

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

Teaching and Learning Scheme: for the under graduate programme of Home Science with
the Major/ Minor/ Discipline/Subjects

Interdisciplinary Studies

As Per National Education Policy (NEP)-2020

Syllabus

**Major, Minor Discipline/Subject-. Food Science and Nutrition, Resource Management,
Human Development, Textile and Clothing, Communication and Extension**

FIRST YEAR: SEMESTER-I & II

Level-4.5

Effective from Academic year 2024-25
Board of Studies Home Science
Faculty of Interdisciplinary Studies

Sant Gadge Baba Amravati University, Amravati

NEP Syllabus UG Programme

Faculty: Interdisciplinary Studies Programme: B.Sc. Home Science

Programme Outcomes:

After completion of the programme, students will be able to

- **PO1-CriticalThinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- **PO2-EffectiveCommunication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- **PO3-Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **PO4-Effective Citizenship:** Demonstrate empathetic social concern and equity centre national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- **PO5-Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- **PO6- Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **PO7- Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes

PSOs: Upon completion of the programme successfully, graduates will be able to– The students of undergraduate programme in Home Science will

1. Develop their scientific & technical acumen for Food Science & Nutrition; Food Chemistry & Food preservation, Community Nutrition and Applied life Sciences.
2. Cultivate a scientific temper towards Fundamentals of Food and Nutrition.
3. Understand life span development; early childhood education & care; human development & family dynamics.
4. Able to advance the aesthetic and organized methods for home décor production & interior decoration.
5. Develop their scientific & technical acumen for Human Development & Family Dynamics.
6. Cultivate a scientific temper towards Resource Management.
7. Grow a scientific & technical acumen for Textiles & Clothing ,textile & laundry science; apparel & cloth designing, tailoring, embroidery & printing, art & design.
8. Cultivate a scientific temper towards Community Development Perspective and Approaches Socio Economic Analysis of Communities.
9. Cultivate a scientific temper towards Communication Process.
10. Develop a systematic & methodical approach aimed at communication process, computer basics and personal empowerment

Employability Potential of the Programme:

Home science is the science of handling the home and this science includes all matters that involve the house, the family members, and their resources. This is the science of 'better living' and the core of the specialty is the family environment. The study of home science includes various things to manage the home in a proper and organized manner. There are various job opportunities after pursuing a course in home science, such as fashion, teaching, social work, development studies, dietetics, food industry, home management, etc. The graduate in home science also has the option of self-employment.

Home Science professionals have a ample opportunities in private sector (cooking, fashion designer, housekeeping, dietician) NGOs (social welfare office, food analysts, research officer), government sector (scientists, professor, research analysts) and entrepreneurial opportunities (boutique, grooming center, hobby courses and ideas)

Home Science is systematic and factual study of laws and principles as is done in other branches of science. Its laws and principles are generally applicable. It helps for the suitable progress and development of children and their prevention from diseases. It helps in bringing up children to better citizens and also looking after aged persons and hopeful and nursing mothers. It helps in enhancing the creative part of a home.

The career options after pursuing a home science course are provided below:

Service and Tourism Industry: The courses in the home science discipline offer many opportunities in the tourism industry, tourist resorts, hotels, etc. as an interior designer, cooks, food analysts, catering agents, bakers as well as health care professionals. The professionals can get a job as a dietician in different schools, hospitals, colleges, and various organizations.

Healthcare Industry: The health centres are specialized to provide advice for the dietary requirements of individuals suffering from diverse illnesses. Appropriate nutrition and physical education enable the home science graduates to start her own support centres for people with special nutritional requirements. The support centres work to provide guidance and support to the individuals to stay fit by balancing their diet, exercise, and management of overweight and related condition

Teaching and Research: After pursuing a course in home science, candidates also have teaching options. Provided, the applicants have to pursue a master's degree in home science to become a teacher at the secondary level. For a graduate-level lecturer post, one must have cleared the UGC NET exam after completing a master's degree in home science. There search positions are also open for the applicants if they clear the NET exam as per the JRF cut off score.

Production Industry: In the production industry, there are different types of activity such as frozen food manufacturing, food preservatives, cooking, and different food production which require home science experts. The graduates can apply for the post of food analysts, quality

analysts, quality controllers and quality managers in food preservation departments, and food processing units.

Nutrition and Dietetics: The demand for dieticians is rapidly increasing in India. They are the professionals who are concerned about the individual requirements and suggest diet as per human physiology, calorie consumption, and other factors. Their main role is to provide food analysis, food therapy, and food management.

Resource Management: Resource management includes home management by organizing all the required resources effectively and economically. Resource management implies furnishing of home with effective use of labour and money for getting maximum work done by spending minimum resources.

Clothing and Textile: The textile industry is one of the most successful in India with growth and attention to fashion and fabric. The job of home science individuals in the textile industry is for fabric construction, dyeing, printing, assessing, recognizing and selecting fabrics or products from dealers based on suitability and checking for performance under various conditions. The job profiles are offered in the textile industry area apparel and textile designers.

Transferable Skills:

During the course student will develop skills other than laboratory skills that are transferable across the number of career areas. These are:

- Analytical skill
- Report writing skill
- Presentation skill
- Time management
- Creative thinking
- Problem solving
- Planning

FACULTY–Interdisciplinary Studies

UG Programme

B.Sc. HOME SCIENCE

Syllabus- FIRST YEAR

SEMESTER-1

Theory: DSC I- 806200 Basics of Food and Nutrition-I							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	806200	DSCI(T) Basics of Food and Nutrition-I	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To study the different methods of cooking foods
2. To obtain knowledge of different food groups, their composition and nutrients present in the foods.
3. To understand the vital link between foods, nutrition and health

Course Outcome:

At the end of the course, students will

1. Gain knowledge of Nutrition
2. Get familiar with different methods of cooking
3. Get acquainted with practical knowledge of nutrient rich foods
4. Acquainted the vital link between foods, nutrition and health

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Food and Nutrition <ul style="list-style-type: none"> • Food-Principles, meaning, classification and functions, basic food groups, energy factors affecting total energy requirements of the body .Balanced diet- definition and factors affecting a balanced diet 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Cooking methods: Moist heat methods like Boiling, Simmering, Poaching, Steaming, Pressure cooking <ul style="list-style-type: none"> • Dryheatmethods: Air as medium of cooking: Grilling, broiling, roasting, Baking, • Fat as medium of cooking: Sautéing, Shallow fat frying, Deep fat frying • Combined (Moist and dry) Methods: Braising, Stewing • Other cooking methods: -Microwave cooking, and Solar cooking. • Advantages and Disadvantages of Cooking Methods 	8	8	
Unit-III	Nutrition: Concept and meaning Nutrients (macro and micro), protein, carbohydrate, fat, Vitamins, minerals, water-sources, classification, functions, requirements, digestion and absorption	7	7	
Unit-IV	Traditional methods of enhancing nutritional value of foods: Germination, fermentation, supplementation, substitution, Fortification and enrichment etc.	8	8	

References:

1. Sumati R.Mudambi, Fundamental of Food and nutrition diet therapy New age International private limited, New Delhi 6th edition 2018
 2. M. Swaminathan. Food and nutrition the Bangalore press.
 3. Punita Sethi and Poonam Lakda Aahar Vigyan ,Suraksha EvamPoshan ; Elite Publishing House, New Delhi 2015
 4. Suggestive digital platform sweblinks- e PG- Pathshala, IGNOU and UPRTOU online study material.Swayam portal [http:// hecontent.upsdc.gov.in/ Home.aspx](http://hecontent.upsdc.gov.in/Home.aspx)
 5. Maney S (2008). Foods, Facts and Principles, 3 rd Edition Published by Wiley Eastern, New Delhi.
 6. Usha Chandrasekhar (2002) Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi.
 7. Raina U, Kashyap S, Narula V, Thomas S Suvira, VirS, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4 th Edition, Orient Black Swan Ltd, Mumbai.
 8. Srilakshmi, B. (2017) Nutrition Science, New Age International (P) Ltd., New Delhi.
 9. Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi.
 10. Sunetra Roday (2017). Food Science and Nutrition, Oxford University Press, New Delhi.
 11. Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad
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Theory2:DSC II 823200 Resource Management Concepts and Contexts

Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	823200	DSCII(T) Resource Management Concepts and Contexts	2	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. To efficiently choose, delegate and manage resources.
2. To use the best combination of resources to satisfy requirements

Course Outcome:

At the end of the course, students will

1. Apply the knowledge for decision-making process.
2. Correlate the major responsibilities of family for a healthy life aspect
3. Effectively utilize the resources while managing the home
4. Implement management process in daily life

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Resource Management: Meaning and definition, Need and importance -Classification of resources, Characteristics of resources -Ways of improving the use of resources -Factors affecting family resource management	7	7	Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Home Management process- Definition, importance and meaning of management process -Steps of Home Management Process- Planning, Controlling, Evaluation. -Family characteristics influencing management-stages of	8	8	

	The family life cycle, family size, types of family, life style.		
Unit-III	Decision-making Process–Meaning, importance and steps of decision making, Types of decision, Factors affecting decision making, Characteristics of decision -Major responsibilities of family-Social, Psychological, Economic	7	7
Unit-IV	Factors Motivating Management Process Values–Meaning, Sources, Characteristics and Classification. Goal - Meaning and Types. Standard-Meaning and Types. Attitude for the development of a healthy life aspect –Educational Social, Religious , Cultural & Recreational attitude.	8	8

