

SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR

B.Sc. Home Science

(Under Choice Based Credit Scheme)

Semester - FIFTH (Human Development)

IN EFFECT FROM : 2020-21

Sr.No.	Course Type	Course Code (10Digit)	Name of Course	Theory (T) Practical (P)	Credit	Contact hrs/ week	Exam Duration in hrs	Marks		
								Internal	External	Total
								Total	Total	Total
1	Foundation Courses	UH05FPRO21	Programme for Rural & Urban Development	T	3	3	3	30	70	100
2		UH05FPRO22	Programme for Rural & Urban Development	P	1	2	3	15	35	50
3	Core Courses	UH05CHUD23	Placement in ECE Centers	P	2	4	Internal	100	-	100
4		UH05CHUD24	Child Psychology	T	3	3	3	30	70	100
		UH05CHUD25	Life Span Development-II	T	3	3	2	30	70	100
6		UH05CHUD26	Methods & Materials for Working With Young Children-	T	2	2	2	15	35	50
7		UH05CHUD27	Methods & Materials for Working With Young Children-	P	1	2	3	15	35	50
8		UH05CHUD28	Child & Family Welfare	T	3	3	3	30	70	100
9		UH05CHUD29	Computer Application in Human Development	P	1	2	3	15	35	50
10		UH05CHUD30	Principles & Programmes in ECCE	T	2	2	2	15	35	50
11		UH05CHUD31	Principles & Programmes in ECCE	P	1	2	3	15	35	50
Elective Courses (Any One 13,14,15,16)										
13	Elective Courses	UH05EHSC01	Consumerism	T	2	2	2	15	35	50
14		UH05EHSC02	NGO Management	T	2	2	2	15	35	50
15		UH05EHSC03	Accessories & Adornment	T	2	2	2	15	35	50
16		UH05EHSC04	Public Health Epidemiology	T	2	2	2	15	35	50
Total					24	30		325	525	850

**THIRD YEAR BSC (HOME) V SEMESTER
PROGRAMME FOR RURAL AND URBAN DEVELOPMENT
COURSE CODE: UH05FPRO21**

Theory

Credit: 03

Pd/wk: 03

Marks: 100

Objectives:

1. To develop understanding regarding the national towards urban and rural development
2. To examine the cumulative impact of these developmental efforts in quantitative and qualitative dimensions.

Theory	Content	Weightage
I	Introduction Introduction to Community Development Programmes. Program-Before and After Independence	10%
II	History and Concept History in planning in India Five year plan and their focus. Planning at different levels: National to grassroots	10%
III	Programmes to enhance food productions: Thrust on agriculture. National food production programmes. Independence, Intensive production schemes.	20%
IV	Poverty alleviation efforts: Rural and Urban communities, characteristics, nature, difference, village organization, rural and urban development (NGOs working), role of CAPART Programmes for poverty alleviation for rural and urban areas, employment generation and social inputs. Current programmes for rural and urban poor. (Latest five year plan should be emphasized).	30%
VI	Programmes for women and Children: Women as target groups, Specific measures for women and children such as DWCRA, ICDS, IMY, ANARDE, SEVA, CHETNA, TF, SGSY, ARSP. Current programmes for women as initiated and implemented by the different ministries and departments. Shift from welfare to development to empowerment approach. Role of Home Science in rural and urban development.	30%

Outcomes:

1. The students can get the knowledge of different five years plan.
2. They use the knowledge in self empowerment and indirectly helps the society in poverty alleviation.

References:-

1. Upadhyaya, H.C.(1991): Modernisation and Rural Development New Delhi, anmaol publications.
2. National institute of Rural development, Hyderabad, 1991. Rural development statistics NIRD.
3. Narayan Manohar S(1989) Integrated Rural energy programmes, Delhi Shree Hari printers.
4. Ghosh Bahanisikha (1990) The Indian population problem, Madras, Sage publications.
5. Thingalaya N.K(1986) Rural India-Real India, Bombay ,Himalaya Publishing House.
6. Journal of Social welfare ,Journal of Rural development ,Journal of Yojana, Journal of Family welfare, Journal of extension education.

