** Every practical and skill component will be assessed out of 10 marks and the average will be calculated= A  
 Quiz/viva for every practical will be conducted for 5 marks and the average will be taken= B  
 The total marks out of 25 will be calculated by adding A and B  
**The passing marks for internal will be 40%.**

**Semester End Examination (SEE) Paper pattern:**

1. Exams for Practical and skill component will be held at the end of the course for 25 marks each.
2. MCQ test for 25 marks

**References:**

**Essential Reading**

- Phillip T. E. (2010). *Modern Cookery, Volume 1*. Orient Black Swan Pvt. (Edi 6)
- Phillip T. E. (2010). *Modern Cookery, Volume 2*. Orient Black Swan Pvt. (Edi 6)
- B. Srilakshmi (2018). *Food Science*. New Age International, Multicolour (Edi 7)
- Gisslen (1994). *Professional Baking*. John Wiley & Sons, Inc, USA. Edi 2, ISBN: 0-471-59509-8
- Singh (2011). *Theory Of Bakery and Confectionary*. Kanishka Publishers, Distributors. New Delhi 110002. ISBN: 978-81-8457-316-9

**Additional Reference Material**

- Padma V. G. (2015). *Indian Breads*. Westland Ltd, Delhi. (Edi 1) ISBN: 978-93-85152-73-3
- Williams, S. (2010). *Baking*. Oxmoor House Publishers. ISBN: 978-1603201070
- <https://theloopywhisk.com/2020/04/02/ultimate-gluten-free-bread/>
- <https://www.youtube.com/watch?v=rRV3O68r944>

**SEVA MANDAL EDUCATION SOCIETY'S**  
**SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE**  
**(AUTONOMOUS)**

Programme Name: **Home Economics- Child Development**

Proposed Syllabus under NEP

Year of Implementation: 2023-24

<b>Course Category</b>	<b>Minor</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Basics of Child Development</b>
<b>Semester</b>	<b>II</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lecture per week</b>	<b>2 Theory</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>25</b>
<b>Marks of Semester End Examination</b>	<b>25</b>

**Course Title: Basics of Child Development**

<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the basics of child development</li> <li>• Understand the physical, social, emotional, cognitive, language development from pre-natal to early childhood stage.</li> <li>• Relate to the role of nature and nurture in development from pre-natal to early childhood stage.</li> <li>• Will be able to apply knowledge, comprehend child's growth and development</li> </ul>
<b>Module 1 (Credit 1)</b>	<b>Title of the Module:</b> Growth and Development
<b>Learning Outcomes</b> <i>(Specific related to the module. e.g. Define,</i>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the scope, principles and characteristics of development</li> <li>• Recognize the stages and factors affecting pre-natal development</li> <li>• Understand types of birth processes, prematurity and its effect</li> </ul>

<p><i>Differentiate, Carry out, Design, etc. ... )</i></p>	<p>on children’s development</p> <ul style="list-style-type: none"> <li>• Relate to the characteristics and adjustments of a neonate</li> </ul>
<p><b>Content Outline</b></p>	<p>1.1 Concept, scope</p> <p>1.2 Developmental milestones, characteristics of development in all stages up to early childhood</p> <p>1.3 Principles of Development, role of nature and nurture in development</p> <p>1.4 Prenatal development- conception, birth processes, factors influencing prenatal development, prematurity</p> <p>1.5 Neo natal period- APGAR Scale, physical appearance, adjustments of neonate</p>
<p><b>Module 2 (Credit 1)</b></p>	<p><b>Title of the Module:</b> Domains of Development</p>
<p><b>Learning Outcomes</b></p> <p><i>(Specific related to the module. e.g. Define, Differentiate, Carry out, Design, etc.)</i></p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the meaning, importance, types, sequence and factors affecting motor development in children</li> <li>• Relate to Piaget’s theory of cognitive development (1-2 stages); Erikson’s theory of psychosocial development (1-3 stages)</li> <li>• Relate to meaning, importance, stages and factors affecting language development in children</li> <li>• Co relate the meaning, importance and characteristics of children’s emotions</li> </ul>
<p><b>Content Outline</b></p>	<p>1.1 Physical Development- gross motor development, fine motor development, handedness</p> <p>1.2 Cognitive Development- meaning, importance, Piaget’s Theory of Cognitive Development (1<sup>st</sup> two stages- Sensorimotor stage, Preoperational stage)</p> <p>1.3 Social development- meaning, importance, role of family, peers and teachers, Erikson’s Theory of Psychosocial Development (1<sup>st</sup> three stages- Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt)</p> <p>1.4 Emotional Development- importance, types, characteristics of children’s emotions</p> <p>1.5 Language Development- functions, factors affecting language development, steps in language development</p>

## **Comprehensive Continuous Evaluation (CCE): Assignments/ Project/ Written test/ Presentation**

Assessment of Activities/ Presentations, assignments etc. based on module I and II will be done in internal evaluation

### **Semester End Examination (SEE) Paper pattern:**

Explain the terms, Short notes, Answer in brief, explain in detail will be based on questions from module I and II

### **REFERENCES:**

#### **A. Essential Reading**

- Feldman,R. (2017). Child Development. Pearson, India.
- Kail,R. & Cavanaugh,J. (2004). Human Development: A Life Span View. Thomson Wadsworth, Canada.
- Berk,L.(2003). Child Development. Pearson, Delhi.
- Santrock,J. (2002). A Topical Approach to Life Span Development. McGraw Hill, New York.

