

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI
Teaching and Learning Scheme: for the Under Graduate programme of Home Science with the Major/
Minor/ Discipline/Subjects

Faculty -Interdisciplinary Studies
As Per National Education Policy (NEP)-2020
Syllabus

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

**Minor: Food Science and Nutrition/ Resource Management / Human
Development/Textile and Clothing/Communication and Extension**

SECOND YEAR: SEMESTER–III & IV Level-5
Effective from Academic year 2025-26
Board of Studies- Home Science
Faculty-Interdisciplinary Studies

FACULTY–Interdisciplinary Studies

**UG Programme
B.Sc. HOME SCIENCE:
Major III : FOOD SCIENCE AND NUTRITION**

**Syllabus- SECOND YEAR
SEMESTER- III**

Theory: Major III Food Science (T) 806205							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	806205	Food Science (T)	3	3	2 Hrs	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. Be acquainted with the vital link between foods, nutrition and health				
Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	A. Introduction to Food Science : Introduction, Properties and functions of foods B. Cereals, Millets and their products Processed products of wheat and rice. <ul style="list-style-type: none"> • Millets and its food uses. • Germination and Malting of Grains – process, characteristics, Nutritional benefits and uses Fermented foods (brief) <ul style="list-style-type: none"> • Mechanism of fermentation and changes occurring during fermentation. Beverages – Types (Alcoholic & Non-alcoholic)	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning • demonstrations, Exercises on observation and follow up with group
Unit-II	Legumes <ul style="list-style-type: none"> • Factors affecting the cooking quality of legumes (soaking, fermentation, extrusion, germination and puffing) • Anti-nutritional factors Nuts and oilseeds Oilseeds – Composition, Processing and Food uses	8	8	

Unit-III	Vegetables and fruits <ul style="list-style-type: none"> • Classification and nutrient composition of fruits and vegetables. • Pigments – Types, Effects of cooking media on colour, texture and acceptability. • Browning reaction and its prevention. Sweetening Agents (Brief) <ul style="list-style-type: none"> • Sugar, Jaggery, Honey etc. • Crystallization of sugar and its application in food preparations. • Fortifying Sugars and Candies Artificial Sweetening agents – Composition and uses	7	7	Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lesson and documentary film shows.
Unit-IV	Milk and milk products <ul style="list-style-type: none"> • Effect of heat, acid and enzyme on milk • Factors affecting the quality • Processing of milk Eggs <p>Grading, Factors affecting the quality.</p> <ul style="list-style-type: none"> • Effect of cooking on eggs and role of egg in different preparations Meat, poultry and fish <ul style="list-style-type: none"> • Structure of muscles and meat quality • Post-mortem changes Factors to be considered in selection and preparation of meat, poultry and fish	8	8	

References:

1. Mudambi, S. R. (2018). *Fundamentals of food and nutrition diet therapy* (6th ed.). New Age International Pvt. Ltd.
2. Swaminathan, M. (n.d.). *Food and nutrition*. The Bangalore Press.
3. Sethi, P., & Lakda, P. (2015). *Aahar Vigyan, Suraksha evam Poshan*. Elite Publishing House.
4. e-PG Pathshala, IGNOU, UPRTOU online study material, SWAYAM portal. (n.d.). Retrieved from <http://hecontent.upsdc.gov.in/Home.aspx>
5. Maney, S. (2008). *Foods: Facts and principles* (3rd ed.). Wiley Eastern.
6. Chandrasekhar, U. (2002). *Food science and application in Indian cookery*. Phoenix Publishing House Pvt. Ltd.
7. Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, V., & Chopra, S. (2010). *Basic food preparation: A complete manual* (4th ed.). Orient Black Swan Ltd.
8. Srilakshmi, B. (2017). *Nutrition science*. New Age International Pvt. Ltd.
9. Bamji, M. S., Krishnasamy, K., & Brahmam, G. N. V. (2012). *Textbook of human nutrition* (3rd ed.). Oxford & IBH Publishing Co. Pvt. Ltd.
10. Roday, S. (2017). *Food science and nutrition*. Oxford University Press.
11. Longvah, T., Ananthan, R., Bhaskarachary, K., & Venkaiah, K. (2017). *Indian food composition tables*. National Institute of Nutrition.
12. Hughes, O., & Bennion, M. (1970). *Introductory foods*. Macmillan & Co.
13. Pyke, M. (1974). *Catering services and technology*. John Mure, London.
14. Begum, R. M. (2009). *A textbook of foods, nutrition and dietetics*. Sterling Publishers.
15. Philip, T. E. (1988). *Modern cookery for teaching and the trade* (4th ed.). Orient Longman.
16. Potter, N. N. (n.d.). *Food science*. CBS Publishers.
17. Fitch, J. J., & Francis, C. A. (1953). *Foods and principles of cookery* (1st ed.). Prentice Hall Inc.
18. Peckham, G. C. (1969). *Foundations of food preparation*. Macmillan Company.

