

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

Course Category	Open General Elective (OGE)
Level	4.5
Course Title	Traditional Indian Games and Toys
Semester	I
Course Credit	4
No. of Lecture per week	3 Theory + 1 Practical
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Traditional Indian Games and Toys

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none">• understand the importance of games and toys during early childhood years• apply the knowledge of traditional / Indigenous games and toys while working with children• relate the use of traditional / Indigenous games and toys to the various developments of preschoolers• design new and or modify traditional games and toys for preschool children
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Module 1 (Credit 1)	Title of the Module: Introduction
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> ● understand the concept of games and toys for children ● become aware about the history of Indian traditional games and toys ● recognize the importance of games and toys during early childhood years
Content Outline	<p>1.1 Concept</p> <p>1.2 History of Indian traditional games and toys</p> <p>1.3 Importance of Games and Toys during early childhood years</p>
Module 2 (Credit 1)	Title of the Module: Indigenous/Traditional Games and Toys
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> ● relate the knowledge of traditional / Indigenous games and toys while working with children ● understand and apply the use of traditional / Indigenous games and toys to the various developments of preschoolers
Content Outline	<p>2.1 Experiential Learning through Indigenous/Traditional Games and Toys</p> <p>2.2 Integration of Indigenous/Traditional Games and Toys based Pedagogy in preschool curriculum</p> <p>2.3 Developmental stages and Play based Learning</p>

Module 3 (Credit 1) Title of the Module: Adapting and Integrating Traditional and Indigenous Indian Games and Toys

Learning Outcomes

After learning the module, learners will be able to

- understand the different types of Indigenous/ Traditional Indian Games and Toys
- understand the rules and how to modify them and apply for children while playing Indoor and Outdoor Indigenous/ Traditional Indian Games and Toys
- recognize the various stages of play in relation to Indigenous/ Traditional Indian Games and Toys

Content Outline

1.1 Different types of Indigenous/ Traditional Indian Games and Toys

1.2 Indoor and Outdoor Indigenous/ Traditional Indian Games and Toys

1.3 Indigenous/ Traditional Indian Games and Toys for different stages of Play

Module 4 (Credit 1) Title of the Module: Adapting and Integrating Traditional and Indigenous Indian Games and Toys (Practical)

Learning Outcomes

After learning the module, learners will be able to

- Design and create new and or modify Indian traditional games and toys for preschool children
- Modify and apply Traditional games and toys for preschool children
- Understand the method of setting up a games/toys corner in a preschool classroom

Content Outline	<p>1.1 Innovating Indigenous and Traditional games and toys</p> <p>1.2 Designing and creating Games and Toys for preschoolers</p> <p>1.3 Setting up a games/toys corner in a preschool classroom</p>
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Comprehensive Continuous Evaluation (CCE): Assignments/ Project/ Written test/ Presentation

Assessment of Activities/ Presentations, assignments etc. based on module I, II, III, IV 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, II and III

REFERENCES:

A. Essential Reading:

- NCERT (2022), Toy- Based Pedagogy- A Handbook- Learning for Fun, Joy and Holistic Development, Dept. of School Education and Literacy Ministry of Education, Govt. of India.
- Badiger, S. (2020) Indigenous Games and Its Importance, International Journal of Creative Research Thoughts, International Open Access, Peer Reviewed, Refereed Journal, Vol.8, Issue 8, ISSN 2320- 2882, pp 1807-1820.
- Chandra, R. (2021) Indigenous Indian Toys: The repository for traditional wisdom, cultural heritage and a global economic opportunity. Academia Letters, Article 530, pp 1-7, <https://doi.org/10.20935/AL530>.

B. Additional Reading:

- Sharma, S., <https://www.sportskeeda.com/cricket/sports-fanaticism-in-india-history-and-where-arewe-today> Archived 25 March 2017 at the Way Back Machine
- Chisholm, H., (1911). "Battledore and Shuttlecock". Encyclopedia Britannica. p. 534.
- Jain, N., (5 March 2014). "Hindi and the origins of chess". Chess Base. Archived from the original on 8 March 2014. Retrieved 17 August 2019.
- Singh, Shiv Sahay (13 April 2018). "From board to phone, India's ancient games are being reinvented as apps". The Hindu. Retrieved 17 August 2019.

**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

Course Category	Open/General Elective
Level	4.5
Course Title	Basics of Food Preparation
Semester	I
Course Credit	4
No. of Lecture per week	3 + 1 (practical of 2 hours)
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Cooking for beginners/ Basics of Cookery/Elementary Cookery

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> • Use the exact cookery terms, identify different ingredients and their uses in cookery, analyse the importance of hygiene and sanitation during cooking and service of food • gain the ability to choose and use recipe-specific equipment and method of cooking • Modify basic recipes, evaluate, and compare the quality of the preparations
Module 1 (Credit 1)	Title of the Module: Introduction to Cooking
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Understand the cookery terms and their use while cooking • Identify the essential elements of cooking • Determine the importance of sanitation and hygiene during cooking
Content Outline	<p>1.1 Terms used in cookery</p> <p>1.2 Elements of Cookery- salt, sugar, fat, acid, heat, spices and spice mixes, sauces; types of equipment</p> <p>1.3 Safety, sanitation, and hygiene during cooking</p> <p>1.4 Practical</p>