#### **B. Additional Reading**

- Fabes,R. & Martin, C.(2000). Exploring Child Development: Transactions and Transformations. Allyn and Bacon, United States of America.
- Santrock.J.(1997). Life Span Development. Brown and Benchmark Publishers, United States of America.
- Bukatko,D. & Daehler,M. (1995). Child Development: A Thematic Approach. Houghton Mifflin Company, United States of America.
- Berger,K. (1980). The Developing Person through Childhood and Adolescence. Worth Publishers Inc., United States of America.
- Papalia, D., Olds,S. & Feldman, R. (1978). Human Development. Tata McGraw Hill, New Delhi.
- Vander Z. J. (1978). Human Development. McGraw Hill Inc., United States of America.



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**Proposed Syllabus under NEP**

**Year of Implementation: 2023-24**

<b>Course Category</b>	<b>Skill Enhancement Course</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Art of Story Telling</b>
<b>Semester</b>	<b>II</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lecture per week</b>	<b>1 Theory + 1 Practical</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>25</b>
<b>Marks of Semester End Examination</b>	<b>25</b>

**Course Title: Art of Story Telling**

<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> <li>• Recognize stories as an effective medium to teach about life, ourselves and others</li> <li>• Design and develop and use various techniques of story-telling with voice modulation, expressions and music/rhymes</li> <li>• To develop imagination and curiosity, promote cognitive, social and emotional development in children</li> <li>• To develop early literacy skills in children through story books</li> </ul>
<b>Module 1 (Credit 1)</b>	<b>Title of the Module: Introduction</b>

<p><b>Learning Outcomes</b></p> <p><i>(Specific related to the module. e.g. Define, Differentiate, Carry out, Design, etc. ... )</i></p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the Importance, traditional and cultural influence of stories</li> <li>• Learn to develop new stories</li> <li>• Relate to importance of age appropriate stories and story books</li> <li>• Design, Develop and use various techniques of story telling</li> </ul>
<p><b>Content Outline</b></p>	<p>1.1 Concept, significance</p> <p>1.2 Types, selection of stories</p> <p>1.3 Ingredients of creating a story</p> <p>1.4 Techniques of story telling</p> <p>1.5 Creative methods of taking a recap of the story</p> <p>1.6 Story books for children</p>
<p><b>Module 2 (Credit 1)</b>      <b>Title of the Module:</b> Practical - Skills of story telling</p>	
<p><b>Learning Outcomes</b></p> <p><i>(Specific related to the module. e.g. Define, Differentiate, Carry out, Design, etc.)</i></p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Identify how to select stories</li> <li>• Develop/ modify stories</li> <li>• Create and use visual aids</li> <li>• Modulate voice while telling stories</li> <li>• Use music/ rhymes while telling stories</li> </ul>
<p><b>Content Outline</b></p>	<p>1.1 Demonstration</p> <p>1.2 Visual Aids – making and handling</p> <p>1.3 Creating a story</p> <p>1.4 Voice modulation, body language, facial expressions, maintaining eye contact while telling a story</p> <p>1.5 Adding music/ rhymes &amp; songs in stories</p> <p>1.6 Presentation</p>

**Comprehensive Continuous Evaluation (CCE): Assignments/ Project/ Written test/ Presentation**

Assessment of Activities/ Presentations, assignments, visual Aids etc. based on module II will be done in internal evaluation

### **Semester End Examination (SEE) Paper pattern:**

Explain the terms, Short notes, Answer in brief, explain in detail will be based on questions from module I

### **REFERENCES:**

#### **C. Essential Reading**

- Boje M.D. (2014), *Story Telling Organizational Practices: Managing in the Quantum Age*, Routledge, New York
- Dunne, I. B. (2006). **Bringing the story alive**. *Primary Science Review*, 92(March/April), pp. 22 -24
- Green, M. C., Strange, J. J. & Brock, T. C. (Eds.) (2002). **Narrative impact: Social and cognitive foundations**. Mahwah, NJ: Erlbaum.
- Banister, F., & Ryan, C. (2001). **Developing science concepts through storytelling**. *School Science Review*, 83(302), pp.75 – 83
- Erickson, T. (2002). **Design as storytelling**. Available online: [www.pliant.org/personal/Tom\\_Erickson/Storytelling.html](http://www.pliant.org/personal/Tom_Erickson/Storytelling.html). Last Visited. July 2015

#### **D. Additional Reading**

- Ellis, B.F., (1997, January). **Why Tell Stories?** *Storytelling*, pp.21-22
- Schank, R. C., & Abelson, R. P. (1995). **Knowledge and memory: The real story**. In R. S. Wyer, Jr. (Ed.), *Advances in social cognition* (Vol. VIII, pp. 1-85). Hillsdale, NJ: Erlbaum
- Schank, R.C. (1990). **Tell me a story**. New York: Charles Scribner's Sons.
- Barton, B. & Booth, D. (1990). **Stories in the Classroom: Storytelling, Reading Aloud and Roleplaying with Children**. Ontario: Pembroke Publishers Limited.