Theory : Major IV Nutrition and Human Physiology(T) 806206							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	806206	Nutrition and Human Physiology (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: <ol style="list-style-type: none"> 1. To learn Human physiology to correlate its relevance to nutrition 2. To know the various human systems 3. To understand the human anatomy 				
Course Outcome: At the end of the course, students will be able to- <ol style="list-style-type: none"> 1. Understand the physiology of human body 2. Know the integrated functions of all systems of the body 				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Nutrition and Human Physiology <ul style="list-style-type: none"> • Human physiology and its relevance to nutrition • Introduction to Human body- Definition, Anatomy and Physiology, Cells and tissues in the human body • Skeletal system - function, types of bone, classification of bones and calcification of bones • Introduction to human system, role of nutrient in immune system 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Cardiovascular system <ul style="list-style-type: none"> • Blood - Introduction, Composition and functions of blood, RBC, WBC, platelets and plasma • Anatomy of Heart and function • Blood pressure, types of circulation • Role of cardiovascular system in nutrient transport 	8	8	
Unit-III	Digestive system <ul style="list-style-type: none"> • Introduction to parts of digestive system - teeth and mastication, salivary gland, pharynx, oesophagus, stomach, small and large intestine, duodenum, liver, gall bladder, pancreas • Process of digestion • Role of digestive system in digestion, absorption and assimilation of nutrient 	7	7	

5. Eggs <ul style="list-style-type: none"> a) Demonstration of grading eggs for quality b) Effects of beating egg white on stiffness of foam & its uses (Custard & Omelette)
6. Sugar cookery – Determination of stages of crystallization & its uses
7. Pre-processing techniques – Malting, germination, fermentation

FACULTY–Interdisciplinary Studies

**UG Programme
B.Sc. HOME SCIENCE**

**Syllabus- SECOND YEAR
MAJOR: RESOURCE MANAGEMENT
SEMESTER- III**

Theory: Major III Fundamentals of Interior Design (T) 823203							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	823203	Fundamentals of Interior Design (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts and scope of interior design 2. Gain knowledge of design elements and principles and their application in functional interiors 3. Learn about the various components of interior spaces, including colour and colour schemes furnishings, accessories, and finishes
<p>Course Outcome:</p> <p>At the end of the course, students will:</p> <ol style="list-style-type: none"> 1) Identify different structural and decorative designs 2)Justify design concepts and apply appropriate materials 3) Propose design solutions based on Form, function, user perception and behaviour

Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit -I	Foundation of Design -Introduction to interior design and decoration-importance scope and Aspects Difference between Interior design and decoration Role of the designer and decorator Definition and classification of design - Structural and decorative, Classification of decorative design: Naturalistic, stylized, geometric	7	7	Demonstration, Class room study <ul style="list-style-type: none"> ● Self-study ● Experiential learning ● Assignment designing ● Participative learning ● Demonstrations ● Group Discussions ● Case studies, ● ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows
Unit -II	Elements and Principles of Design - Elements of Design – characteristics of each element and their use in designing Principles of Design – Meaning, types and significance in designing	8	8	
Unit -III	Colour and Colour Application: Psychological impact of colour – warm, cool and neutral colours, Prang and Munsell colour systems Introduction to Concept of colour - Dimensions of colour –Hue, value, intensity, Effects of Hue Effects of light, form, surface qualities, distances and scales on colour Colour Schemes ,Colour Schemes for different residential rooms	7	7	
Unit -IV	Components of Interior Space Furniture: Types, selection criteria, arrangement Furnishings: Curtains, cushions, upholstery, carpets Accessories: Decorative and functional accessories Basic space planning techniques Circulation and functional zoning in residential interiors Design process: Concept development, client needs.	8	8	

References:

1. Ramsey, C. G., & Reeve, H. (n.d.). *Architectural graphic standards* (11th ed.). Paperback Publishers.
2. Drpic, I. D. (1988). *Sketching and rendering of interior space*. Watson-Guptill.
3. Mitton, M. (2007). *Interior design visual presentation: A guide to graphics, models and presentation techniques* (3rd ed.). Wiley.
4. Yanes, M. D., & Dominquez, E. R. (2005). *Freehand drawing for architects and interior designers*. W. W. Norton & Company.