References:

- 1.Vargese; Home Management, Wiley Eastern Ltd., Bombay
- 2.Swanson Betty, Introduction to Home Management.
- 3.Bhargava, B.(2005).Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers
- 4.Deacon,R.F.,andFirebaugh,F.M.(1975).HomeManagement:ContextsandConcepts.Boston:HoughtonMifflinCompany.
- 5.Fitzsimmons,C.(1950).TheManagementofFamilyResources.California:W.H.FreemanCo
- 6.Gandotra,V.,andJaiswal,N.(2008).ManagementofWorkinHome,NewDelhi:DominantPublishersandDistributors.(ISBNNo.81-7888-526-3)
- 7.Grand jean, E., and Kroemer, K.H.E.(1999). Fitting the Task to the Human- A Text Book of Occupational Ergonomics, New York: Taylor and Francis
- 8.Gross .I. H. Crandall, E. W. and Knoll, M.M.(1980).Management for Modern Families .New Jersey: Prentice HallInc.
- 9.Gross. I.H., and Crandall, E.W.(1967). Management for Modern Families .Delhi: Sterling Publishers.
- 10.Koontz ,H., and O’ Donnel C.(2005),Management–A Systems and Contingency Analysis of Managerial Functions .New York: McGraw-Hill Book Company

Theory3:DSC III 807200 Fundamentals of Human Development							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	807200	Fundamentals of Human Development	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

- 1.To understand human growth
- 2.To understand and work effectively with adversity of individuals and communities;

Course Outcome:

At the end of the course, students will

1. Summarize the stages of Human development.
2. Get abroad comprehensive view of each stage of human development
3. Generate awareness about important aspects of development
4. Understand the important aspects of development during puberty period

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Human Development , Definitions, scope and multidisciplinary nature of Human Development Stages and domains of development Principles of Growth and Development Factors influencing growth and development Influences on pregnancy	7	7	Demonstration,Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Types of Development -Physical development, Motor development, Cognitive development, Speech and Language development and Emotional development ,Social development and Intellectual development	8	8	
Unit-III	Stages of development prenatal, infancy & toddlerhood, childhood ,puberty, adolescence, adulthood	8	8	

References:

1. Hurlock. E .B .Developmental psychology Tata Mc Graw hill publishing company Ltd. New Delhi.
2. DevadasR.PAtextbookofChildDevelopmentandJayaN.MacMillanIndiaLtd.Delhi.
3. Suriyahanth.AChildDevelopmentKavithaPublications,GandhiGramTamilnadu.

Hurlock E. B. Child Development Tata HC Graw shill Publishing Company

4.Santrock, J.W. (2010).Life Span Development:A Topical Approach, New Delhi:TataMcGrawHill

The distribution of marks for the examination shall be as follows:

Internal Assessment	20 Marks
1.Class tests–Assessment on any two(Open Book Test/Objective type Test/Descriptive Test)	10 Marks
2.Assignment/Seminar/Group Discussion/ Case studies/ field wok /Visit Report	10 Marks
External Evaluation and Examination system	30 marks

-Practical in DSC I -806201 Basics of Food and Nutrition- I							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	I	806201	Practical in Basics of Food and Nutrition-1	1	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives:							
1.Understandtheprinciplesunderlyingchangesinfoodcharacteristicsduringcooking 2.Develop skills in preparing various food items 3.Get familiar with evaluation of food products for their quality characteristics.							
Course Outcome: At the end of the course ,students will							
1. Gain knowledge of Nutrition 2. Students will get familiar with different methods of cooking 3. Get acquainted with practical knowledge of nutrient rich foods 4. Gain knowledge of functions of various ingredients.							
-List of Practical in Basics of Food and Nutrition							
Introduction to laboratory and the various equipment (demonstration)-Understanding weights and measure Learn to weigh food ingredients,introductiontovariousmeansofmeasurement,methodtomeasurefruits/vegetables.							

Methods and medium of cooking Various methods of cooking(with examples of recipes) Advantages/disadvantages of various methods, temperature and medium of cooking.
Food Guide and RDA Introduction of food guide, its uses, RDA,
Basic Cooking skills, Weighing of raw materials, Different style of cutting fruits and vegetables, Salad Decoration/Dressing
Prepare at least one recipe from each of the following groups <ul style="list-style-type: none"> - Protein rich - Carbohydrate - Fat rich - Vitamins, Minerals, Fiber rich - Preparing, serving and evaluation of the above food items
Internal assessment
Table arrangements for various styles of breakfast/meals. Innovative styles of table napkins, folds, handling cutlery and accessories

-Practical DSC II 823201 Resource Management Concepts and Contexts							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max marks
4.5	I	823201	Practical in Resource Management Concepts and Contexts	1	2	2Hrs	External- 25 Marks Internal- 25 Marks
Course Objectives:							
<ol style="list-style-type: none"> 1.To understand the importance of resources are to reach to the goal 2.To understand how to best utilize shared and limited resources 							
Course outcome: At the end of the course, students will							
<ol style="list-style-type: none"> 1. Understand the potential and use of resources 2. Formulate and execute an event 3. Understand the importance of resources 4. Aware about to utilize the limited resources 							
List of Practical in Resource Management concepts and Contexts							

1	Enlist Human and Non-human resources of the family.
2	Resourceutilization-Planning,Controlling,Evaluationforanyoneproject
3	Identify a problem–Find out ways of improving the use of resources for healthy Life aspects
4	Find out the goals of the family-case study. Analyze and suggest Effective utilization of resources to achieve the goals.
	Internal assessment
1	Plan, execute and evaluate any one event

-Practical in DSC III 807201 Fundamentals of Human Development							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	I	807201	Practical in Fundamentals of Human Development	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives:							
1.To know the different stages of life span							
2.To give the students a broad comprehensive view of the child at each stage of his development							
Course Outcome:							
At the end of the course, students will							
1. Understand the developmental stages of human being							
2. Get an insight of development changes in individuals							
1	Visit to maternity ward and antenatal clinics.						
2	Observation of motor activities of a toddler.						
3	Implement an activity at a nursery school for studying the Physical & motor development/ Cognitive development/language development						
4	Plotting growth monitoring chart and interpretation.						
Internal assessment							
1	Observation and case study of late childhood age						

The distribution of marks for the practical examination shall be as follows:

External Evaluation		Internal Evaluation	
Performance of any two Experiments	20M	Students performance	10M
Viva-voce	05M	Practical Record Book	05M
		Assignment on practical	10M
Total	25M	Total	25M

Subject: English Code - 835200
Ability Enhancement Course (AEC) (Level 4.5)
B.Sc. Home Science Part I Semester - I
Course Title- Communication Skills in English

Course Objectives	1) To make the students proficient in everyday communication. 2) To provide students a solid understanding of the process of communication.	
Course Outcome	After Completion of this course students will able to - 1) Define communication/comprehend and describe the process of communication. 2) Know Components of Communication. 3) Communicate proficiently in everyday life.	
Unit	Course Contents	Learning Hours
Unit –I	Basics of Communication.	8 Hours
	1. Introduction 2. Objectives of communication. 3. The Meaning and definitions of communication. 4 The process of communication	
Unit –II	Barriers to Effective Communication	8 Hours
	1. Introduction 2. Major Barriers to Effective Communication. 3. Effective communication techniques.	
Unit-III	Oral Communication – I	7 Hours
	1) Exchanging greetings and Taking Leave 2) Introducing oneself and others. 3) Thanking. 4) Wishing	
Unit-IV	Oral Communication – II	7 Hours
	1) Apologizing and responses. 2) Making request 3) Seeking help. 4) Talking about current-activities.	
Paper Pattern		
Q.1	Students will have to answer two long answer questions out of four of 5	5x2 = 10

	marks each on unit-I	
Q.2	Students will have to answer two long answer questions out of four of 5 Marks each on Unit-II	5x2 = 10
Q.3	Students will have to complete a dialogue for 5 marks on Unit-III	5x1 = 05
Q.4	Students will have to complete a dialogue for 5 marks on Unit- IV	5x1 = 05
Distribution of Marks		
Assessment		
Personal Interview		10 Marks
Assignment-		10 Marks
Total		20 Marks
External (Theory)		30 Marks
Total		50 Marks

Prescribed Textbook: by Board of Editors & published by

B.Sc. Home Science Part- I Semester I

Ability Encasement Course (AEC)-Second Language / MIL- Marathi

Subject Code - 836200

विद्याशाखा /Faculty	INTERDICIPINARY
Programme	Three Years Six Semester Bachelor's Degree (B.Sc Home Science.)
Vertical	(e) (i)
Class / Semester / सत्र	B.Sc. Home Science. Part- I Semester I
Name of Course	Ability Encasement Course (AEC)- Second Language / MIL- Marathi क्षमतावर्धित अभ्यासक्रम - द्वितीय भाषा – मराठी
अभ्यासपत्रिका -१ संकेतांक / CourseCode	836200
अभ्यासपत्रिका /CourseName / Paper	अभ्यासपत्रिका - १ लेखन कौशल्ये
श्रेयांक / Credits	०२
अध्यापन तास / Teaching Hours	३० तास / 30 Hours (2Hours /Per week)
परीक्षा स्वरूप	लेखीपरीक्षा व अंतर्गत मूल्यमापन (External & Internal)
एकूण गुण / Max Marks	५० गुण (लेखी परीक्षा ३० व अंतर्गत मूल्यमापन २०)