**THIRD YEAR BSC (HOME) V SEMESTER
PROGRAMME FOR RURAL AND URBAN DEVELOPMENT
COURSE CODE: UH05FPRO22
Practical**

Credit: 01

Pd/wk: 02

Marks: 50

Experiment

- 1 Appraisal of the efforts of the students in the community.
- 2 Examining the impact of the development efforts in selected rural areas Quantitative achievement and qualitative improvement of a programmes
- 3 Study of the evaluation reports of the various departments.
- 4 Conducting Welfare programmes for target groups.
- 5 Planning a programme for the target groups in link with ongoing programmes in Home Science Problems/need identification of a community.

**THIRD YEAR B.SC (HOME) V SEMESTER
PLACEMENT IN EARLY CHILDHOOD EDUCATION CENTERS
COURSE CODE: UH05CHUD23**

Credit :02

Pd/Wk: 04

Marks: 100

OBJECTIVES:

1. The student gets an opportunity to observe and report on programme for infants, Preschoolers and primary-school years.
2. The students get an understanding of the development stages of young children.
3. The students will prepare materials of various age groups.

PRACTICALS

CONTENT

- | | |
|-----|---|
| I | To provide an opportunity to observe various ECCE Centers and Children. |
| II | To learn report writing of their daily activities |
| III | To plan and promote various activities according to various development and prepare related material. |

**THIRD YEAR B.SC (HOME) V SEMESTER
CHILD PSYCHOLOGY
COURSE CODE: UH05CHUD24**

Credits: 03

Pd/Wk:03

Marks: 100

OBJECTIVES:

- 1) To develop an understanding of the major concept and process of human development
- 2) To develop an understanding of the major theoretical and research contributions in the study of human development.
- 3) To develop sensitivity to the socio cultural context of human behavior and development.

THEORY	CONTENT	WEIGHTAGE
Unit I	Meaning and importance of child psychology. Historical and theoretical perspectives in Human Development. Scope of Child Psychology Old and new thoughts about children	15%
Unit II	1) Sources of development <ol style="list-style-type: none"> 1. Role of biology- maturation 2. Role of environment- learning. 3. Reciprocal / integrationist role of biology and environment. 4. Role of cultural context- 2)Key theoretical issues in Human development <ol style="list-style-type: none"> 1. Continuity and discontinuity in development. 2. Nature and nurture issue. 	20%
Unit III	1) Social and Emotional development <ol style="list-style-type: none"> 1. Socialization process 2. Bronfenbenner – Ecological view 3. Cultural variations in socialization 4. Gender variations in socialization 2) Major theories that contribute in understanding psycho social and moral development. <ol style="list-style-type: none"> a) Freud’s Psychoanalytic theory b) Erikson’s psychosocial theory c) Kohlberg’s moral judgment theory 3) Attachment, Aggression, Pro social behavior , sex role identity, Moral reasoning 4) Primary and secondary emotions , relations between culture and emotions	30%
Unit IV	Language and Thought <ol style="list-style-type: none"> a) Theoretical contributions to understanding language acquisition b) Classical and operant conditioning c) Imitation d) Pre linguistic communication 	15%

Unit V	Cognitive Development	20%
	<ol style="list-style-type: none"> 1) Piaget's theory of cognitive development 2) Neo – Piagetian theories of cognitive development 3) Intelligence – Definition, concepts of crystallized & fluid intelligence. 	

Outcomes

- 1) Student will come to know the importance of child psychology.
- 2) They will develop understanding about the various theories.

Reference

- 1) Cole M & Cole. S (1993): The development of children. New York: Scientific American Books.
- 2) Arun Kumar (2000) Child Psychology, Anmol Pub. Pvt Ltd New Delhi.
- 3) Kumar K (1993) Study of childhood and Family. In T.S.Saraswati& B. kaur (ed) Human Development & Family Studies in India: An agenda for research and policy (PP67-76) new Delhi: Sage.
- 4) Lerner R.M &Hostech, D.F (1983) Human Development: A Life Span perspective New York: MsGrawHill.
- 5) Mussen, P. N Conger,J.J. Kagar, J & Huston, A C(1990) Child Development & Personality(7ed) N. Y Harper Collins.