- Kliment, S. (1984). *Architectural sketching and rendering: Techniques for designers and artists*. Watson-Guptill.
- Gandotra, V., Shukul, M., & Jaiswal, N. (2010–2011). *Introduction to interior design & decoration*. Dominant Publishers and Distributors.
- Kasu, A. A. (2005). *Interior design*. Ashish Book Centre.
- Goldstein, H., & Goldstein, V. (1967). *Art in everyday life*. Oxford and IBH Publishing Co.
- Mullick, P. (2016). *Textbook of home science* (4th ed.). Kalyani Publishers.
- Seetharaman, P., & Pannu, P. (2010). *Interior design and decoration*. CBS Publishers & Distributors Pvt. Ltd.

Theory: Major III Construction Materials (T) 823204							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	823204	Construction Materials (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: <ol style="list-style-type: none"> Introduce students to the various materials used in building construction. Familiarize learners with natural and manufactured construction materials used in residential and commercial spaces. To understand the properties, types, and uses of construction materials . 				
Course Outcome: At the end of the course, students will: <ol style="list-style-type: none"> Explain the components and materials within the building. Analyse the properties of various building materials. Develop interior spaces with suitable construction materials. 				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Foundation And Plinth Materials-Types and properties of stone, Steel , Cement, Concrete, blocks ,bricks, aggregates, Binding Wire, Wood	7	7	Demonstration, Class room study <ul style="list-style-type: none"> Self-study Experiential learning

Unit-II	Walls & Wall Finishes: types of walls, load bearing walls and non-load bearing walls Different partitions – wood, gypsum, glass, metal and combination. Wall finishes: Wood paneling, plaster, gypsum board, paint, stone wall panels, acoustic panels, upholstered wall systems, wall coverings- wallpaper	8	8	<ul style="list-style-type: none"> ● Assignment designing ● Participative learning
Unit-III	Uses of stone, deterioration application of stones for construction in India. Stone for finishing, cutting and polishing. Granite & Marble Types of stone masonry. Glass in Interiors– Introduction, types and application Glass and glass products – Composition and fabrication of glass, classification, types of glass- wired glass, rock wool, laminated glass, Glass concrete blocks - their properties and uses in buildings.	7	7	
Unit-IV	Flooring– Introduction, Different types of flooring and its usage in interiors Types of paints –oil and water-based paints. Different Polishes, Wall papers and finishes and its applications.	8	8	

Practical : Major III Fundamentals of Interior Design (P) 823205

Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5	III	823205	Fundamentals of Interior Design (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

- 1) Train students in applying principles such as balance, harmony, rhythm, contrast, emphasis, and proportion in design.
- 2) To visually recognize and understand the basic elements of interior design
- 3) To applying principles such as balance, harmony, rhythm, contrast, emphasis, and proportion in design.

Course Outcome:

1. Appreciate growth and development of interior design and decoration in India
2. Enabling students distinguish between Interior decoration and Interior design
3. Analyse place of elements and principles in interior designing

List of Practical in Fundamentals of Interior Design (P)

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|---|---|
| 1. Basic Application of Design - Structural and decorative design | Basic Application of principles of design in interior Design. - Balance, rhythm, emphasis, harmony, proportion. |
| 2. Basic Application of elements of Design in interior Design- | Line, form and shape, size, colour, light, pattern, texture and space. |
| 3 | Dimensions of colour –, Colour Wheel, Colour Schemes: Harmonious Colour Schemes: Monochromatic and analogous , Triad, Complementary, Spilt Complementary, Double Complementary, |
| 4 | Visit to a Residential or Commercial Interior Space |