अभ्यासपत्रिका - १ लेखन कौशल्ये (अभ्यासपत्रिका संकेतांक- 836200)

Course Objectives : / अभ्यासपत्रिकेची उद्दिष्टे	१. विद्यार्थ्यांना लेखन कौशल्याचे स्वरूप अवगत करून देणे. २. विद्यार्थ्यांना लेखन कौशल्याचे विविध प्रकार अवगत करून देणे. ३. विद्यार्थ्यांच्या लेखन कौशल्य क्षमता विकसित करणे. ४. लेखन कौशल्याच्या माध्यमातून विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा विकास होण्यास मदत होईल.	
Course Outcomes / अभ्यासपत्रिकेची फलनिष्पत्ती	१. विद्यार्थ्यांना मूलभूत लेखन कौशल्याचे आकलन होईल. २. विद्यार्थ्यांना लेखन कौशल्याचे प्रकार अवगत होईल. ३. विद्यार्थ्यांच्या लेखन कौशल्य क्षमता विकसित होईल. ४. विद्यार्थ्यांना लेखन कौशल्ये आत्मसाथ केल्यानंतर रोजगाराच्या संधी निर्माण होतील.	
अभ्यासक्रमासाठी नेमलेले पुस्तक -	१. लेखन व संभाषण कौशल्य : संपादक डॉ. काशीनाथ बऱ्हाटे, अथर्व पब्लिकेशन्स, जळगाव, प्रथम आवृत्ती २०२४.	
Unit/ विभाग	Contents/उपघटक	Learning Hours / अध्यापन तास
Unit-I	लेखन कौशल्याची उद्दिष्टे, लेखन कौशल्याचे टप्पे, लेखनाचे प्रकार	७ तास
Unit-II	जाहिरात लेखन, संवाद लेखन	८ तास
Unit-III	इतिवृत्त लेखन, पत्रलेखन, टिप्पणी लेखन	७ तास
Unit-IV	ब्लॉग लेखन, मुलाखत लेखन, बातमी लेखन	८ तास
		एकूण= ३० तास

गुण विभागणी

गुण विभागणी	लेखी परीक्षा-	३० गुण
	अंतर्गत मूल्यमापन-	२० गुण
	एकूण गुण	५० गुण
प्रश्नपत्रिकेचे स्वरूप	प्रश्न १ - अभ्यास घटकावर 01 दीर्घोत्तरी प्रश्न	१२ गुण
	प्रश्न २ - अभ्यास घटकावर 01 दीर्घोत्तरी प्रश्न	१२ गुण
	प्रश्न ३ - अभ्यास घटकावर 01 लघुत्तरी प्रश्न	०६ गुण
अंतर्गत मूल्यमापन	अभ्यासक्रमाशी संबंधित घटकावर गृहपाठ (Assignment)	२० गुण

Name of Course: Ability Enhancement Course (AEC)

क्षमता वर्धन पाठ्यक्रम- द्वितीय भाषा- हिंदी व्याकरण

Subject Code- 837200

First Year: Semester- I (Level- 4.5)

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max marks	Internal Marks	Total Marks
4.5	I	837200	हिंदी व्याकरण	2	30 Hours	2 Hours	30	20	50

Course Objective : / पाठ्यक्रम की निष्पत्ति (PSOs):	<ol style="list-style-type: none">1. व्याकरण के विभिन्न अंगों से छात्रों में रूचि निर्माण होगी।2. छात्र क्षेत्रीय भाषा का ज्ञान अर्जित कर हिंदी अनुवाद करना सीखेंगे।3. हिंदी भाषा की विशेषताओं से छात्रों को परिचित कराना I4. हिंदी की विभिन्न विधाओं के ज्ञान को लेकर छात्रों में रूचि निर्माण कराना I
Course Outcomes / प्रश्नपत्र की निष्पत्ति (Cos):	<ol style="list-style-type: none">1. व्याकरण विधा से छात्र परिचित हुए। छात्रों ने व्याकरण के स्वरूप को समझकर स्वयं का कौशल विकसित किया।2. व्याकरण विधा को समझकर छात्र समानार्थी, पर्यायवाची, उपसर्ग, प्रत्यय शब्दों से परिचित होंगे।3. व्याकरण अंतर्गत समानार्थी शब्दों में सूक्ष्म अंतर, सूक्ष्म भिन्नार्थक शब्द तथा पारिभाषिक शब्दावली से परिचित होंगे।

इकाई (Unit)	पाठ्यक्रम (Syllabus)	कुल तासिकाएँ (Period)
इकाई I	<ul style="list-style-type: none">❖ पर्यायवाची शब्द❖ विलोम शब्द❖ अनेकार्थी शब्द	8
इकाई 2	<ul style="list-style-type: none">❖ उपसर्ग❖ प्रत्यय❖ संधि	7
इकाई 3	<ul style="list-style-type: none">❖ तत्सम❖ तद्भव❖ आगत	8

इकाई 4	<ul style="list-style-type: none"> ❖ समानार्थी शब्दों में सूक्ष्म अंतर ❖ समस्तुत भिन्नार्थक शब्द ❖ पारिभाषिक शब्द 	7
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प्रश्नपत्र का प्रारूप

सम्पूर्ण पाठ्यक्रम से लघूत्तरी और अतिलघुत्तरी प्रश्न पूछे जाएंगे I	कुल अंक उ ३०
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आंतरिक मूल्यांकन

1	१० अंक के लिए वस्तुनिष्ठ प्रश्न संपूर्ण पाठ्यक्रम पर आधारित प्रश्न पूछे जाएंगे I	१० अंक
2	गृहपाठ	१० अंक
कुल अंक		20 अंक

- ❖ Ability Enhancement Course (AEC) will be taught in an interactive mode through demonstration methods. Hence, the BOS of Science Languages recommends 2 Batches of 16 Students each for practical input during the prescribed learning hours.

The above prescribed syllabi course should be conducted in an interactive mode through demonstration, using appropriate tools for the batches of the laboratory.

Reference Books:

अ.क्र.	पुस्तक का नाम	लेखक एवं प्रकाशन
1	इंद्रधनुष	राजकमल प्रकाशन, दिल्ली
2	बिहारी रत्नाकर	श्री जगन्नाथ द्वरत्नाकरर प्रकाशन संस्थान, नई दिल्ली

3	भाषा विज्ञान	डॉ.भोलानाथ तिवारी, किताब महल पब्लिशर्स
4	अनुवाद सिद्धांत और समग्र पत्राचार	डॉ. शम्भूनाथ द्विवेदी, पूजा पब्लिकेशन, ६-ए, बौद्धनगर, नौबस्ता, कानपुर
5	अमीर खुसरो का हिन्दी काव्य	गोपीचंद नारंग, वाणी प्रकाशन, नई दिल्ली
6	हिंदी साहित्य का इतिहास	आचार्य रामचन्द्र शुक्ल द्वि. कमल प्रकाशन
7	हिन्दी कहानी संग्रह	सम्पादक भीष्म साहनी, साहित्य अकादेमी, रविन्द्र भवन, ३५, फिरोजशाह मार्ग, नई दिल्ली-११०००१
8	हिन्दी उदभव विकास और रूप	डॉ. हरदेव बाहरी
9	रंग, कर्म और मीडिया	डॉ. जयदेव तनेजा
10	प्रयोजन मूलक हिन्दी	विनोद गोदरे
11	रस सिद्धांत और संदर्भ शास्त्र	निर्मला जैन
12	कहानी संकलन	मध्य प्रदेश हिन्दी ग्रन्थ अकादमी
13	क्षुंखला की करियाँ	महादेवी वर्मा, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधीमार्ग, प्रयागराज
14	नीरज कारवां गुरुर गया	हिन्द पॉकेट्स बुक्स
15	गोपालदास नीरज हमारे लोक प्रिय गीतकार	सं. शेरगंज गर्ग, वाणी प्रकाशन, २१-ए, दरियागंज, नयी दिल्ली-११०००२
16	निबंध निलय	डॉ. सत्येन्द्र, वाणी प्रकाशन, २१-ए, दरियागंज, नयी दिल्ली-११०००२
17	अनुभूति	अमरावती विद्यापीठ, अमरावती

18	हिन्दी एकांकी	डॉ. पदमासिंह, डॉ. शशिप्रभा पाण्डे, डॉ. अंजली सिंह, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी
19	अभिव्यक्ति भाग-३	अमरावती विद्यापीठ, अमरावती
20	हिन्दी गद्य संकलन	मधुलिका राय, एस. चन्द एण्ड कम्पनी लि. रामनगर, नई दिल्ली-११००५५
21	हिन्दी व्याकरण	कामता प्रसाद गुरु, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
22	आधुनिक हिन्दी साहित्य का इतिहास	बच्चन सिंह, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
23	संस्मरण साहित्य विधा शास्त्र और इतिहास	डॉ. बापूराव देसाई, पराग प्रकाशन कानपुर, ३११ सी. विश्व बैंक बर्ग, कानपुर-२०८०२७
24	केदारनाथ अग्रवाल का काव्य संसार	डॉ. अति या असेरी, गरिमा प्रकाशन कानपुर
25	केदारनाथ अग्रवाल के काव्य में ग्रामीण चेतना	डॉ. डी. जी. राणभरे, पराग प्रकाशन कानपुर, ३११ सी. विश्व बैंक बर्ग, कानपुर-२०८०२७
26	समस्यामूलक उपन्यासकार प्रेमचंद	डॉ. महेन्द्र भटनागर
27	प्रेमचंद एक अध्ययन	डॉ. राजेश्वर गुरु
28	साहित्य रूप और तत्व	शिवानंद प्रसाद
29	साहित्य पथ संपादक	डॉ. इन्द्रपाल सिंह
30	साहित्य का साथी	प्रकाशक, राष्ट्रभाषा प्रचार समिति, वर्धा
31	तीसरा क्रॉस	के. आर लेआउट / आठवा फेज, जे. पी. नगर बैंगलोर, ५६००७८
32	भाषा और लिपी	डॉ. गजानन वानखेरे