**THIRD YEAR B.SC(HOME)V SEMESTER
LIFE SPAN DEVELOPMENT II
COURSE CODE: UH05CHUD25**

Credit: 03

Pd/Wk: 03

Marks: 50

OBJECTIVES:

1. To become acquainted with development stages from Adolescence to late adulthood
2. To develop awareness of important aspects of development during the whole life span.
3. To understand the issues faced and adjustments required at each stage across the lifespan

THEORY	CONTENT	WEIGHTAGE
UNIT-I	Adolescence (13-18 Yrs) <ol style="list-style-type: none"> 1. Characteristics of adolescence years 2. Physical development- puberty, growth spurt, primary and secondary sex, Characteristics, early and late maturity (psychologic effects) 3. Choosing a career, factors affecting selection 4. Emotionality during adolescence 5. Family relationship during adolescence. 6. Problems of adolescents. 	25%
UNIT-II	Young Adulthood (19-40 Yrs) <ol style="list-style-type: none"> 1. Characteristics of early adulthood 2. Development task of adulthood 3. Responsibilities and adjustments: <ol style="list-style-type: none"> a) Marital adjustments b) Vocational adjustments c) Adjustments with parenthood d) Adjustments with in laws 	25%
UNIT-III	Middle Age (41-60) <ol style="list-style-type: none"> 1. Characteristics of middle age 2. Adjustment to physical changes 3. Menopause, health issue. 4. Stress in middle age, coping with stress in family and work place. 	20%
UNIT-IV	Late adulthood and ageing (60- onwards) <ol style="list-style-type: none"> 1. Characteristics of old age 3. Adjustment to physical changes in old age. Retirement - effect of retirement 4. Adjustment to changes in family life and loss of spouse. 7. Death – Preparation and coping strategies. 	30%

OUTCOMES:-

1. Student will acquainted knowledge about the stages from adolescent to late adulthood.
2. Students will understand the developmental tasks of old age.
3. Students will learn about issues and challenges of different stages.
4. Students will learn to cope-up with people of different stages.

REFERENCES:

1. Berk,L.E.(1996):Child Development,NewDelhi:Prentice Hall.
2. Craig, G.(1999):Human Development,NJ:Prentice Hall.
3. Cole,M.&Cole,S.(1995):The Development of Children,NY Freeman & Co.
4. Gardiner,H.w.,Mutter,J.D.&Kosmitzki(1998):Lives Across Cultures,Boston,AllynBacon.
5. Lerner,R.M&Hultsch,D.F(1983):Human Development:A Life Span Perspective,NY:McGraw Hall.
6. Santrock,J.W(1997):Life Span Development,NY:Brown&BenchMark
7. Rice,F.P(1965):Human Development:A Life Span Approach,NJ:Prentice Hall

**METHODS AND MATERIALS FOR WORKING
WITH YOUNG CHILDREN-II
COURSE CODE: UH05CHUD26**

Credit 02

Pd/Wk: 02

Marks: 50

OBJECTIVES-

1. To become aware of suitable literature for children.
2. To understand the role of adults to promote communication skills.
3. To have understanding of development of concepts in mathematics and environment.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<p>Communication and Language Arts</p> <ol style="list-style-type: none"> 1. Promotion of language Skills: listening, speaking, reading and writing. 2. Experiences for language development Infants and toddlers: sound games, talking, picture books, simple introductions, singing -Children 3 to 8 years 3. Listening Information, appreciation 4. Conversation in-group 5. Reading and story telling 6. Narration of stories 7. Poems, riddles. 	20%
UNIT-II	<p>Literature for Children:</p> <ol style="list-style-type: none"> 1. Need for literature for children 2. Types of literature Appropriateness and criteria for selection 3. Toddlers: Picture books 4. Books for preschoolers: picture books, story books, information and concept 5. Books for 6-8 years: Story books- Fables, Folks tales, fairy tales and modern fantasy, information and concept books eg- tell me why encyclopedias. 6. Physical characteristics of good books 7. Characteristics of good story 8. Values of story telling 9. Techniques of storytelling: reading aloud, narration without aids but with help of voice modulation and gestures techniques of storytelling with aids like flashcards, flannel board, puppets, charts, T.V. techniques, Projective Technique Etc. 	30%
UNIT-III	<p>Mathematics-</p> <ol style="list-style-type: none"> 1. Material to promote mathematical concepts Infancy and Toddler hood :use of number vocabulary in informal and Incidental learning situations. 	20%

E.g. more, less, big, small, singing rhymes and action songs.

