

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

Teaching , Learning and E Scheme: for the Degree of Bachelor of Home Science

(Three Years- Six Semesters Bachelor's Degree Programme)

Interdisciplinary Studies

As Per National Education Policy (NEP)-2020

Syllabus

**Major, Minor Discipline/Subject- Resource Management. Food
ScienceandNutrition,HumanDevelopment,Textile and Clothing, Communication and
Extension**

FIRSTYEAR:SEMESTER-I&II

Level-4.5

EffectivefromAcademicyear2024-25

Board of Studies in Interdisciplinary Faculty

SantGadgeBabaAmravati University,Amravati

NEP Syllabus UGProgramme

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 lacumen 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 lifes pan 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 lacumen for Human Development & Family Dynamics.
6. Cultivate a scientific temper towards Resource Management.
7. Grow scientific & technical lacumen 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.

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 matter 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

Sant Gadge Baba Amravati University, Amravati

FACULTY–Interdisciplinary Studies

**Three Years-Six Semesters Bachelor's
Degree Programme**

HOME SCIENCE

Syllabus-FIRST YEAR: SEMESTER-1

Theory: DSC I- 806200 Basics of Food and Nutrition-I

Level	Sem	CourseCode	Course Name	Credits	TeachingHours/ Week	Exam Duration	MaxMarks
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 	8	8	

	cooking. • Advantages and Disadvantages of Cooking Methods			
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 823200Resource 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., and Firebaugh, F.M.(1975). Home Management: Contexts and Concepts. Boston: Houghton Mifflin Company.
5. Fitzsimmons, C.(1950). The Management of Family Resources. California: W.H. Freeman & Co.
6. Gandotra, V., and Jaiswal, N.(2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3)
7. Grandjean, 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 Hall Inc.
9. Gross. I.H., and Crandall, E.W.(1967). Management for Modern Families .Delhi: Sterling Publishers.
10. Koontz ,H., and O’ Donnell C.(2005), Management–A Systems and Contingency Analysis of Managerial Functions .New York: McGraw-Hill Book Company

Theory3:DSC III 807200 Fundamental of Human Development

Level	Sem	CourseCode	Course Name	Credits	TeachingHours/ Week	Exam Duration	MaxMarks
4.5	I	807200	Fundamental 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 endofthecourse,studentswill

1. Summarizethe stagesofHumandevlopment.
2. Getabroadcomprehensiveviewofeachstageofhumandevlopment
3. Generateawarenessaboutimportantaspectssofdevlopment
4. Understand the important aspects of development during puberty period

Unit	Content	Hrs	Weightageof Marks Allotted	Incorporationof 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	
Unit-IV	Early Childhood Years , Physical motor development, Cognitive and languagedevlopment,Socio-emotionaldevlopment,Family,Preschool&Play media	7	7	

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).LifeSpanDevelopment:ATopicalApproach, NewDelhi:TataMcGrawHill

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

Internal Assessment	20 Marks
1. Classtests–Assessmentonanytwo(OpenBookTest/ObjectivetypeTest/DescriptiveTest)	10 Marks
2.Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system	30 marks
External Theory	
Two Short Type questions (2 x 8 = 16)	30 marks
Two Short Type questions (2 x 7 = 14)	

-Practical in DSC I - 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. Understand the principles underlying changes in food characteristics during cooking
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, introduction to various means of measurement, method to measure fruits/vegetables.

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

-Practical DSC II Resource Management Concepts and Contexts							
Level	Semester	Coursecode	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximummarks
4.5	I	823201	Practical in Resource Management Concepts and Contexts	1	2	2Hrs	External-25 Marks Internal- 25 Marks
<p>Course Objectives:</p> <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

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 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	
Ability Enhancement Course (AEC)	Course	UG BA I Sem I
	Level	4.5
	Title of Paper	Communication Skills in English
	Course Code	61502
	No. of Credits	02

The distribution of marks

for the practical examination shall be as follows:

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

Sant Gadge Baba Amravati University, Amravati

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

Lectures	30 (2Hrs/Week)
Internal	20 Marks
External (Theory)	30 Marks
Exam Duration	02 Hrs
Total	50 Marks

Enhancemen Course (AEC) (Level 4.5)
B.Sc. Home Science Part I Semester - I
Course Title- Communication Skills (Oral)

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.	
	1. Introduction 2. Objectives of communication. 3. The Meaning and definitions of communication. 4 The process of communication	8 Hours
Unit -II	Barriers to Effective Communication	
	1. Introduction 2. Major Barriers to Effective Communication. 3. Effective communication techniques.	8 Hours
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 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 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

राज्य शिक्षा आयोग, महाराष्ट्र
 राज्य शिक्षा बोर्ड - अंतराध्यायी शिक्षा विभाग

(Faculty of Interdisciplinary)
 Board of Study – Home Science

अंतराध्यायी शिक्षा विभाग.