Sant Gadge Baba Amravati University, Amravati

Three / **Four-Years** UG Programme (NEP) with

Multiple Entry **and Multiple** Exit Options

[Common to All Faculties]

Note:

1. For the Programmes in the faculty of Science and Technology and the faculty of Commerce and Management, all 04 units shall be studied in the Semester-I resulting into 2 credits (50 Marks)
2. For the Programmes in the Faculty of Humanities and the **Faculty of Interdisciplinary studies**, Unit I and Unit II shall be studied in the First Semester resulting into 1 credit course (25 Marks). Later, Unit III and Unit IV shall be studied in the Second Semester resulting into 1 credit course (25 Marks).

***3. In the faculty of Inter-disciplinary Studies IKS is already divided for Semester-I and Semester-II.**

SEMESTER I

Generic open Elective

Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5	I	838200	Indian Knowledge System (Generic)	1	15	1Hrs	50

Objective

: The main objective of the course are

1. Analyze the significance of the Four Vedas and Upanishads in shaping ancient Indian philosophy and culture.
2. Explore the key teachings and historical development of Hinduism, Jainism, and Buddhism.
3. Understand the impact of the concept of zero and the decimal system on mathematics and global scientific advancements.
4. Examine traditional Indian techniques in town planning, architecture, and metalworking and their influence on ancient technologies.

Course Outcome	After successfully completing the course, students will be able to: <ol style="list-style-type: none"> 1. Understand the profound influence of ancient Indian knowledge, culture, and philosophical systems on contemporary thought and practices. 2. Develop an appreciation about the role and importance of Veda, Vedangas, Upanishadas, and Indian Philosophy of Life, 64 art forms, etc. 3. Explore the role of major Indian texts, psychological concepts, and traditional art forms in shaping Indian heritage and wisdom. 4. Explain the role and importance of Science and Technology in India 5. Examine the historical advancements in numerical systems, measurement, and technology, including ancient architectural and metalworking achievements. 6. Analyze the contributions of the Indian calendar system, town planning, and various technological innovations to ancient and modern practices. 	
Unit	Content	Hours
Unit-I	(Humanities) : Importance of ancient Indian knowledge, Ancient Indian Culture, Introduction to the Four Vedas, vedangas, upanishadas, Vedic schools of philosophy: Samkhya and Yoga darashana, non-vedic philosophical systems: Baudhha school of philosophy and Jain School of philosophy; Indian Religions: Hindu, Jain and Baudhha, Wisdom through: Puranas, Ramayana. Mahabharata, Shrimad Bhagwad Geeta, Indian approach to psychology, the triguna system, sixty-four art forms and occupational skills (64Kalas)	7
Unit-II	(Science and Technology): Number system and units of measurement, The concept of zero and its importance, decimal system, measurement of time, distance and weight, Elements of the panchanga- the Indian calendar system, Town planning and architecture, irrigation and water management, dyes and painting technology, Vastu Shastra-the science of architecture, amazingstone architectures of temples in India, Metals and metal working technology, iron and steel in India	8

References:

Text Books:

1. Introduction to Indian Knowledge System: Concepts and Applications by B.Mahadevan, Vinayak R. Bhat and Nagendra P. R. N., PHI Learning Private Limited, 2022.

e Books:

1. Collection of Vedas (Rigveda, Shukla Yajurveda, Krishna Yajurveda [7 volumes], Samveda, Atharva Veda [5 volumes]), by BrahmarsiMahaMahopadhyayaPanditShreepad DamodarSatvalekar, Publisher: Swadhyayamandal, Pardi (Balsad), Printer: SamvadTradeprints, 1005, Sadashiv Peth, Pune-411030
2. Collection of Four Vedas (Rigveda Samhita, Yajurveda Samhita, Samveda Samhita, Atharva Veda

3. Samhita), by PanditShriRam Sharma Acharya, Motilal Banarasidass 108 Upanishadas Part -1, Part 2 and Part-3 by PanditShriRam Sharma Acharya
4. Gita Press Combo of 11 Upnishad (in set of 3 books) with Shankaracharya Commentary
5. Nair,ShanthaN.EchoesofAncientIndian Wisdom.NewDelhi: HindologyBooks, 2008.
6. Shrimadvalmiki Ramayan (2 Volumes), Sanskrit Text With Translation, Gita Press, Gorakhpur Mahabharata (6 Volumes), Gita Press, Gorakhpur
7. SKDas, TheeducationssystemofAncientindus, Gyanpublicationhouse, India
8. BLGupta, ValueanddistributionsysteminIndia, Gyanpublicationhouse, India.
9. Reshmiramdhoni, Ancient IndianCultureandCivilisation, Starpublication, 2018
10. Supriya Lakshmi Mishra, Culture and History of Ancient India (With Special Reference of Sudras), 2020.
11. Gambirananda, Swami, Tr. *UpanishadswiththeCommentaryofSankarachrya*. Kolkata: AdvaitaAshrama publication Department, 2002

Semester I

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks	
I	835201	SEC (P): (Life Skills: Communication Skills in English.)	1	30	-	Theory Internal 50	Practical Internal 50

Course Objectives	<ol style="list-style-type: none"> 1. To develop proficient communication skills in English, 2. To focus on speaking, reading, and writing skill. 3. To develop professional skill. 		
Course Outcomes	The Students would be able to: <ol style="list-style-type: none"> 1. Understanding of good communication skills 2. Exhibit clear and accurate pronunciation 3. Understand the importance of empathetic listening. 4. Apply techniques of effective reading 5. Explain the advantages of nonverbal communication 6. Explore communication beyond language. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Listening <ul style="list-style-type: none"> ● Techniques of Effective Listening ● Listening and Comprehension ● Probing Questions 	7 Hours	<ol style="list-style-type: none"> 1. Demonstration 2. Experiential learning

	<ul style="list-style-type: none"> ● Barriers to Listening 		3. Identification 4. Participative learning
Unit II	Speaking <ul style="list-style-type: none"> ● Pronunciation ● Enunciation ● Vocabulary ● Fluency ● Common Errors 	7 Hours	5. Observation method 6. Practice method
Unit III	Reading <ul style="list-style-type: none"> ● Techniques of Effective Reading ● Gathering Ideas and Information from a Given Text <ul style="list-style-type: none"> ○ i. Identify the Main Claim of the Text ○ ii. Identify the Purpose of the Text ○ iii. Identify the Context of the Text ○ iv. Identify the Concepts Mentioned ● Evaluating These Ideas and Information <ul style="list-style-type: none"> i. Identify the Arguments Employed in the Text ii. Identify the Theories Employed or Assumed in the Text ● Interpret the Text <ul style="list-style-type: none"> i. Understand What a Text Says ii. Understand What a Text Does iii. Understand What a Text Means 	8 Hours	
Unit IV	Non-verbal Communication <ul style="list-style-type: none"> ● Meaning of Nonverbal Communication (NVC) ● Advantages of Using Nonverbal Communication ● Introduction to Modes of Nonverbal Communication <ul style="list-style-type: none"> i. Open and Closed Body Language ii. Eye Contact and Facial Expression iii. Hand Gestures 	8 Hours	

	<ul style="list-style-type: none"> • Do's and Don'ts in NVC • Learning from Experts • Activities-based Learning 		
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References:

- "Communication Skills Handbook" 2009, by Jane Summers and Brett Smith, John Wiley & Sons; 3rd edition
- "Nonverbal Communication in Human Interaction" 2009, by Mark L. Knapp and Judith A. Hall, Wadsworth Pub Co; 7th edition
- "The Art of Public Speaking" 2014, by Stephen E. Lucas, Macmillan/McGraw-Hill School Div; 12th edition
- "Business Communication: Skills, Concepts, and Applications" 2013, by P. D. Chaturvedi and Mukesh Chaturvedi, Pearson Education India; 3rd edition.
- "English Language Communication Skills" 2010, by Urmila Rai and S.M. Rai, Himalaya Publishing House
- "Developing Communication Skills" 2009, by Krishna Mohan and Meera Banerji, Laxmi Publications; Second edition
- "Communication Skills: A Practical Approach" 2007, by Leena Sen, PHI; 2nd Revised edition

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Semester I

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks	
I	836201	ii. VSEC(P): Communication Skills in Second Language/ MIL: Marathi	1	30	-	Theory Internal 50	Practical Internal 50

Course Objectives	<ol style="list-style-type: none"> 1. मराठी भाषेत बोलण्याचे कौशल्य विकसित करणे. 2. मराठीत ऐकणे, वाचणे, आणि लिहिण्याचे कौशल्य विकसित करणे. 3. मराठी संभाषणाचे कौशल्ये वाढवणे.
Course Outcomes	<p>विद्यार्थी खलील गोष्टी करण्यात सक्षम होतील:</p> <ol style="list-style-type: none"> 1. चांगले संचार कौशल्य विकसित होतील. 2. स्पष्ट उच्चारण प्रदर्शित करण्याचे महत्त्व समजेल. 3. सहानुभूतीपूर्वक ऐकण्याचे महत्त्व समजेल.