2. 3-5 years (Reviewing)
 - a) Counting
 - b) Concept of relative sizes.
 - c) Concept of classification
 - d) Duplicating patterns series
 - e) Concept of seriation-ordering objects on any criteria
e.g. size.
Weight, volume etc.
 - f) Comparison of sets one vs. many, more vs. few, more vs. less etc.
 - g) Identification and description of shapes.
3. 6-8 years - Using Symbols
4. Extending counting gradually to 999 accompanying
By activities of matching, sequencing, ascending-descending Order, equality and inequality.
5. Place value formation of tens, hundreds, using Manipulative.
6. Addition, Subtraction, Multiplication

UNIT-IV	Environment Studies-	20%
	<ol style="list-style-type: none">1. Social structures- Family- school –community2. Social relationships within family and in the community with special emphasis on gender equality.3. Importance of conservation- pollution -water- food-air4. Various communities- their traditions and festivals5. Significance of celebrating festivals.	
UNIT-V	Games-	10%
	<ol style="list-style-type: none">1 Importance of Games2 Types of games indoor- outdoor- organized games etc.	

OUTCOME:

1. Students will be aware of variety of literature for children
2. Students will understand to promote communication skills.
3. Students will understand development of concepts in mathematics and environment.

REFERENCES:

1. Adler.SFarrar(1983) A Curriculum guide for developing skills in
Preschool.Illinois:Thomas Pub.
2. Burke.E(1990) Literature for the young child,NeedhamHeights:Allyn and Bacon.

3. Devries R Kohl berg.L(1987)Programme for early education,New York,Long man.
4. Huck.C(1974) Children's literature in elementary school.New York Holt,Rinehart and Winston.
5. Krishna Kumar(1986) The Children's Language and the Teacher New Delhi UNICEF.
6. Krishna.S.Menezes.J and Jayaram k.(1993) Set of ten books on environment studies,New Delhi-110016
7. Kwrien,Z(1998) Helping Children Learn,Bombay orient Long man.
8. Lays,Pamela(1985) Teaching Through environment.LondonAllyn and Bacon.
9. Margelin,E(1982) Teaching Young children and Home New York Macmillan.
10. Robinson .H.(1984) Exploring Teaching.Allyn and Bacon.
11. Swaminathan. M.(1980) Play activities for young children New Delhi:UNICEF.
12. See Felett.C(1980)A curriculum for Preschoolers Columbus Charles E Merrill Pub.Co.

Credit: 01

Pd/Wk: 02

Marks: 50

PRACTICALS

CONTENT

- | | |
|------|--|
| I | Compilation of songs for finger plays and lullabies suitable for infants and toddlers. |
| II | Prepare picture books for infants and toddlers |
| III | Microteaching for conducting group conversation-
-Display of bulletin board for picture talk, development of questioning skills
- Involving what, who, when, why, how as well as questions to give scope for |
| IV | Children's imagination and creative expression. |
| V | Develop riddles for language and concepts. |
| VI | Recite Rhymes with expression and actions. |
| VII | Preparation of Teaching aids for storytelling. |
| VIII | Prepare a booklet of any topic
-Mathematical concepts
-Social events-Family , School, Community
- Celebration of festival
-Environment conservation Science experiment |

**THIRD YEAR B.SC (HOME) V SEMESTER
CHILD AND FAMILY WELFARE
COURSE CODE: UH05CHUD28**

Credits: 03

Pd/Wk: 03

Marks: 100

OBJECTIVES:

1. To gain knowledge regarding various policies related to children, youth, women and the aged.
2. To get acquainted with the child and family welfare services provided by Government and non Government organization at the state, national and international level
3. To provide the information about national, international, Government & voluntary agencies working in the field.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<ol style="list-style-type: none">1. Definition of Child and Family Welfare and development2. Overview of services for children in five year plans in relation to child development3. Conceptual Understanding of the term “ Children in difficult circumstances”4. Various categories of children – Orphan, destitute, working child (child labor) Street children, vagrant, juvenile delinquent, child prostitutes, children of prostitutes, child abuse, children of single working mothers.	20%
UNIT-II	Services for specific groups <ol style="list-style-type: none">1. Services for orphan, destitute, neglected, vagrant, delinquent children, Street children, Working children, Abused children.2. Institutional services, SOS children’s village, Orphanage, Foster care, Adoption.	20%
UNIT-III	Agencies working for children <ol style="list-style-type: none">1. Indian Council for child Welfare (ICCW)2. Indian Association for the Preschool Education (IAPE)3. NCERT4. National Institute for Public Co operation& Child development (NIPCCD)5. UNICEF, UNESCO, WHO, CARE, CRY.6. Child Guidance clinics7. Central Social Welfare Board(CSWB)	20%
UNIT-IV	Youth Welfare <ol style="list-style-type: none">1. Youth groups- urban youth, rural youth, tribal youth, employed and unemployed Youth, Student youth, and youth in poverty groups.2. Support services for youth development- Counseling, employment bureaus.3. Agencies working for youth- Ministry of HRD, Development of Sports & youth affairs.	10%

UNIT-V	Women Welfare	10%
	<ol style="list-style-type: none"> 1. Services for women – RCH services, Family Planning services, short stay homes, 2. Rescue homes, Adult literacy Programme, Vocational training Programme. 	
UNIT-VI	Welfare of the Aged	10%
	<ol style="list-style-type: none"> 1. Need and problems of the aged. 2. Services for the aged – Old age homes, Old age pension schemes. 3. Agencies working for aged – Help age India, senior citizens, Grant in aid programmes. 	
UNIT-VII	Policies and Legislations	10%
	<ol style="list-style-type: none"> 1. National policy for children. 2. United National declaration of the Human Rights. 3. National policy for the Ageing. 	

OUTCOMES:

1. Students will gain knowledge of child and family related policies.
2. Student will become aware about national international, Government and Voluntary agencies.
3. It will prepare students to take interest in welfare centers.

REFERENCES:

1. Aras.R(1986) Teenage Pregnancy-An Epidemiological Perspective in the Journal of Family Welfare,Unit III32(3),65-74
2. Augustine JS(Ed) (1982):The Indian Family in Transition,NewDelhi:Vikas Publishing House.
3. Bajpai Pramod Kumar(1992):Youth Education and Employment,NewDelhi:Ashish Publishing House,UnitVIII,ChapterIi(pp.15-94)
4. Bhatia,M.S(1983):Ageing and Society,Udaipur:Arya's Book Centre,UnitIX,Chapter III to VIII.
5. Chauhan,S.S(1983):Psychology of Adolescence,NewDelhi:Allied Publishers.
6. Chawdhary,Paul D.(1988):Youth Participation and Development,NewDelhi,Atmaram and Sons.UnitIX.
7. Desai.K.G(Ed) (1989): Ageing in India,Bombay:Tata Institute of Social Sciences,Unit IX
8. Devadas.T.S(1979):Hindu Family and Marriage,Madras:University of Bambay.UnitI
9. Mehta,P(1977):The Indian Young,Emerging problems and issues,Bobay:SomaiyaPublications.Unit VIII
10. NIPCCD(1994):Child in India:A Statistical Profile,NewDelhi:NIPCCD.
11. Randhawa,M.S(1991):The Rural and Urban Aged,NewDelhi:National Book Organisation.Unit IX
12. Saraswathi,S(1991): Youth in India,NewDelhi:ICSSR,Govt.of India.
13. Sati,P.N(1988):Retired and AgeringPeople:MittalPublishers.Unit IX.
14. TISS(1994):Enhancing the Role of Family as Agency for Social and Economic Development,Bombay:TIIS,Vol.II.Part II,pp.337-373,Units I,II,V,pp.16-60,128-140.
15. UNICEF(1990):Children and Women in India:A Situation Analysis,UnitVI,VII.