Three Years Six Semester Bachelor's Degree Programme
Vertical - e (i)

B.Sc Home Science Part- I Semester I

Ability Encasement Course (AEC)-Second Language / MIL- Marathi
 Subject Code - 836200

अंतराध्यायी /Faculty	INTERDISCIPLINARY
Programme	Three Years Six Semester Bachelor's Degree (B.Sc Home Science.)
Vertical	(e) (i)
Class / Semester / वर्ष	B.Sc. Home Science. Part- I Semester I
Name of Course	Ability Encasement Course (AEC)- Second Language / MIL- Marathi अंतराध्यायी शिक्षा - अंतराध्यायी शिक्षा - अंतराध्यायी
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अंतराध्यायी शिक्षा / Credits	३
अंतराध्यायी शिक्षा / Teaching Hours	३० / 30 Hours (2Hours /Per week)
अंतराध्यायी शिक्षा	अंतराध्यायी शिक्षा (External & Internal)
अंतराध्यायी शिक्षा / Max Marks	१०० (अंतराध्यायी शिक्षा अंतराध्यायी शिक्षा)

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Three Years- Six Semesters Bachelor's Degree Programme

Vertical: e (1)

Name of Course: Ability Enhancement Course (AEC) -1

Paper- 1 Subject Code- 837200

First Year: Semester- I (Level- 4.5)

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Course Code- 837200

AEC - Ability Enhancement Course -

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AEC - Ability Enhancement Course - □□□□□ □□□□□□□□

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max marks	Internal Marks	Total Marks
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First Year: Semester- 1 (Level- 4.5)

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Course Code- 837200

AEC - Ability Enhancement Course- 1

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AEC - Ability Enhancement Course - □□□□□ □□□□□□□

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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:

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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	<p>: The main objective of the course are</p> <ol style="list-style-type: none">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.
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Course Outcome	<p>After successfully completing the course, students will be able to:</p> <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 India5. 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.
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Unit	Content	Hours
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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, amazing stone 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 Brahmarshi Maha Mahopadhyaya Pandit Shreepad Damodar Satvlekar, Publisher: Swadhyayamandal, Pardi (Balsad), Printer: Samvad Tradeprints, 1005, Sadashiv Peth, Pune-411030
2. Collection of Four Vedas (Rigveda Samhita, Yajurveda Samhita, Samveda Samhita, Atharva Veda Samhita), by Pandit Shri Ram Sharma Acharya, Motilal Banarasi Das 108 Upanishadas Part -1, Part 2 and Part-3 by Pandit Shri Ram Sharma Acharya
3. Gita Press Combo of 11 Upanishad (in set of 3 books) with Shankaracharya Commentary
4. Nair, Shantha N. Echoes of Ancient Indian Wisdom. New Delhi: Hindology Books, 2008.
5. Shrimad Valmiki Ramayan (2 Volumes), Sanskrit Text With Translation, Gita Press, Gorakhpur
6. Mahabharata (6 Volumes), Gita Press, Gorakhpur
7. SK Das, The Education System of Ancient Indians, Gyan Publication House, India
8. BL Gupta, Value and Distribution System in India, Gyan Publication House, India.
9. Reshmiramdhoni, Ancient Indian Culture and Civilisation, Star Publication, 2018
10. Supriya Lakshmi Mishra, Culture and History of Ancient India (With Special Reference of Sudras), 2020.
11. Gambirananda, Swami, Tr. *Upanishad with the Commentary of Sankaracharya*. Kolkata: Advaita Ashrama

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	<p>The Students would be able to:</p> <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 ● Barriers to Listening 			7 Hours	<ol style="list-style-type: none"> 1. Demonstration 2. Experiential learning 3. Identification 		
Unit II	Speaking <ul style="list-style-type: none"> ● Pronunciation ● Enunciation ● Vocabulary ● Fluency ● Common Errors 			7 Hours	<ol style="list-style-type: none"> 4. Participative learning 5. Observation method 6. Practice method 		

<p>Unit III</p>	<p>Reading</p> <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 	<p>8 Hours</p>	
<p>Unit IV</p>	<p>Non-verbal Communication</p> <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 <ul style="list-style-type: none"> ● Do's and Don'ts in NVC ● Learning from Experts ● Activities-based Learning 	<p>8 Hours</p>	