	<p>4. परिणामकारक वाचनतंत्राचा वापर करता येईल.</p> <p>5. गैर-मौखिक संवादाचे फायदे समजतील.</p> <p>6. भाषेच्या पलीकडच्या संप्रेषणाची अन्वेषण करता येईल.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	<p>श्रवणकौशल्य: प्रभावी श्रवणतंत्रे श्रवण आणि समज विचारलेल्या प्रश्नांची तपासणी श्रवणातील अडथळे</p>	7 Hours	<p>1. Demonstration</p> <p>2. Experiential learning</p> <p>3. Identification</p> <p>4. Participative learning</p> <p>5. Observation method</p> <p>6. Practice method</p>
Unit II	<p>बोलण्याचे कौशल्य: उच्चार स्पष्टता शब्दसंग्रह प्रवाहीपणा सामान्यचुका</p>	7 Hours	
Unit III	<p>वाचनकौशल्य: प्रभावी वाचनतंत्रे दिलेल्या मजकुरातून कल्पना आणि माहिती गोळा करणे i. मजकुराचा मुख्यदावा ओळखणे ii. मजकुराचा उद्देश ओळखणे iii. मजकुराचा संदर्भ ओळखणे iv. उल्लेखित संकल्पना ओळखणे या कल्पना आणि माहितीचे मूल्यांकन करणे i. मजकुरात वापरलेले युक्तिवाद ओळखणे ii. मजकुरात वापरलेल्या किंवा गृहित धरलेल्या सिद्धांतांची ओळख करणे मजकुराचे विश्लेषण i. मजकुर काय सांगतो हे समजून घेणे ii. मजकुर काय करतो हे समजून घेणे iii. मजकुराचा अर्थ समजून घेणे</p>	8 Hours	
Unit IV	<p>अव्यक्तसंवाद अव्यक्त संवादाचा अर्थ अव्यक्त संवाद वापरण्याचे फायदे अव्यक्त संवादाच्या पद्धतींची ओळख</p>	8 Hours	

	<p>i. दर्शनीय आणि आदर्शनीय शारीरिक भाषा ii. डोळ्यांचा संपर्क आणि चेहऱ्यावरील भाव iii. हाताच्या हालचाली अव्यक्त संवादातील करावे आणि करू नयेत अशागोष्टी तज्ञांकडून शिकणे क्रियाकलाप-आधारित शिक्षण</p>		
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संदर्भग्रंथसूची :

- "Marathi Bhasha Shuddhalekhan" by Arun Joglekar
- "Marathi Vyakaran Ani Lekhan" by S. M. Pahinkar
- "Vyavaharik Marathi Vyakaran" by Kamal Gokhale
- "Marathi Lekhan Kala" by Dr. V. P. Desai
- "Marathi Bhasha Prabodhan" by Dr. Madhukar Apte
- "Marathi Vyakaran Ani Rachana" by Manik Gadre
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Sant Gadge Baba Amravati University, Amravati

FACULTY-Interdisciplinary Studies

Teaching and Learning Scheme:

For the under graduate Programme of Home Science

FIRST YEAR: SEMESTER-II

Theory: DSC I (T) 806203 Basics of Food and Nutrition- II							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	806203	DSC I (T) Basics of Food and Nutrition- II	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand the factors to be considered during selection of basic food commodities
2. Study the different methods of cooking foods
3. Obtain knowledge of different food groups, their composition and nutrients present in the foods
4. Understand the vital link between foods, nutrition and health

Course Outcome:				
At the end of the course, students will				
1. Gain knowledge of Nutrition				
2. Students will get familiar with different methods of cooking				
3. Get acquainted with practical knowledge of nutrient rich foods				
4. Gain knowledge on functions, requirements and effects of deficiency of nutrients				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Cereal and millets - cereal products, breakfast cereals, ready to eat food, structure processing, using various preparations Pulses and legumes - structure, processing nutritional aspects, use in various preparations	7	7	Demonstration, Classroom study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Milk and milk products -composition, processing, use in different preparations, nutritional aspects, shelf life and storage. Eggs -structure, nutritional aspects and use in different Preparations	8	8	
Unit-III	Meat, fish and poultry: -Nutritional aspects, types, selection and spoilage Vegetable and fruits: -nutritional aspect, use in Different preparations and selection	7	7	
Unit-IV	Sugar and sugar products - of natural sweeteners, use as preserves stages in sugar cookery Fats and oils: - types, sources processing used in different preparations, nutritional aspects	8	8	

References:

1. Lavis S 1988 food commodities heinmann limited London
2. Hughes, O. & Bennion, M 1970 Introductory Foods, Macmillan & co New York
3. Pyke M 1974 : Catering services and technology John mure pube London
4. Raheena Begum M, (2009), A Textbook of Foods, Nutrition and Dietetics. Sterling publishers, New Delhi
5. Mudambi S. R. and Rajagopal M. V., (2008), Fundamentals of Foods, Nutrition & Diet therapy by New Age International Publishers, New Delhi
6. Sri Lakshmi B. (2009), Human Nutrition. New Age International Publishers, New Delhi
7. Swaminathan M. (2002), Advanced text book on Food and Nutrition. Volume II. Bappco.
8. Philip T. E. (1988) : Modern cookery for teaching and the trade 4th edition Orient logman Bombay
9. Dowell, P, Balley, A. (1980): The book of ingredients, Dorning Kindersley Ltd. London.
10. Prithi, J.S. (1979): Spices and Condiments, National Book Trust, New Delhi.

Theory :DSC II (T) 831200 Introduction to Textile and Clothing							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	831200	DSC II (T) Introduction to Textile and Clothing	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand the importance of textiles in daily life
2. To know about the economy revolving around textile& clothing

Course Outcome:

At the end of the course, students will

1. Understand the importance of textile in Indian economy
2. Learn to appraise fiber properties and end use of textiles
3. Summarize the dynamics of fashion

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Textiles-Meaning, definition and scope -Importance of Textile Industry in Indian economy -Sectors of Indian Textile Industry. Cotton , jute, silk, handloom, manmade and others.	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Classification of fibers -Primary properties and Secondary properties of fibers with reference to their effect on fabric characteristics -Focus Areas of textiles-Apparel, furnishings, costume, textile arts, and non-apparel	8	8	
Unit-III	Clothing: Importance of Clothing -Theories of Clothing -Socio psychological aspects of clothing <ul style="list-style-type: none"> • Textile and Clothing Terminology • Textile & Clothing in personality development 	7	7	
Unit-IV	Fashion and the Apparel industry Definition, Classification of fashion, tangibles and intangibles of fashion, -Principles of fashion, Fashion life cycle, Fashion adoption theories.-Fashion Terminology	8	8	

References:

1. M. Joseph, Holf Rinechants (1995) Essentials of Textiles, Winston Publications
2. Moncrief R. W., (1980) Manmade Fibers, John Willey and Sons, New York Corbman B. (1990) Fiber to Fabric, Woods publications
3. F. Barker, (1985) Principles of Weaving, John Willey and Sons, New York
4. Cook J. Gordon, (1975) Handbook of Textile Fibres, Merrow Publishing Co. Ltd., England.
5. Sharon Lee Tete, Inside Fashion Design, Harper and Row Publishers, New York
6. Susheela Dantyagi, Fundamentals of Textiles and their care

Theory:DSC III (T) 802200 Introduction to Communication and Extension							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
4.5	II	802200	DSC III (T) Introduction to Communication and Extension	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand objectives and philosophy of extension education
2. To learn extension teaching methods and their uses for community development
3. To acquaint with concept of community development programs

Course Outcome:

At the end of the course, students will

1. Gain knowledge about the need and importance of communication and extension of knowledge
2. Perceive the importance of extension education
3. Acquire knowledge on the extension models and approaches
4. Use extension teaching methods for community welfare

Unit	Content	Hrs	Weight age of Marks Allotted	Incorporatio nof Pedagogy
Unit-I	Extension Education - Definitions, Objectives, need, importance, Types of Education Concept, Philosophy and Principles of Extension Education Role of Extension Education in community development, Qualities of Extension Worker	7	7	Demonstration, Class room study
Unit-II	Extension Education & Community Development Need and significance of community development programme. State and National development programme related to health	8	8	Self-study Experiential learning

	and economic development of the community. Non-government organization working for health and economic Development of the community			Assignment designing Participative learning
Unit-III	Extension Teaching Methods Process of Extension Teaching, Classification of Extension Teaching Methods, its Use and Limitations - Classification of extension teaching aids, their use and limitations. -Selection of extension teaching methods and aids for effective Communication	7	7	
Unit-IV	Community Organization Meaning definition and types of community. - Characteristics of Community, Problems of Community. Role of Community organization in community development	8	8	

References:

1. Devadas R. P. A textbook of Child Development and Jaya N. MacMillan India Ltd. Delhi.
2. O. P. Dahama, O. P. Bhatnagar, (1998) Education and Communication for Development, Published by Mohan Pramlani for Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
3. S. V. Supe, (1983), An Introduction to Extension Education, Published By Mohan Pramlani for Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
4. Somani L. L., (2013) Extension Education & Communication, Agrotech Publishing Academy, Udaipur.