Module 2 (Credit 1)	Title of the Module: Cooking methods
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • compare the various cooking methods and their effect on food • justify the use of different cooking methods for preparation of various recipes
Content Outline	<p>2.1 Moist heat methods- simmering, boiling, steaming, stewing, pressure cooking</p> <p>2.2 Dry heat methods- roasting, toasting, grilling, baking, sautéing, pan-frying, shallow frying, deep frying, broiling</p> <p>2.3 Combination of moist and dry heat methods, Induction and microwave cooking, air frying</p> <p>2.4 Practical</p>
Module 3 (Credit 1)	Title of the Module: Cooking of different food commodities
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • explain how different foods get cooked based on their structure and composition • combine different ingredients to prepare various recipes
Content Outline	<p>3.1 Cereals and millets, Pulses, legumes, nuts and oilseeds</p> <p>3.2 Vegetables and fruits</p> <p>3.3 Eggs, Meat, Fish, Poultry, Milk and milk products</p> <p>3.4 Practical</p>
Module 4 (Credit 1)	Title of the Module: Recipe Development
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Develop a new recipe, improve upon a basic recipe or modify a recipe related to either the taste, texture, flavour, colour, presentation and nutrient present • Write a recipe using correct terms and instructions
Content Outline	<p>4.1 Factors to consider for developing/modifying recipes</p> <p>4.2 Steps in recipe development or modification</p> <p>4.3 Standardization and its significance related to serving size and nutrient content and uses of standardized recipes</p> <p>4.4 Practical</p>

Practical- Unit 4 for all modules

Outcomes: The student will gain the ability to

- Identify, weigh and measure ingredients correctly, use different kitchen gadgets and cooking methods effectively
- Combine ingredients with different textures, taste, colours and flavours to prepare a variety of basic and innovative recipes
- Write a recipe in the correct format

Practical	Topic
1 Introduction	<ul style="list-style-type: none">• Weights and measures• Different equipment and utensils• Basic ingredients and their uses
2 Pre-preparation techniques	<ul style="list-style-type: none">• Cleaning, washing, sieving, straining• Peeling, chopping, slicing, cubing, mincing, dicing, julienning, chiffonade, grating, pulping, coring, stuffing• Soaking, sprouting, fermentation, blanching• Roasting, grinding• Preparing a dough, batter• Basic sauces- white sauce, French dressing, bechamel, pesto, tomato sauce• Basic gravies- makhani, green gravy, red/brown gravy, coconut-based
3 Cooking methods using different foods	<ul style="list-style-type: none">• Moist heat methods- simmering, boiling, steaming, pressure cooking• Dry heat methods- roasting, baking, grilling, sauteing, pan, shallow and deep frying• Recipes using microwave• Presentation, garnishing, fruit and vegetable carving, preparing salads, chutneys and relishes
4 Developing innovative recipes	<ul style="list-style-type: none">• Planning and standardising innovative recipes• Modifying recipes- low salt, gluten free, keto recipes, high protein, vegan, lactose-free• Writing a recipe and following a written recipe

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test for every module marked out of 50 points =**A**; Every Practical evaluated out of 50 Points = **B**

The average of A and B will be calculated and internal marks out of 50 will be determined.

The passing marks for internal will be 20/50

Semester End Examination (SEE) Paper pattern: A total of six questions will be given. Each question will be for 10 marks. The students must answer any five questions

Q1 Explain the Terms

Q2 Short notes

Q3 Give reasons

Q4 A) Long question-6 marks

Q4 B) Give two examples of- 4 marks

Q5 A) Long question- 6 marks

Q 5 B) Modify the recipe to enhance either the taste, texture, colour, flavour

Q 6 Answer briefly

References:

Essential Reading

- Thangam E. Phillip, Modern Cookery, Volume 1, (2010) Orient Black Swan Pvt, Edition 6
- Thangam E. Phillip, Modern Cookery, Volume 2, (2010) Orient Black Swan Pvt, Edition 6
- B.Srilakshmi, Food Science, (2018) New Age International, Multicolour Edition 7
- Sunetra Roday, Food Hygiene and Sanitation (2017), Tata McGraw, Edition 2, ISBN-13978-0070700208
- J Inder Singh Kalra, Prashad Cooking with Indian Masters (2022), Allied Publishers Pvt Ltd, Edition 2, ISBN-13 978-9390951178
- K. T. Achaya, The Illustrated Foods of India (2009), Oxford University Press, ISBN: 9780195698442
- Freeland-Graves, J. H., Peckham, G. C. (1987). Foundations of Food Preparation. United States: Macmillan.

Additional Reading

- Sudhir Andrews, Food and Beverage Service Training Manual, (2017) Tata McGraw Hill Publishing Company Limited Edition 3
- William C. Frazier, Dennis C Westhoff, Food Microbiology, (1988), McGraw Hill, edition 4, ISBN-13 978-0070219212
- Devgan Kavita, 500 Recipes (2023), Edition 1, ISBN: 978-9357022316

Online resources

YouTube videos on cooking of various recipes by Madhura's Recipes, Hebbar's Kitchen, Sanjeev Kapoor, Kunal Kapur, Ranveer Brar