UG Programme B.Sc. HOME SCIENCE
Major III : HUMAN DEVELOPMENT

Syllabus- SECOND YEAR
SEMESTER- III

Theory: Major III Life Span Development I (T) 827203							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	827203	Life Span Development- I (T)	3	3	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. To understand the characteristics in various stages of life span
2. To learn the development tasks in late child hood and adolescence
3. To gain knowledge about the transition period from adolescence to adulthood

Course Outcome:

At the end of the course, students will

1. Understand and apply key concepts related to human development across the life span.
2. Understand the different domains of development
3. Explain and critically analyse different perspectives on lifespan development

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Late childhood Years <ul style="list-style-type: none"> Physical, Motor development, Cognitive & Language development Socio- emotional development School, peers & Media 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> Experiential learning Assignment Participative learning Exercises on observation and follow up Group discussions Case studies ICT enabled teaching and learning video Lessons and
Unit -II	Puberty Meaning, characteristics, development tasks <ul style="list-style-type: none"> Age of puberty; precocious puberty and delayed puberty Physical development & emotion change Parental role in understanding pubescent 	8	8	
Unit III	Adolescence Definition and Developmental Tasks <ul style="list-style-type: none"> Physical and physiological changes Cognitive and language development Socio-emotional and moral development 	7	7	

Unit -IV	Early Adulthood Transition from adolescence to adulthood <ul style="list-style-type: none"> • Developmental tasks of adulthood • Socio-emotional development 	8	8	documentary film shows
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References:

1. Berk, L. E. (2007). *Development through the lifespan*. Pearson Education.
2. Rice, F. P. (1998). *Human development: A lifespan approach*. Prentice Hall.
3. Santrock, J. W. (2007). *A topical approach to life-span development*. Tata McGraw-Hill.
4. Singh, A. (Ed.). (2015). *Foundations of human development: A lifespan approach*. Orient BlackSwan.

Theory : Major IV Life Span Development II (T) 827204							
Le vel	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5	III	827204	Life Span Development II (T)	3	3	2Hrs	External-30 Mark Internal-20 Mark

- Course Objectives:**
1. To learn the developmental tasks of different stages of adulthood
 2. To understand the complexities of human development throughout adulthood stage
 3. To study physical, cognitive, social and emotional changes and to apply this knowledge in various contexts

- Course Outcome:**
- At the end of the course, students will be able to-
1. Use their knowledge of lifespan development to understand and analyse human behaviour and interactions in various contexts.
 2. Understand how different processes interact to influence development across the lifespan.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Middle Adulthood <ul style="list-style-type: none"> • Developmental tasks of middle adulthood • Parenting growing children • Changes in Interest 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Late Adulthood <ul style="list-style-type: none"> • Developmental tasks of middle adulthood • Physical and physiological changes and aging • Social role in solving the problems of old age people 	8	8	

**UG Programme
B.Sc. HOME SCIENCE**

**Major: TEXTILE AND CLOTHING
Syllabus- SECOND YEAR
SEMESTER- III**

Theory: Major III Basics of Design (T)831204							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	831204	Basics of Design (T)	3	3	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. To understand the basics of design in textile and apparel designing
2. To understand the importance of art elements in garment selection

Course Outcome:

At the end of the course, students will

1. Apply the elements and principles of design in garment making and selection
2. Develop skills in garment selection
3. Understand basic silhouettes

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Design-Definition, meaning, <ul style="list-style-type: none"> • Classification of design <ul style="list-style-type: none"> -Structural and Decorative -Natural, Abstract, Geometric, Stylised, etc • Motif , Layout, Repeat in design 	7	7	Demonstration, Class room study, Experiential learning, Assignments, Participative learning, Regular lectures, skill workshops Case studies, ICT use
Unit-II	Essentials of design Elements of design- line, colour, texture, space, pattern, shape	8	8	
Unit-III	Principles of design-balance, rhythm, proportion, harmony, emphasis	7	7	
Unit-IV	Basic silhouettes <ul style="list-style-type: none"> • Figure types and clothing selection • Selection of clothing for different occasions 	8	8	teaching and learning experiences in terms of video Lessons and documentary film shows.

References:

1. Sumathi, G. J. (n.d.). *Elements of fashion and apparel design*. New Age International Publishers.
2. McKelvey, K. (n.d.). *Fashion source book*. Blackwell Publishing.