The distribution of marks for the examination shall be as follows:

Internal Assessment	20 Marks
1. Classtests–(Open Book Test /Objective type Test/Descriptive Test)	10 Marks
2. Assignment/Seminar/Group Discussion/ Quiz / Case studies/ field Visit / Visit Report	10 Marks
External Evaluation and Examination system	30 marks

Practical in DSC I 806204 Basics of Food and Nutrition – II							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	II	806204	Practical in Basics of Food and Nutrition – II	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:	
<ol style="list-style-type: none"> 1. Study the different methods of cooking foods 2. Obtain knowledge of different food groups, their composition and nutrients 3. Understand the vital link between foods, nutrition and health 4. Gain knowledge on functions, requirements and effects of deficiency of nutrients 	
Course outcome: At the end of the course, students will	
<ol style="list-style-type: none"> 1. Develop skills in preparing various food items 2. Understand the principles underlying changes in food characteristics during cooking 3. Understand the use of various methods of preservation of food 4. Acquire knowledge on deficiency of nutrients 	
List of Practical in Basics of Food and Nutrition –II	
1	Standardizing methods for preparing recipes from cereals
2	Pulses, legumes and oilseeds cookery- soaking, germination, fermentation Milk and milk products- Standardizing methods for preparing paneer, curd, custard,
3	Egg Cookery-Preparation of hard- and soft-boiled egg, role of egg in cookery.
4	Vegetable cookery- Standardization of various vegetable recipes
5	Fruits cookery-Standardization of Fruit recipes
6	Visit to Food Processing-Packaging industry, research laboratory.
Internal assessment	
1	Standardization of any one innovative recipe

-Practical in DSC II 831201 Introduction to Textile and Clothing							
Level	Semester	Course code	Course Name	Credits	Teaching Hours /week	Exam Duration	Max marks
4.5	II	831201	Practical in Introduction to Textile and Clothing	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:	
<ol style="list-style-type: none"> To understand the variety of raw material used in the Indian Textile Industry To feel and handle various textures 	
Course outcome: At the end of the course, students will	
<ol style="list-style-type: none"> Understand and identify different fibers and its use Visualize and handle the various fabrics Apply the textile material for product development 	
-List of Practical in Introduction to Textile and Clothing	
1	Identification and classification fibers
2	Collection of swatches of cotton, jute, silk, handloom, manmade and other textiles
3	Preparation of portfolio of application of textiles - Apparel, furnishings, costume, Textile arts, and non-apparel
4	Collection and identification of different types of clothing fabrics and accessories
Internal assessment	
1	Use of fabric types for development of Textile art {anyone}

-Practical in DSC III 802201 Introduction to Communication and Extension							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	II	802201	Practical in Introduction to Communication and Extension	1	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives:							
<ol style="list-style-type: none"> To develop skill in planning and conducting small group of communication To acquire knowledge on the extension method and teaching aids 							
Course outcome: At the end of the course, students will							
<ol style="list-style-type: none"> Understand the Community development programmes Be able to Organize community development programme 							
List of Practical in Introduction to Communication and Extension							
1	Visit to community development programmes and community activities						
2	Organize community development programme using extension method and teaching aids						

3	Observe and understand various Non government organizations working for community Development
	Internal assessment
1	Demonstration of any skill suited to need and interest of a selected group

The distribution of marks for the practical examination shall be as follows:

External Evaluation		Internal Evaluation	
Performance of any two Experiments	20M	Students performance	10M
Viva-voice	05M	Practical Record Book	05M
		Assignment on practical	10M
Total	25M	Total	25M

Ability Enhancement Course (Level 4. 5)
Semester - II
Course Title- Communication skills (Written)
Subject Code -835202

Course Objectives	1) To give students the knowledge of Various forms of Written communication. 2) To make students proficient in written communication	
Course Outcome	After completion of this course students will be able to... 1) Write various letters. 2) Write commercial Advertisements. 3) Write E-mail 4) Write effectively on social media.	
Unit	Course Contents	Learning Hours
Unit –I	Correspondence (Formal Letter)	8 Hours
	1) Letters of enquiry. 2) Letters of order 3) Letters of Complaint- 4) E-mail Writing.	
Unit -II	Application Writing (Formal Letter)	7 Hours
	1) Application letter for TC 2) Application for Job 3) C V writing. 4) Proposal Writing	
Unit-III	Commercial Writing	7 Hours
	1) Advertisement- writing. 2) Product- Manual 3) Poster/Brochure writing.	
Unit-IV	Social Media and Content Writing	8 Hours
	1) Blog Writing. 2) Writing on Facebook. 3) Writing. on Instagram.	
Paper Pattern		
Q.1	Students will have to answer Two long answer questions out of four of 5 Marks each on unit-I	5x2 = 10
Q.2	Students will have to answer Two long answer questions out of four of 5 Marks each on Unit-II	5x2 = 10
Q.3	Students will have to answer One long answer questions out of Three of 5 Marks each on Unit-II	5x1 = 05
Q.4	Students will have to answer One long answer questions out of Three of 5 Marks each on Unit-II	5x1 = 05
Distribution of Marks		

Assessment	
Personal Interview	10 Marks
Assignment-	10 Marks
Total	20 Marks
External (Theory)	30 Marks
Total	50 Marks

Prescribed Textbook: by Board of Editors & published by

Ability Encasement Course (AEC)- Second Language / MIL- Marathi

Subject Code - 836202

क्षमतावर्धित अभ्यासक्रम - द्वितीय भाषा - मराठी

संभाषण कौशल्ये (अभ्यासपत्रिका संकेतांक- 836202)

विद्याशाखा /Faculty	Home Science
Programme	Three Years Six Semester Bachelor's Degree (B.Sc. Home Science.)
Vertical	(e) (i)
Class / Semester / सत्र	B.Sc. (Home Science.) Part I Semester II
स्तर/ Level	4.5
Name of Course	AEC- Second Language / MIL- Marathi क्षमतावर्धित अभ्यासक्रम - द्वितीय भाषा - मराठी
अभ्यासपत्रिका -१ संकेतांक / Course Code	836202
Course Name / Paper	अभ्यासपत्रिका - २ संभाषण कौशल्ये
श्रेयांक / Credits	०२
अध्यापन तास / Teaching Hours	३० तास / 30 Hours (2Hours /Per week)
परीक्षा स्वरूप	लेखीपरीक्षा व अंतर्गत मूल्यमापन (External & Internal)
एकूण गुण / Max Marks	५० गुण (लेखी परीक्षा ३० व अंतर्गत मूल्यमापन २०)

Course Objectives : / अभ्यासपत्रिकेचीउद्दिष्टे	<ol style="list-style-type: none"> १. विद्यार्थ्यांना संभाषण कौशल्याचे स्वरूप अवगत करून देणे. २. विद्यार्थ्यांना संभाषण कौशल्याचे विविध प्रकार अवगत करून देणे. ३. विद्यार्थ्यांच्या संभाषण कौशल्य क्षमता विकसित करणे. ४. संभाषण कौशल्याच्या माध्यमातून विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा विकास होण्यास
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	मदत होईल. ५. विद्यार्थ्यांच्यासूत्र संचालन व वक्तृत्व कौशल्य क्षमता विकसित करणे.	
Course Outcomes / अभ्यासपत्रिकेची फलनिष्पत्ती	१. विद्यार्थ्यांना मूलभूतसंभाषण कौशल्याचे आकलन होईल. २. विद्यार्थ्यांनासंभाषण कौशल्याचेप्रकार अवगत होईल. ३. विद्यार्थ्यांच्यासंभाषण कौशल्य क्षमता विकसित होईल. ४. विद्यार्थ्यांच्यासूत्र संचालन व वक्तृत्व कौशल्य क्षमता विकसित होतील. ५. विद्यार्थ्यांनासंभाषण कौशल्ये आत्मसाथ केल्यानंतर रोजगाराच्या संधी निर्माण होतील.	
अभ्यासक्रमासाठीनेमलेले पुस्तक -	१. लेखन व संभाषण कौशल्य :संपादकडॉ. काशीनाथबऱ्हाटे, अथर्वपब्लिकेशन्स, जळगाव, प्रथम आवृत्ती २०२४	
Unit/ विभाग	Contents / उपघटक	Learning Hours / अध्यापन तास
Unit-I	संभाषण कौशल्ये - संभाषण : व्याख्या, प्रकार, निवेदन: व्याख्या, प्रकार, ई संभाषण	७तास
Unit-II	सूत्रसंचालन: सूत्रसंचालन एक कला, सूत्रसंचालनाची वैशिष्ट्ये, सूत्रसंचालकाने पाळावयाची पथ्ये, कार्यक्रम पत्रिका, सूत्रसंचालकाची भूमिका, मानसिकता.	८तास
Unit-III	मुलाखत: मुलाखत देणे- घेणेएक कला, वर्तमान पत्रे, आकाशवाणी, दूरचित्रवाणी, सभासंमेलनमध्ये मुलाखत कशी घ्यावी. मुलाखतीतील काही संकेत.	७तास
Unit-IV	वक्तृत्व: वक्तृत्वाचे स्वरूप, वक्तृत्व ही एक कला, वक्तृत्व हे एक शास्त्र, बोलणं आणि वक्तृत्व, अष्टपैलू वक्तृत्वपटूचे गुण, वक्तृत्वाचे महत्व.	८ तास
		एकूण= ३० तास