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
- UGC Jivan Kaushallya 2.0

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. मराठीभाषेतबोलण्याचेकौशल्यविकसितकरणे. 2. मराठीतऐकणे, वाचणे, आणिलिहिण्याचेकौशल्यविकसितकरणे. 3. मराठीसंभाषणाचेकौशल्येवाढवणे. 		
Course Outcomes	विद्यार्थीखिलीलगोष्टीकरण्यातसक्षमहोतील: <ol style="list-style-type: none"> 1. चांगलेसंचारकौशल्यविकसितहोतील. 2. स्पष्टउच्चारणप्रदर्शितकरण्याचेमहत्त्वसमजेल. 3. सहानुभूतीपूर्वकऐकण्याचेमहत्त्वसमजेल. 4. परिणामकारकवाचनतंत्राचावापरकरतायेईल. 5. गैर-मौखिकसंवादाचेफायदेसमजतील. 6. भाषेच्यापलीकडच्यासंप्रेषणाचीअन्वेषणकरतायेईल. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	श्रवणकौशल्य: प्रभावीश्रवणतंत्रे श्रवणआणिसमज विचारलेल्याप्रश्नांचीतपासणी श्रवणातीलअडथळे	7 Hours	1. Demonstration 2. Experiential learning
Unit II	बोलण्याचेकौशल्य: उच्चार स्पष्टता शब्दसंग्रह प्रवाहीपणा सामान्यचुका	7 Hours	3. Identification 4. Participative learning
Unit III	वाचनकौशल्य: प्रभावीवाचनतंत्रे दिलेल्यामजकुरातूनकल्पनाआणिमाहितीगोळाकरणे i. मजकुराचामुख्यदावाओळखणे ii. मजकुराचाउद्देशओळखणे	8 Hours	5. Observation method 6. Practice method

	<p>iii. मजकुराचासंदर्भओळखणे iv. उल्लेखितसंकल्पनाओळखणे याकल्पनाआणिमाहितीचेमूल्यांकनकरणे i. मजकुरातवापरलेलेयुक्तिवादओळखणे ii. मजकुरातवापरलेल्याकिंवागृहितधरलेल्यासिद्धांतांचीओळखकरणे</p> <p>मजकुराचेविश्लेषण i. मजकुरकायसांगतोहेसमजूनघेणे ii. मजकुरकायकरतोहेसमजूनघेणे iii. मजकुराचाअर्थसमजूनघेणे</p>		
Unit IV	<p>अव्यक्तसंवाद अव्यक्तसंवादाचाअर्थ अव्यक्तसंवादवापरण्याचेफायदे अव्यक्तसंवादाच्यापद्धतींचीओळख i. दर्शनीयआणिआदर्शनीयशारीरिकभाषा ii. डोळ्यांचासंपर्कआणिचेहऱ्यावरीलभाव iii. हाताच्याहालचाली अव्यक्तसंवादातीलकरावेआणिकरूनयेतअशागोष्टी तज्ञांकडूनशिकणे क्रियाकलाप-आधारितशिक्षण</p>	8 Hours	

संदर्भग्रंथसूचि :

- "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
- UGC Jivan Kaushallya 2.0

Sant Gadge Baba Amravati University, Amravati
FACULTY-Interdisciplinary Studies

Teaching and Learning Scheme: For the Degree of Bachelor of Home Science

Three Years-Six Semesters Bachelor's Degree Programme
FIRST YEAR: SEMESTER-II

Theory :DSC I (T) Introduction to Textile and Clothing

Level	Sem	CourseCode	Course Name	Credits	Teaching Hours/ Week	Exam Duration	MaxMarks
4.5	I	831200	DSCI(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 lifecycle, 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 Dantiyagi, Fundamentals of Textiles and their care

Theory2:DSC II (T) Introduction to Communication and Extension							
Level	Sem	CourseCode	Course Name	Credits	TeachingHours/week	Exam Duration	MaxMarks
4.5	II	802200	DSC II(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	Incorporation of 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 Self-study Experiential learning Assignment
Unit-II	Extension Education & Community Development Need and significance of community development programme. State and National development programme related to health and economic development of the community.	8	8	

	Non-government organization working for health and economic Development of the community			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 Primlani for Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
3. S. V. Supe, (1983), An Introduction to Extension Education, Published By Mohan Primlani for Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
4. Somani L. L., (2013) Extension Education & Communication, Agrotech Publishing Academy, Udaipur.