3. Mills, J., & Smith, J. K. (n.d.). *Design concept*. Fairchild Publications.
4. Rasband, J. (n.d.). *Wardrobe strategies for women*. Delmar Publishers.
5. Jarnow, J. A., Fuerrior, M., & Judelle, B. (n.d.). *Inside fashion business* (4th ed.). Macmillan Publishing Company.

Theory : Major IV Textile Science (T) 831205							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	831205	Textile Science (T)	3	3	2 Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: <ol style="list-style-type: none"> 1.To understand natural and manmade fibres 2. To gain knowledge of yarn and its use in various applications. 3. To understand fabric making methods 				
Course Outcome: At the end of the course, students will be able to <ol style="list-style-type: none"> 1. Understand the manufacturing processes of fibre and yarn. 2. Get acquainted with the different fabric construction methods 				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporationof Pedagogy
Unit-I	Natural fiber- History ,composition ,types, production, properties and uses of -Cotton, linen, Silk, wool	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Experiential learning • Assignment designing • Participative learning
Unit-II	Manmade fibers- History ,composition ,types, production, properties and uses of Rayon, Polyester, Acrylic	8	8	
Unit-III	Study of yarns <ul style="list-style-type: none"> • Classification of yarn-Staple and Filament yarn, Basic and Novelty • Yarn count, Yarn twist, Yarn crimp, Yarn numbering system 	7	7	
Unit-IV	Methods of fabric construction <ul style="list-style-type: none"> • Weaving-method, Handloom and Power loom, Basic and Novelty weaves • Knitting...Hand knitting, Machine knitting • Felting 	8	8	

References:

1. Sekhri, S. (n.d.). *Textbook of fabric science: Fundamentals to finishing* (4th ed.).
2. Deulkar, D. (1976). *Household textiles and laundry work*. Atmaram and Sons.
3. Joseph, M. L. (1981). *Introductory textile science*. Rinehart and Winston.

Practical: Major III Basics of Design (P) 831206							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	III	831206	Basics of Design (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> To develop skills in designing To sketch basic silhouettes To understand Layout and Repeat in design 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> Develop various prints for designing Illustrate basic silhouettes of outfit 							
-List of Practical in Basics of Design							
1. Creating motif design							
2. Using motifs for different placements, repeats and usage for surface enrichment of fabric							
3. Illustration of Basic silhouettes							
4.Collection of swatches of different fabric textures and rendering							

**UG Programme
B.Sc. HOME SCIENCE**

**Major: COMMUNICATION AND EXTENSION
Syllabus- SECOND YEAR
SEMESTER- III**

Theory: Major III		Extension for Development (T)		802203			
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	802203	Extension for Development	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Objectives:

1. To attain knowledge and resources to improve lives
3. To nurture leadership to address community challenges
4. To understand community development programs

Course Outcome:

At the end of the course, students will

1. Understand and participate in community development programs for improved quality of life
2. To enhance leadership to build trust and positive relationships

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Extension for Development Role of Extension education in community development Qualities, role and functions of extension worker	7	7	Demonstration, Class room study <ul style="list-style-type: none"> ● Self-study ● Experiential learning ● Participative learning ● Demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and
Unit-II	Community development programme <ul style="list-style-type: none"> ● Need & Significance ● State and National development programmes related to health , education and economic development ● ICDS, IRDP, DWCRA, TRYSEM ICAR, NIN, CFTRI, ICMR 	8	8	

Unit-III	Leadership Meaning, Definition, Importance <ul style="list-style-type: none"> • Types of Leaders • Role of leaders in Home Science Extension 	7	7	learning
Unit-IV	Selection of Leaders for extension work <ul style="list-style-type: none"> • Qualities of leader • Need, importance of leadership training • Methods of leadership training 	8	8	

References:

1. Chandra, A., Shah, A., & Joshi, U. (1989). *Fundamentals of teaching home science*. Sterling Publishers Pvt. Ltd.
2. Chandra, S. P. (Ed.). (2001). *Private extension: Indian experiences*. National Institute of Extension Management.
3. Dahama, O. P., & Bhatnagar, O. P. (2003). *Education and communication for development*. Oxford and IBH Publishing Co. Pvt. Ltd.
4. Government of India. (1961). *Extension education in community development*. Ministry of Food and Agriculture.
5. Green, R. R. (2007). *Social work practices*. Thomson Corporation.
6. Kotwal, P. (2011). *Community work and social action*. Adhyayan Publishers and Distributors.
7. Pankajam, G. (2000). *Extension: Third dimension of education*. Gyan Publishing House.
8. Ray, G. L. (1999). *Extension communication and management*. Naya Prokash.
9. Reddy, A. (1999). *Extension education*. Sree Lakshmi Press.
10. Singh, A. K. (2012). *Working with communities and societies*. Centrum Press.