गुण विभागणी

गुण विभागणी	लेखी परीक्षा-	३० गुण
	अंतर्गत मूल्यमापन-	२० गुण
	एकूण गुण	५० गुण
प्रश्नपत्रिकेचे स्वरूप	प्रश्न १ - अभ्यास घटकावर 01 दीर्घोत्तरी प्रश्न	१२ गुण
	प्रश्न २ - अभ्यास घटकावर 01 दीर्घोत्तरी प्रश्न	१२ गुण
	प्रश्न ३- अभ्यास घटकावर 01 लघुत्तरी प्रश्न	०६ गुण
अंतर्गतमूल्यमापन (Internal Assessment)	अभ्यासक्रमाशी संबंधित घटकावरगृहपाठ (Assignment)	२० गुण

AEC Ability Enhancement Course

क्षमता वर्धन पाठ्यक्रम- द्वितीय भाषा- हिंदी-

हिंदी व्याकरण Code- ८३७२०१

इकाई (Unit)	पाठ्यक्रम(Syllabus)	कुल तासिकाएँ (Total Period)
इकाई 1	<ul style="list-style-type: none">❖ समश्रुत भिन्नार्थक शब्द❖ समानार्थी शब्दों में सूक्ष्म अंतर❖ अनेक शब्दों के लिए एक शब्द	8
इकाई 2	<ul style="list-style-type: none">❖ लोकोक्तियां❖ मुहावरे❖ सूक्तियाँ	7
इकाई 3	<ul style="list-style-type: none">❖ लिंग❖ वचन❖ विशेषण	8
इकाई 4	<ul style="list-style-type: none">❖ कारक❖ प्रत्यय❖ विशेषण	7

प्रश्नपत्र का प्रारूप

सम्पूर्ण पाठ्यक्रम से लघूत्तरी और अतिलघुत्तरी प्रश्न पूछे जाएंगे I	कुल अंक उ ३०
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आंतरिक मूल्यांकन

1	१० अंक के लिए वस्तुनिष्ठ प्रश्न संपूर्ण पाठ्यक्रम पर आधारित प्रश्न पूछे जाएंगे I	१० अंक
2	आशुभाषण	10 अंक

कुल अंक	20 अंक
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- ❖ Ability Enhancement Course (AEC) will be taught in an interactive mode through demonstration methods. Hence, the BOS of Science Languages recommends 2 Batches of 16 Students each for practical input during the prescribed learning hours.
- ❖ The above prescribed syllabi course should be conducted in an interactive mode through demonstration, using appropriate tools for the batches of the laboratory.

Reference Books:

अ.क्र.	पुस्तक का नाम	लेखक एवं प्रकाशन
1	इंद्रधनुष	राजकमल प्रकाशन, दिल्ली
2	बिहारी रत्नाकर	श्री जगन्नाथ द्वरत्नाकरर प्रकाशन संस्थान, नई दिल्ली
3	भाषा विज्ञान	डॉ.भोलानाथ तिवारी, किताब महल पब्लिशर्स
4	अनुवाद सिद्धांत और समग्र पत्राचार	डॉ. शम्भूनाथ द्विवेदी, पूजा पब्लिकेशन, ६-ए, बौद्धनगर, नौबस्ता, कानपुर
5	अमीर खुसरो का हिन्दवी काव्य	गोपीचंद नारंग, वाणी प्रकाशन, नई दिल्ली
6	हिंदी साहित्य का इतिहास	आचार्य रामचन्द्र शुक्ल द्व कमल प्रकाशन
7	हिन्दी कहानी संग्रह	सम्पादक भीष्म साहनी, साहित्य अकादेमी, रविन्द्र भवन, ३५, फिरोजशाह मार्ग, नई दिल्ली-११०००१
8	हिन्दी उदभव विकास और रूप	डॉ. हरदेव बाहरी
9	रंग, कर्म और मीडिया	डॉ. जयदेव तनेजा
10	प्रयोजन मूलक हिन्दी	विनोद गोदरे
11	रस सिद्धांत और संदर्भ शास्त्र	निर्मला जैन
12	कहानी संकलन	मध्य प्रदेश हिन्दी ग्रन्थ अकादमी

13	क्षुंखला की करियाँ	महादेवी वर्मा, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधीमार्ग, प्रयागराज
14	नीरज कारवां गुरुर गया	हिन्द पॉकेट्स बुक्स
15	गोपालदास नीरज हमारे लोक प्रिय गीतकार	सं. शेरगंज गर्ग, वाणी प्रकाशन, २१-ए, दरियागंज, नयी दिल्ली-११०००२
16	निबंध निलय	डॉ. सत्येन्द्र, वाणी प्रकाशन, २१-ए, दरियागंज, नयी दिल्ली-११०००२
17	अनुभूति	अमरावती विद्यापीठ, अमरावती
18	हिन्दी एकांकी	डॉ. पदमसिंह, डॉ. शशिप्रभा पाण्डे, डॉ. अंजली सिंह, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी
19	अभिव्यक्ति भाग-३	अमरावती विद्यापीठ, अमरावती
20	हिन्दी गद्य संकलन	मधुलिका राय, एस. चन्द एण्ड कम्पनी लि. रामनगर, नई दिल्ली-११००५५
21	हिन्दी व्याकरण	कामता प्रसाद गुरु, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
22	आधुनिक हिन्दी साहित्य का इतिहास	बच्चन सिंह, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
23	संस्मरण साहित्य विधा शास्त्र और इतिहास	डॉ. बापूराव देसाई, पराग प्रकाशन कानपुर, ३११ सी. विश्व बैंक बर्गा, कानपूर-२०८०२७
24	केदारनाथ अग्रवाल का काव्य संसार	डॉ. अति या असेरी, गरिमा प्रकाशन कानपुर
25	केदारनाथ अग्रवाल के काव्य में ग्रामीण चेतना	डॉ. डी. जी. राणभरे, पराग प्रकाशन कानपुर, ३११ सी. विश्व बैंक बर्गा, कानपूर- २०८०२७
26	समस्यामूलक उपन्यासकार प्रेमचंद	डॉ. महेन्द्र भटनागर

27	प्रेमचंद एक अध्ययन	डॉ. राजेश्वर गुरु
28	साहित्य रूप और तत्व	शिवानंद प्रसाद
29	साहित्य पथ संपादक	डॉ. इन्द्रपाल सिंह
30	साहित्य का साथी	प्रकाशक, राष्ट्रभाषा प्रचार समिति, वर्धा
31	तीसरा क्रॉस	के. आर लेआउट / आठवा फेज, जे. पी. नगर बेंगलोर, ५६००७८
32	भाषा और लिपी	डॉ. गजानन वानखेरे

SEMESTER II							
Generic open Elective							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5	II	838201	Indian Knowledge System (Generic)	1	15	1 Hrs	50
Objective	<p>: The main objective of the course are</p> <ol style="list-style-type: none"> 1. Evaluate the impact of yoga practices on enhancing emotional intelligence and overall well-being. 2. Understand Ayurveda's definition of health, the concept of tridoshas, and their role in maintaining wellness through daily regimens and disease management. 3. Analyze Kautilya's Arthashastra to understand ancient principles of governance and administration. 4. Explore the practices of ancient Indian trade, agriculture, and transportation, including the role of ports and animal husbandry in economic activities. 						
Course Outcome	<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Assess how integrating yoga into daily life enhances emotional intelligence and overall health. 2. Analyze Ayurveda's holistic approach to health, including tridoshas, daily regimens, and disease management. 3. Evaluate Kautilya's Arthashastra and Vidura Niti for insights into ancient governance and leadership strategies. 4. Understand the role and importance of governance, public administration through Kautilya's Artha Shastra, VidurNiti, etc. 5. Take up a detailed study of some of these topics and explore their application potential. 6. Explore the impact of ancient Indian trade, agriculture, and transportation practices on economic development and business. 						
Unit	Content					Hours	

Unit-III	(Inter-disciplinary): Impact of yoga way of life on emotional intelligence Ayurveda: definition of health, tridoshas-relationship to health, dinacharya- daily regimen for wealth and wellness surgical techniques, disease management: diagnostic techniques, sleep and food- importance to health, drugs and physical therapy	7
Unit-IV	(Commerce and Management): Governance and public administration: Kautilya Arthashastra-governance and administration. Vidura Nit advice to head of the nation, Trading in ancient India. ancient Indian agriculture, crops and tools; ways of travelling and business, animal husbandry, ancient Indian ports	8

References:

Text Books:

1. Kapur K and Singh A. K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central Chinmay mission trust, Bombay, 1995.

e Books:

1. Ranganathananda, Swami. *The Message of the Upanishads*. Bombay: Bharathya VidyaBhaven, 1985.
2. OmPrakash, Religion and Society in Ancient India, Bhariya VidhyaPrakashan, 1985
3. J Auboyer, Daily Life in Ancient India from Approximately 200 BC to AD 700, Munshi Ram Manoharlal publication, 1994.
4. DK Chakkrabarty, Makkhan Lal, History of Ancient India (Set of 5 Volumes), Aryan book International publication, 2014
5. Dr. Girish NathJha, Dr. Umesh Kumar Singh and Diwakar Mishra, Science and Technology in Ancient Indian Texts, DK Print World limited,
6. Swami BB Vishnu, Vedic Science and History - Ancient Indian's Contribution to the Modern World, Gosai publication, 2015
7. Chatterjee, S.C. *The Nyaya Theory of Knowledge*. Calcutta: University of Calcutta Press, 1950.
8. Dasgupta, Surendra. *A History of Indian Philosophy*. Delhi: Motilal Banarsidass, 1991. Vols. III & IV. 22. Mercier, Jean L. *From the Upanishads to Aurobindo*. Bangalore: Asian Trading Corporation, 2001. 23. M.Hiriyanna. *Essentials of Indian Philosophy*. London: Diane Publications, 1985.