DSCIII(T) 806203 Basics of Food and Nutrition- II							
Level	Sem	CourseCode	Course Name	Credits	TeachingHours / Week	Exam Duration	MaxMarks
4.5	I	806203	DSCIII(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, breakfastcereals,readytoeatfood,structureprocessing,usingvarious preparations Pulses and legumes - structure, processing nutritional aspects, use in various preparations	7	7	Demonstration,Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit -II	Milk and milk products -composition, processing, use inDifferent preparations, nutritional aspects, shelf life and storage. Eggs -structure, nutritional aspects and usein different Preparations	8	8	
Unit -III	Meat, fish and poultry: -nutritionalaspects, types,selectionandspoilage Vegetable and fruits: -nutritional aspect, use in	7	7	

	Different preparations and selection			
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. VolumeII. 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, Dorfing Kindersley Ltd. London.
10. Prithi.J.S. (1979): Spices and Condiments,National Book Trust, New Delhi.

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

Internal Assessment	20 Marks
1.Classtests–Assessmentonanytwo(OpenBookTest/ObjectivetypeTest/DescriptiveTest)	10 Marks
2.Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system	30 marks
External Theory	
Two Short Type questions (2 x 8 = 16)	30 marks
Two Short Type questions (2 x 7 = 14)	

-Practical in DSCI 831201 Introduction to Textile and Clothing							
Level	Semester	Course code	Course Name	Credits	Teaching Hours /week	Exam Duration	Maximum 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"> 1. To understand the variety of raw material used in the Indian Textile Industry 2. To feel and handle various textures 							
Course outcome: At the end of the course, students will							
<ol style="list-style-type: none"> 1. Understand and identify different fibers and its use 2. Visualize and handle the various fabrics 3. 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 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:

- 1.To develop skill in planning and conducting small group of communication
- 2.To acquire knowledge on the extension method and teaching aids

Course outcome: At the end of the course, students will

- 1.Understand the Community development programmes
- 2.Be able to Organise community development programme

List of Practical in Introduction to Communication and Extension

- | | |
|---|---|
| 1 | Visit to community development programmes and community activities |
| 2 | Organise 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 |
|---|--|

Practical in 806204 Basics of Food and Nutrition – II

Level	Semester	Course Code	Course Name	Credits	TeachingHours/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

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

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

Sant Gadge Baba Amravati University, Amravati

Faculty of Home science
Subject: English
Ability Enhancement Course (Level 4.5)

Ability Enhancement Course (AEC)	Course	UG BSc. Home Science I Sem II
	Level	4.5
	Title of Paper	Communication Skills in English (Written)
	Course Code	835202
	No. of Credits	02
	Lectures	30 (2Hrs/Week)
	Internal	20 Marks
	External (Theory)	30 Marks
	Exam Duration	02 Hrs
	Total	50 Marks

Semester - I

Course Title- Communication skills (Written)

Faculty of Home Science

Subject English

Ability Enhancement Course (AEC) (Level 4.5)

BA Part I Semester - I

Course Title- Communication skills (Written)

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

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Board of Study - Home Science

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Three Years Six Semester Bachelor's Degree Programme

Vertical - e (i)

BSc. Home Science Part- I Semester II Level - 4.5

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

Paper - II Subject Code - 836202

B.Sc. Home Science. □□□□□ □□□□□ - □□□□□ -□ □□□□□ - □.□

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836202)

गणराज्यस्य /Faculty	Home Science
Programme	Three Years Six Semester Bachelor's Degree (B.Sc. Home Science.)
Vertical	(e) (i)
Class / Semester / गणराज्यस्य	B.Sc. (Home Science.) Part I Semester II
गणराज्यस्य/ Level	4.5
Name of Course	AEC- Second Language / MIL- Marathi गणराज्यस्य गणराज्यस्य - गणराज्यस्य गणराज्यस्य - गणराज्यस्य
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गणराज्यस्य / Credits	गणराज्यस्य
गणराज्यस्य गणराज्यस्य / Teaching Hours	गणराज्यस्य गणराज्यस्य / 30 Hours (2Hours /Per week)
गणराज्यस्य गणराज्यस्य	गणराज्यस्य गणराज्यस्य गणराज्यस्य (External & Internal)
गणराज्यस्य गणराज्यस्य / Max Marks	गणराज्यस्य गणराज्यस्य (गणराज्यस्य गणराज्यस्य गणराज्यस्य गणराज्यस्य गणराज्यस्य)

B.Sc. (Home Science.) Part I Semester II

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

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

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First Year: Semester- 11 (Level- 4.5)