Theory : Major IV Extension Programme Planning (T) 802204							
Le vel	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	802204	Extension Programme Planning (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To get acquaint with the Programme planning process in extension 2. To understand the importance of Programme Planning, and implementation 3. To design and administer tools for collection and analysis of data
<p>Course Outcome:</p> <p>At the end of the course, students will be able to-</p> <ol style="list-style-type: none"> 1. Develop effective program planning leading to improved outcomes 2. Make informed decisions, ensuring that the program is on track to achieve its goals

**AEC- IKS Indian knowledge system and traditions for life skill (838202)
is common for all major subjects**

AEC- IKS Indian knowledge system and traditions for life skill 838202							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max marks
5	III	AEC 838202	IKS -Indian Knowledge System and Traditions for Life Skills (T)	1	2	2Hrs	External-30 Marks Internal- 20 Marks

Course Objectives: 1.To understand the importance of IKS for better home making 2. To know the core areas of life skills				
Course Outcome: At the end of the course, students will 1.Incorporate the source of knowledge encompassing various aspects of life 2.Be inclined towards a sustainable and holistic living				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	IKS - Meaning, Scope, Significance <ul style="list-style-type: none"> IKS in Home Science Integration of IKS into Home Science 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> Self-study Experiential learning Assignment designing Participative learning
Unit-II	Home science- Meaning, Origin and Development <ul style="list-style-type: none"> Home science and Life skills- core areas and skills developed 	8	8	

References:

1. Mahadevan, B., et al. (n.d.). *Introduction to Indian knowledge system: Concepts and applications*.
2. IKS: The knowledge system of Bharata. (n.d.). Garuda Prakashan.
3. Kapoor, K., & Singh, A. (Eds.). (n.d.). *Indian knowledge systems* (Vol. 2).

Choose any one of the following Minor stream from the table given below excluding the stream of the Major

(Resource Management / Food Science and Nutrition / Human Development /Textile &Clothing/ Communication & Extension)

Sr. No	Vertical No	NEP Vertical Type	Resource Management	Food Science and Nutrition	Human Development	Textile& Clothing	Communication & Extension
3*	B	Minor (Theory)	Course Code-823206 Basics of Interior Design	Course Code-806208 Principles of food Science	Course Code-827206 Stages of life span – I	Course Code-831207 Fibre to Fabric	Course Code-802206 Basics of Extension Education
	B	Minor (practical /laboratories)	Course Code-823207 Basics of Interior Design	Course Code-806209 Principles of food Science	Course Code-827207 Stages of life span – I	Course Code-831208 Fibre to Fabric	Course Code-802207 Basics of Extension Education

Minor subjects Syllabus

Food Science and Nutrition

Semester - III

Theory: Minor III Principles of Food Science (T) 806208							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	806208	Principles of Food Science (T)	3	3	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. Be acquainted with the vital link between foods, nutrition and health				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	A. Introduction to Food Science : Introduction and functions of foods B. Cereals, Millets and their products Processed products of wheat and rice. <ul style="list-style-type: none"> • Millets and its food uses. • Germination and Malting of Grains – process, characteristics, Nutritional benefits and uses Fermented foods (brief) <ul style="list-style-type: none"> • Mechanism of fermentation and changes occurring during fermentation. • Beverages – Types (Alcoholic & Non-alcoholic) 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning, demonstrations • Exercises on observation and follow up with group Discussions • Case studies • ICT enabled teaching and learning experiences terms of video Lessons and documentary film shows.
Unit-II	Legumes <ul style="list-style-type: none"> • Factors affecting the cooking quality of legumes (soaking, fermentation, extrusion, germination and puffing) • Anti-nutritional factors Nuts and oilseeds Oilseeds – Composition, Processing and Food uses	8	8	