16. Veeraraghavan,V.(1987):Rape:Victims of Rape, new Delhi :Northern Book Centre.
- 17.Kavita Koradia et all(2010) Status of Child and Welfare Originations,
AaviskarPublishers, Distributors 807,Vyaa Building,Chaura Rasta Jaipur 302 003
(Raj.) India .

**THIRD YEAR B.SC (HOME) V SEMESTER
COMPUTER APPLICATION IN HUMAN DEVELOPMET
COURSE CODE: UH05CHUD29**

Credit 01

Pd/Wk: 02

Marks: 50

OBJECTIVE:

To acquaint the students with computer application in the field of Human Development.

THEORY	CONTENT	WEIGHTAGE
UNIT-I	<ol style="list-style-type: none"> 1. Auto wizard, creating a presentation using auto content wizard. 2. Blank presentation creating, saving and printing a presentation. 3. Adding a slide to a presentation. 4. Navigating through presentation slide sorter, slideshow, editing slides. 5. Using clipart. Word art gallery. 6. Setting timings for slide show, preparing audience handouts. 7. Using action button and Hyperlink. 	50%
UNIT-II	<ol style="list-style-type: none"> 1. Creating Cartoons in PowerPoint 2. Creation of-i) Word document ii) word sheet iii) graphs and mail merge. 	30%
UNIT-III	<ol style="list-style-type: none"> 1. Net surfing specific topics related to the subject including the latest advancements. 	20%

OUTCOMES:

1. Students will apply their computer knowledge in the field of human development.
2. Student will prepare worksheets, Invitation Card, leaflets and browsers for nursery school children.
3. Student will learn topics related to surfing human development related topics.

**THIRD YEAR B.SC (HOME) V SEMESTER
PRINCIPLES AND PROGRAMMES IN ECCE
COURSE CODE: UHO5CHUD30**

Credits: 02

Pd/Wk: 02

Marks: 50

OBJECTIVES:

- 1)To help the students understand various approaches to child education their Understanding of principles and applicability to the Indian Education system.
- 2)To acquaint the students with the contemporary programmes of child education

evolved in India and abroad.

3) To help the students to integrate knowledge of child education by a study of various approaches.

THEORY	CONTENT	WEIGHTAGE
I	Eminent western education in ECCE 1). Frobel's Kindergarten method: a) Aims and principles b) Methods used in kindergarten school 2). Maria Montessori's house of children: a) Principles b) Equipment and their use c) Teacher's role	25%
II	1). John Dewey's concept of Education a) Method b) Curriculum c) Function of teacher 2). Mac Millan Sister's Nursery School a) Aims b) Principles c) Method	25%
III	Eminent Indian educators in ECCE 1). Mahatma Gandhi's Basic Education a. Aims b. Principles c. Method of teaching 2). Gijubhai Badheka 3). Tarabai Modak 4). Rabindranath Tagor's aim and method 5). J. Krishnamurthy's views of education 6). Shri Aurovindo's philosophy on education	50%

Outcomes:

- 1) Student will learn about the Indian and western educators involved in ECCE.
- 2) They will learn about the educator's views, approaches & philosophy toward ECCE.
- 3) The aforesaid knowledge will help them in preparing ECCE curriculum.

References:

- 1) Barnahas, A.S., Anandlakshmy, S., Chandra, A., Bose, A. (1988): Profile of the child of India. New Delhi: Ministry of Social Welfare.
- 2) Bose, A. (1987) Encyclopaedia of social work in India. Vol II, New Delhi, Ministry of Welfare, Govt. of India, Unit I.
- 3) Cole, Luella (1987): A History of education, New York, Holt, Rinehart and Winston, Unit III.
- 4) Dorothy H.C., Marguerita Rudolph (1977) Kindergarten and Early schooling.
- 5) Dutta, Vrinda (1995): Home away from Home, Madras. M.S. Swaminathan Foundation, Unit III.