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Course Code- 837202

AEC - Ability Enhancement Course - 2

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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	<p>(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</p>	7
Unit-IV	<p>(Commerce and Management): Governance and public administration: Kautilya's Arthashastra governance and administration. Vidura Niti: 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</p>	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 Vidya Bhaven, 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 Banarasidass, 2000

Semester II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks	
						Theory Internal	Practical Internal
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
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	<p>proficiency.</p> <p>3. To develop skill of effective presentation techniques in English.</p>		
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. 5. Perform appropriately and effectively in group discussions. 6. Explore both online and offline sources of career opportunities. 		
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	<ol style="list-style-type: none"> 1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning 5. Practice Method 6. Command Method
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	

<p>Unit III</p>	<p>Group Discussion Skills</p> <ul style="list-style-type: none"> • Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation • Group Discussion — Common Errors 	<p>8 Hours</p>	
<p>Unit IV</p>	<p>Exploring Career Opportunities</p> <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 	<p>8 Hours</p>	

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. आवश्यकव्यावसायिककौशल्येविकसितकरणे. 2. जीवनवृत्तलेखन, मुलाखतीचीतयारी, गटचर्चाकार्यक्षमतेचीकौशल्येविकसितकरणे. 3. मराठीतप्रभावीसादरीकरणतंत्राचीकौशल्येविकसितकरणे. 		
Course Outcomes	<p>विद्यार्थीनिम्नलिखितकार्यकरण्यातसक्षमहोतील:</p> <ol style="list-style-type: none"> 1. उचितवाक्यविन्यासाचेउपयोगकरतेवेळीयोग्यटेम्पलेटवरजीवनवृत्ततयारकरण्यातसक्षमहोतील . 2. लाभकारीउपक्रमासाठीसमूहचर्चामध्येसक्रियरूपानेभागघेतील. 3. विचारमंथनक्षमताविकसितकरतीलआणिसमस्यांचेसमाधानकरण्यातसक्षमहोतील. 4. प्रदर्शनदक्षताविकसितकरण्यातआणिउत्तरदायित्वघेण्यातसक्षमहोतील. 5. संबंधितनोकरीकिंवाभूमिकेसंबंधामध्येस्वयं मुलाखतअनुकरणचाव्हिडिओबनविण्यातसक्षमहोतील. 6. समूहचर्चामध्येउचितआणिप्रभावीपणेभागघेतील. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	<p>जीवनवृत्तकौशल्ये:</p> <p>I. तयारीआणिप्रदर्शन</p> <ul style="list-style-type: none"> ● जीवनवृत्ताचापरिचयआणित्याचेमहत्त्व ● सारवृत्त, जीवनवृत्तआणिबायोडाटाच्यामधलेअंतर ● एकचांगलेजीवनवृत्तआवश्यकघटक <p>II. सामान्यचुका</p> <ul style="list-style-type: none"> ● जीवनवृत्ततयारकरतेवेळीहोणारसामान्यचुका ● सर्वआवश्यकघटकांवरविचारकरणेएकचांगलेजीवनवृत्ततयार करणे 	7 Hours	<ol style="list-style-type: none"> 1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning 5. Practice Method

Unit II	<p>मुलाखतकौशल्ये:</p> <p>I. तयारीआणिप्रदर्शन:</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 (स्टारअंक). • मुलाखत प्रक्रिया (आरंभ , चारकाकौशल , आणि समापन) • नोकरी के मुलाखती मध्ये सामान्यतः विचारले जाणारे महत्त्वपूर्ण प्रश्न (खुले आणि बंद प्रश्न) <p>II. अनुकरण:</p> <ul style="list-style-type: none"> • अनुकरणीय मुलाखतीचे निरीक्षण. • सरावातील चुकांची आलोचना. <p>सामान्य चुका :</p> <ul style="list-style-type: none"> • मुलाखती दरम्यान होणाऱ्या सामान्य चुका, त्यावर चर्चा करणे • एक आदर्श मुलाखत प्रदर्शन करणे 	7 Hours	6. Command Method
Unit III	<p>समूह चर्चा कौशल्ये</p> <ul style="list-style-type: none"> • समूह चर्चाचा अर्थ आणि पद्धती • समूह चर्चा प्रक्रिया • समूह चर्चा — सिमुलेशन • समूह चर्चा — सामान्य चुका 	8 Hours	
Unit IV	<p>रोजगाराच्या संधी शोधने</p> <ul style="list-style-type: none"> • स्वताला जाणणे - वैयक्तिक वैशिष्ट्ये. • 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*.