Unit-III	Vegetables and fruits <ul style="list-style-type: none"> • Classification and nutrient composition of fruits and vegetables. • Pigments – Types, Effects of cooking media on colour, texture and acceptability. • Browning reaction and its prevention. Sweetening Agents (Brief) <ul style="list-style-type: none"> • Sugar, Jaggary, Honey etc. • Crystallization of sugar and its application in food preparations. • Fortifying Sugars and Candies Artificial Sweetening agents – Composition and Uses	7	7	
Unit-IV	Milk and milk products <ul style="list-style-type: none"> • Effect of heat, acid and enzyme on milk • Factors affecting the quality. Processing of milk Eggs Grading, Factors affecting the quality. <ul style="list-style-type: none"> • Effect of cooking on eggs and role of egg in different preparations Meat, poultry and fish <ul style="list-style-type: none"> • Structure of muscles and meat quality • Post-mortem changes Factors to be considered in selection and preparation of meat, poultry and fish	8	8	

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1. Bamji, M. S., Krishnaswamy, K., & Brahman, G. N. V. (2012). *Textbook of human nutrition* (3rd ed.). Oxford and IBH Publishing Co. Pvt. Ltd.
2. Begum, R. M. (2009). *A textbook of foods, nutrition and dietetics*. Sterling Publishers.
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11. Philip, T. E. (1988). *Modern cookery for teaching and the trade* (4th ed.). Orient Longman.
12. Potter, N. N. (n.d.). *Food science*. CBS Publishing.
13. Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, S., Vir, S., & Chopra, S. (2010). *Basic food preparation: A complete manual* (4th ed.). Orient Black Swan Ltd.
14. Roday, S. (2017). *Food science and nutrition*. Oxford University Press.
15. Sethi, P., & Lakda, P. (2015). *Aahar Vigyan, Suraksha Evam Poshan*. Elite Publishing House.
16. Srilakshmi, B. (2017). *Nutrition science*. New Age International Pvt. Ltd.
17. Swaminathan, M. (n.d.). *Food and nutrition*. The Bangalore Press.
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Practical: Minor III Principles of Food Science (P) 806209							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5	III	806209	Principles of Food Science (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1.To know the chemical composition of nutrients 2.To understand the processing of various types of products 3.To understand chemical composition of foods 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1.Understand the process sing of food 2. Get acquainted with the different chemical methods 							
-List of Practical in Food Science							
1. Cereals <ol style="list-style-type: none"> a) Gelatine of cereal flours (compare the time taken for gel formation and consistency) b) Observation of cooking time & quality of steamed, aged & parboiled rice. 							
2. Pulses – Effect of soaking, sprouting, addition of acid, alkali on cooking quality (any one or two pulses like green gram, Bengal gram, cowpea etc).							
3.Vegetables & Fruits <ol style="list-style-type: none"> a) Effect of adding acid & alkali on green, red, yellow & white vegetables b) Methods of preventing browning 							
4 Milk & milk products <ol style="list-style-type: none"> c) Factors affecting curdling of milk (demonstration 							
5. Eggs <ol style="list-style-type: none"> a) Demonstration of grading eggs for quality b) Effects of beating egg white on stiffness of foam & its uses (Custard & Omelette) 							
6. Sugar cookery – Determination of stages of crystallization & its uses							
7. Pre-processing technique uses – Malting, germination, fermentation							

Minor subjects Syllabus

Resource Management

Semester III

Minor III (Theory) Basics Of Interior Design 823206							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	823206	Basics of Interior Design (T)	3	3	2Hrs	50

Course Objective:

- 1) Introduce students to the fundamental concepts of interior design
- 2) Develop understanding of design elements and principles
- 3) Understand space planning and furniture arrangement techniques

Course Outcome: At the end. of the course, students will be able to:

- 1) Explain the basic principles and elements of interior design
- 2) Apply design principles in creating balanced and functional interior layouts
- 3) Use symmetry, emphasis, contrast, and unity in the planning of interior spaces

Unit	Contents	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Introduction to Interior Design Definition and scope, History and evolution , Role and responsibilities of an interior designer, Difference between interior decoration and interior design, Elements and principles of design	7	7	Demonstration, Class room study, Experiential learning, Assignment, Participative learning, skill workshops Case studies
Unit II	Space Planning and Design Process Understanding space and function, Types of spaces: Residential, Commercial, Institutional Ergonomics and anthropometry in space planning, Zoning and circulation Design process: Concept development, Mood board, Material selection Furniture layout and planning	8	8	
Unit III	Materials and Finishes Classification of materials: Natural, Synthetic, Composite, Common interior materials and their properties-Wood, Glass, Metal, Fabric, Plastic, Stone, Tiles Wall finishes: Paint, Wallpaper, Cladding, Textures	7	7	

