



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
Community
Science (SEC)**

Approved by :

**Board of Studies meeting held on 29th July, 2025
&**

Academic Council vide Resolution no. 04, dated- 12/08/2025

SYLLABUS OF COURSES TO BE OFFERED
MAJOR COURSES, MINOR COURSES AND SKILL ENHANCEMENT COURSES
DEPARTMENT OF COMMUNITY SCIENCE

PROGRAMME OUTCOME :-

1. **Analytical and Problem-Solving abilities**: Students will have the ability to apply their knowledge of Community Science for better livelihood.
2. **Research Skills**: Students will possess the ability to participate in research activities, for all-round development of the community.
3. **Communication and Presentation Skills**: Students will be able to express their ideas effectively through both written and oral presentations, and also utilizing suitable tools.
4. **Disciplinary Knowledge and Skills**: Community Science should possess a strong foundation as well as the ability to apply this knowledge for self-employment.
5. **Ethics and Values**: Students will possess knowledge of the ethical and social implications of their work and demonstrate a dedication to the ethical and responsible conduct of research and practice.

TEACHING LEARNING PROCESS :-

Encouraging active participation, discussions, group work, and hands-on activities. Lectures, demonstrations, and presentations to convey foundational knowledge. Utilizing role-playing, simulations, and case studies to enhance engagement and understanding. Utilizing visual aids, models, charts, and online resources to support learning. Gradually revealing information on visual aids to maintain student focus. Connecting classroom learning to real-life situations and community issues.

Teaching learning tools :-

Blackboard/Whiteboard: A common visual aid for explaining concepts and demonstrating techniques.

Textbooks and Reference Books: Essential for foundational knowledge and in-depth study within the discipline.

Charts, Graphs, and Diagrams: Visual representations that help in understanding complex information.

Digital Resources: Computers, educational, and online learning platforms.

Audio-visual Materials: Videos, and interactive presentations that enhance learning.

Educational Games and Simulations: Engaging activities that make learning fun and interactive.

Lecture Method: Direct instruction on specific topics.

Demonstration Method: Showing practical skills like cooking techniques or sewing.

Laboratory Method: Hands-on experience and experiments.

Project-Based Learning: Students apply their knowledge and skills to create a final product or project.

Field Trips: Experiential learning through visits to farms, markets, or food processing units.

Tools and Equipment: Measuring cups, knives, ovens, and other tools used in food preparation.

Sewing Machines and Fabrics: For textile and clothing related projects.

Child Development Resources: Toys, books, and educational materials for child development activities.

ASSESSMENT /EVALUATION METHOD :-

- **Class test**
- **Internal exam**
- **Home assignment**
- **Group discussion**
- **Attendance**
- **Tutorials**
- **Oral presentations**
- **Practical reports**

BA/B.sc IN COMMUNITY SCIENCE PROGRAMME(FYUGP)**DETAILED SYLLABUS OF FYUGP 1ST SEMESTER****SKILL ENHANCEMENT**

Title of the course	Adolescent Relationships
Course code	CMS-SEC-01013
Total credit (Theory +practical)	3(2 Theory+1 practical)
Contact hours	30(Theory)+30(practical)
Distribution of marks	30(End semester+20 internal+ 20 practical)
Course outcome	I. Understand the concept of adolescent and peer relationship. II. understand the meaning of Adolescent Relationships: Role in building social capital. III. Understand the concept of Adolescent well being.

Unit	Content	Lecture	Tutorial	Practical	Total hours
Understanding adolescence	- Definitions, social construction of adolescence. - Significant physical, physiological & hormonal changes in puberty. - Ecological and cultural influences on adolescence. - Processes in identity formation: social identities, gender & well being.	8	2	-	10
Adolescent Relationships-Role in building social capital	- Family relationships: in nuclear, extended & joint families. - Peer relationships: identity formation, knowing one's strengths & weaknesses. - Relationships beyond the family and peers.	08	02	-	10

• Adolescent Well-being	• Indicators of well-being: physical, socio-emotional, spiritual. • Relationships and well-being. • Social ecology and experiences that promote well-being.	08	02		10
	PRACTICAL				
	• Class room exercise on peer relationships. • Understanding self as a male/female adolescent: exercise on self-reflection. • Writing a brief biography of relationship with a close friend. • Relations with parents and siblings- separate interviews. • Analysis of different forms of media to understand interpersonal relationships. • Workshops- managing emotions with reference to relationships and to learn crisis management • Methods of promoting well-being- yoga, self-development resources, counselling.	-	-	15	30

RECOMMENDED READINGS

- Erikson, E.H(1968) Identify, youth and crisis. New York Norton
- Mathei R.(1997) COUNSELLING The skills of finding solutions to problems. London: Routledge.
- Sharma, N.(2009). Understanding Adolescence New Delhi: National Book Trust.

BA/B.sc IN COMMUNITY SCIENCE PROGRAMME(FYUGP)

DETAILED SYLLABUS OF FYUGP 2ND SEMESTER

SKILL ENHANCEMENT

Title of the course	PRE-SCHOOL AND CRECHE MANAGEMENT
Course code	CMS-SEC-02013
Total credit (Theory +Practical)	3(Theory 2+ 1 practical)
Contact hours	30(THEORY)+ 30 (PRACTICAL)
Distribution of marks	30(End semester+20 internal+ 20 practical)
Course outcome	1. Understand the principles of establishment and management of Crèche/Pre School 2. Understand the concept of how to run a creche and preschool. understand and manage the resources required for managing creche and preschool. 3. knowledge about the functions of various authorities dealing with crèche and preschool.

Unit	Content	Lecture	Tutorial	Practical	Total hours
1- Introduction to Management of Crèche and Pre-School:	• Meaning, Need and Importance, Difference between Crèche, and Pre-School. • Site Selection, Types of rooms, Arrangement of rooms, Ventilation, Lighting, and safety. • Play ground, Play Equipment-Types, Criteria for Selection, Safety Aspects, Storage Facility, Maintenance of Furniture and Equipment, Provision of safe drinking water and sanitary Facilities.	8	2	-	10
3. Planning and organising of Creech -pre management	• Management – role , importance and steps . • Resources – meaning , classification and characteristics . • Ways of managing the resources. • Role of communication of management .	8	2	-	10
2. Personnel Management and Record Keeping:	• Role and Qualities of teacher, caretaker and other staff involved in welfare and care of children. Teacher Child Ratio, Record, Health Canter facility • Pre-School programmes and curriculum Planning. • Use of Audio-Visual Aids for Pre-School children.	8	2	-	10
PRACTICAL	• Field visit to an established crèche/pre-school. • Report writing			15	30

Recommended Readings

1. Teaching and learning : the culture of pedagogy. New York: P. Clarke Sage
2. Threads of Thinking:(Fourth Edition) Nutbrown. C(2011),New York : Sage Global