9. Hume, Robert Ernest, Tr. *The Thirteen Principal Upanishads*. Virginia: Oxford University Press, 1931. 25. Radhakrishnan, S. *Principal Upanishads*. New York: HarperCollins, 1963.
10. Satprakashananda. *The Methods of Knowledge according to Advaita Vedanta*. Calcutta: Advaita Ashram, 2005.
- Potter, K.H. *Encyclopaedia of Indian Philosophies*, Vol. III. Delhi: Motilal Banarasi Das, 2000

Semester II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks	
II	835203	(P) SEC Life skills-II Professional Skills (Career Skills and Team Skills-I)-English Resume Skills, Interview Skills, Group Discussion Skills, Presentation Skills. (UGC-jivan koushalya 2.0)	1	15	--	Theory Internal 50	Practical Internal 50

Course Objectives	<ol style="list-style-type: none"> 1. To develop essential professional skills 2. To develop skills of resume writing, interview preparation, group discussion proficiency. 3. To develop skill of effective presentation techniques in English.
Course Outcomes	<p>After successful completion of course students should be able to –</p> <ol style="list-style-type: none"> 1. Prepare the resume on an appropriate template using proper syntax. 2. Participate in a simulated interview. 3. Actively participate in group discussions towards gainful employment 4. Enlist the common errors in an interview.

	<p>5. Perform appropriately and effectively in group discussions.</p> <p>6. Explore both online and offline sources of career opportunities.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	<p>Resume Skills:</p> <p>I. Preparation and Presentation</p> <p>Introduction of resume and its importance Difference between a CV, resume and bio data Essential components of a good résumé</p> <p>II. Common Errors</p> <p>Common errors while preparing a resume Prepare a good résumé considering all essential components</p>	7 Hours	<p>1. Demonstration</p> <p>2. Experiential learning</p> <p>3. Imitation</p> <p>4. Participative learning</p> <p>5. Practice Method</p> <p>6. Command Method</p>
Unit II	<p>Interview Skills</p> <p>I. Preparation and Presentation:</p> <ul style="list-style-type: none"> • Meaning and types of interviews (F2F, telephonic, video, etc.) • Dress code, background research, do's and don'ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills, and closure). • Important questions generally asked at a job interview (open- and close-ended questions). <p>II. Simulation:</p> <ul style="list-style-type: none"> • Observation of exemplary interviews. • Comment critically on simulated interviews. <p>III. Common Errors</p> <ul style="list-style-type: none"> • Discuss the common errors that candidates generally make at an interview • Demonstrate an ideal interview 	7 Hours	

Unit III	Group Discussion Skills <ul style="list-style-type: none"> • Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation • Group Discussion — Common Errors 	8 Hours	
Unit IV	Exploring Career Opportunities <ul style="list-style-type: none"> • Knowing yourself — Personal characteristics. • Knowledge about the world of work, requirements of jobs, including self-employment. • Sources of career information. • Preparing for a career based on potential and availability of opportunities 	8 Hours	

References:

- "The 7 Habits of Highly Effective People" by Stephen R. Covey
- "Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves
- "What Color is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success" by Richard N. Bolles
- "Designing Your Life: How to Build a Well-Lived, Joyful Life" by Bill Burnett and Dave Evans
- "The Five Dysfunctions of a Team: A Leadership Fable" by Patrick Lencioni

"Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

Semester II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	836203	(P) Career Skills and Team Skills-II-Second Language / Marathi/ Hindi/ Urdu Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication	1	15	-	Theory Internal 50	Practical Internal -50

Course Objectives	<ol style="list-style-type: none"> 1. आवश्यक व्यावसायिक कौशल्ये विकसित करणे. 2. जीवन वृत्तलेखन, मुलाखतीची तयारी, गट चर्चा कार्यक्षमतेची कौशल्ये विकसित करणे. 3. मराठीत प्रभावी सादरीकरण तंत्राची कौशल्ये विकसित करणे.
Course Outcomes	<p>विद्यार्थी निम्नलिखित कार्य करण्यात सक्षम होतील:</p> <ol style="list-style-type: none"> 1. उचित वाक्य विन्यासाचे उपयोग करते वेळी योग्य टेम्पलेटवर जीवन वृत्त तयार करण्यात सक्षम होतील. 2. लाभकारी उपक्रमा साठी समूह चर्चा मध्ये सक्रिय रूपाने भाग घेतील. 3. विचार मंथन क्षमता विकसित करतील आणि समस्यांचे समाधान करण्यात सक्षम होतील. 4. प्रदर्शन दक्षता विकसित करण्यात आणि उत्तरदायित्व घेण्यात सक्षम होतील. 5. संबंधित नोकरी किंवा भूमिके संबंधा मध्ये स्वयं-मुलाखत अनुकरणचा व्हिडिओ बनविण्यात सक्षम होतील.

	6. समूह चर्चा मध्ये उचित आणि प्रभावी पणे भाग घेतील.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	<p>जीवनवृत्तकौशल्ये:</p> <p>I. तयारी आणि प्रदर्शन</p> <ul style="list-style-type: none"> जीवनवृत्ताचा परिचय आणि त्याचे महत्त्व सारवृत्त , जीवनवृत्तआणिबायोडाटाच्या मधले अंतर एक चांगले जीवनवृत्त आवश्यक घटक <p>II. सामान्यचुका</p> <ul style="list-style-type: none"> जीवनवृत्त तयार करतेवेळी होणार सामान्यचुका सर्व आवश्यक घटकांवर विचारकरणे एक चांगले जीवनवृत्त तयार करणे 	7 Hours	<p>1. Demonstration</p> <p>2. Experiential learning</p> <p>3. Imitation</p> <p>4. Participative learning</p> <p>5. Practice Method</p> <p>6. Command Method</p>
Unit II	<p>मुलाखत कौशल्ये:</p> <p>I. तयारी आणि प्रदर्शन:</p> <ul style="list-style-type: none"> मुलाखतीचा अर्थ आणि प्रकार (समोरासमोर, टेलिफोनिक , व्हिडिओ , इ.) ड्रेसकोड , पार्श्वभूमीचा शोध , काय करावे आणि काय करू नये. मुलाखतीचा सामना करण्यासाठी स्थिती , कार्य , क्रिया आणि प्रतिक्रिया (स्टार अंक). मुलाखत प्रक्रिया (आरंभ , चारकाकौशल , आणि समापन) नोकरी के मुलाखतीमध्ये सामान्यतः विचारले जाणारे महत्त्वपूर्ण प्रश्न (खुले आणि बंद प्रश्न) <p>II. अनुकरण:</p> <ul style="list-style-type: none"> अनुकरणीय मुलाखतींचे निरीक्षण. सरावातील चुकांची आलोचना. <p>सामान्यचुका :</p> <ul style="list-style-type: none"> मुलाखती दरम्यान होणाऱ्या सामान्यचुका, 	7 Hours	

	त्यावर चर्चा करणे • एक आदर्श मुलाखत प्रदर्शन करणे		
Unit III	समूहचर्चा कौशल्ये • समूह चर्चाचा अर्थ आणि पद्धती • समूह चर्चा प्रक्रिया • समूहचर्चा – सिमुलेशन • समूहचर्चा – सामान्यचुका	8 Hours	
Unit IV	रोजगाराच्या संधी शोधने • स्वताला जाणणे - वैयक्तिकवैशिष्ट्ये. • कार्यक्षेत्र स्वरोजगाराचा समावेश नौकरितील उपकरणाचे ज्ञान. • कॅरियर संबंधित माहितीचे स्रोत. • संभाव्यता आणि संधी उपलब्धता आधारावर तयार करणे	8 Hours	

References

1. Kumar, R. (2023). Importance of a Resume. *Psychology: Way of Positive Life*.
2. Singh, A. (2022). Differences between Resume, CV, and Bio-data. *Job Skills Guide*.
3. Sharma, P. (2023). Essential Components of a Good Resume. *Career Advancement Journal*.
4. Desai, K. (2023). How to Avoid Common Resume Mistakes. *Professional Development Quarterly*.
5. Patel, N. (2022). Job Interview Etiquette: Do's and Don'ts. *Workplace Professionalism Guide*.
6. Jadhav, S. (2022). Group Discussion Processes. *Career Advancement Journal*.
7. Reddy, S. (2021). Identifying Job Opportunities Based on Market Trends. *Resume Writing Tips*.