- 6) Decker,C.A and Decker J.R (1984):Planning and administering early childhood programmes,Columbus:CharlesE.Merrill,Unit II.
- 7) Gill,S.(1993):Child Care Programmes in India:Changing Trends In Saraewati,S.S and Kaur,B.NewDelhi:SagePublications,Unit II.
- 8) Indian Association fo Preschool Education (1976):New approaches to child education:Children in rural and tribal settings,12th annual conferences of IAPE,Unit I.
- 9) Joosten,A.M(1976):The Montessori Movement,Bombay:Messrs.BhardasCursondasandCo.Post box 764.
- 10) Khalakdina,m(1995):Insight-OnsightMadras:M.S.Swaminathan Research Foundation, Unit I Naik,Chitra(1978):Growing up at KosbadHill,TalukaDahanuDist,Thane,GramBalShikshanKendra,UnitIII.
- 11) Raza,Moonis and Nangia.S.(1985):Atlas of Child Indai,NewDelhi,Concept Publishing Comp.,Unit.I.
- 12) Seefeldt C.(1980):A Curriculum for preschool.ColumbusOhio:Bell and Howell.Unit I and III.
- 13) Sodhak,Bernard(1982):Handbook of research in early childhood education,NewYork:The Free Press,Chap.7 and 9,Unit III.
- 14) G.Pankajam(2005):Pre-Primary Education Philosophy and Practice, A/15-16, Commercial Block, Mohan Garden New Delhi-110059

**THIRD YEAR B.SC (HOME) V SEMESTER
PRINCIPLES AND PROGRAMMES IN ECCE
COURSE CODE: UHO5CHUD31**

Credits: 01

Pd/Wk: 02

Marks: 50

PRACTICES

CONTENT

- 1) Prepare a booklet or any of the Montessori material and evaluate them.
- 2) Prepare teaching-learning material out of indigenous / low cost material.

- 3) Write a report on learning through nature walk.
- 4) Methods and tools to assess progress of children.
- 5) Evaluate curriculum of any one ECCE centre.
- 6) Frame a curriculum by keeping in mind curriculum of Indian and western educators.

**THIRD YEAR BSC. (HOME) V SEMESTER
NGO MANEGEMENT
COURSE CODE: UH05EHSC02**

Credits: 02

Pd/Wk: 02

Marks: 50

OBJECTIVES:-

- 1) To acquaint students regarding Non Government Organizations (NGO).
- 2) To acquaint them about the steps of starting the NGO.

- 3) To enable the students to manage the NGO consequently, which enhance the employability.

THEORY	CONTENT	WEIGHTAGE
Unit 1	Concept of NGO 1) Meaning of NGO and GO 2) Difference between Government Organization and NGO 3) Characteristics of good NGO 4) Structure of NGO 5) Functions of NGO 6) Advantages of NGO 7) Present status of NGO 8) Contribution of NGO in the development	30%
Unit 2	Starting of NGO 1) Steps for starting NGO 2) Registration of NGO 3) Identifying Funding agencies 4) Resource Mobilization	20%
Unit 3	NGO Management 1) Managing people and teams in NGOs 2) NGO Management competencies 3) Applying NGO principles and values	20%
Unit 4	Hurdles faced by NGO 1) Training 2) Recruitment 3) Funding 4) Resource Mobilization 5) Documentation	30%

OUTCOMES:

- 1) The students will come to know the concept of NGO and present status of NGO.
- 2) They will learn NGO management & resource mobilization.
- 3) The knowledge of NGO management will enhance employability in NGO.

REFERENCES:

- 1) S.Chandra, Guidline for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi.
- 2) D.Lewis, Management of Non Governmental Development Organization (2001). Second Edition, Published by Routledge, Newyork.
- 3) A.Abraham, Formation and Manage ment of NGOs (2003), Therd Edition , Published by Univarsal Law publishing Co. Pvt Ltd., New Delhi.
- 4) KavitaKoradia et all(2010) Status of Child and Welfare Originations, Aaviskar Publishers, Jaipur.