List of Practical in Basics of Interior Design (P)
1. Colour Wheel and Colour Schemes
2. Draft a scaled furniture layout plan for a living room or bedroom, considering traffic flow and ergonomics
3. Prepare reports based on actual visits to homes, showrooms, or public spaces with design evaluations
4. Collect and present samples or images of materials used for flooring, wall finishes, ceiling, upholstery, and cabinetry

Minor subjects Syllabus

Human Development

Semester - III

Minor -III (T) Stages of Life Span 1- 827206							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max marks
5	III	827206	Stages of Life Span I (T)	1	2	2Hrs	External-30 Marks Internal- 20 Marks

Course Objectives:

1. To understand the characteristics in various stages of life span
2. To learn the development tasks in late child hood and adolescence
3. To gain knowledge about the transition period from adolescence to adulthood

Course Outcome:

At the end of the course, students will

1. Understand and apply key concepts related to human development across the life span.
2. Understand the different domains of development
3. Explain and critically analyse different perspectives on lifespan development

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Late childhood Years <ul style="list-style-type: none"> Physical, Motor development, Cognitive & Language development Socio- emotional development School, peers & Media 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> Experiential learning Assignment Participative learning Exercises on observation and follow up Group discussions Case studies ICT use video Lessons and documentary film shows
Unit -II	Puberty Meaning, characteristics, development tasks <ul style="list-style-type: none"> Age of puberty; precocious puberty and delayed puberty Physical development & emotion change Parental role in understanding pubescent 	8	8	
Unit III	Adolescence Definition and Developmental Tasks <ul style="list-style-type: none"> Physical and physiological changes Cognitive and language development Socio-emotional and moral development 	7	7	
Unit -IV	Early Adulthood Transition from adolescence to adulthood <ul style="list-style-type: none"> Developmental tasks of adulthood Socio-emotional development 	8	8	

References:

1. Berk, L. E. (2007). *Development through the lifespan*. Pearson Education.
2. Rice, F. P. (1998). *Human development: A lifespan approach*. Prentice Hall.
3. Santrock, J. W. (2007). *A topical approach to life-span development*. Tata McGraw-Hill.
4. Singh, A. (Ed.). (2015). *Foundations of human development: A lifespan approach*. Orient Black Swan.

-Practical in – Minor III (P) Stages of life span 1 – 827207							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/w week	Exam Duration	Maximum marks
5	III	827207	Stages of Life Span 1 (P)	1	2	2Hrs	External -25 Marks Internal - 25 Marks
<p>Course Objectives:</p> <ol style="list-style-type: none"> To learn the methods of child study To develop activities to understand different aspects of development <p>Course Outcome: At the end of the course ,students will</p> <ol style="list-style-type: none"> Use various methods for child study To apply activities to facilitate development in different domains <p>-List of Practical</p> <ol style="list-style-type: none"> Methods of child study and their use: <ul style="list-style-type: none"> - Interview - Observations - Checklist Plan and develop activities to facilitate development in different domains Case profile to study adolescence/ young adulthood 							

Minor subjects Syllabus

Textile and Clothing

Semester - III

Theory Minor -III (T) Fibre to Fabric 831207							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max marks
5	III	831207	Fibre to Fabric (T)	1	2	2Hrs	External-30 Marks Internal- 20 Marks

Course Objectives:

1. To understand natural and manmade fibres
2. To gain knowledge of Yarn and its use in various applications.
3. To understand fabric making methods.

Course Outcome:

At the end of the course, students will

1. Understand the manufacturing processes of fibre and yarn.
2. Get acquainted with the different fabric construction methods.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Natural fibres- History ,composition ,types, production, properties and uses of -Cotton, linen, Silk, wool	7	7	Demonstration, Class room study <ul style="list-style-type: none">● Self-study● Experiential learning● Assignment designing● Participative learning
Unit-II	Manmade fibres- History ,composition ,types, production, properties and uses of Rayon, Polyester, Acrylic	8	8	
Unit-III	Study of yarns <ul style="list-style-type: none">● Classification of yarn-Staple and Filament yarn, Basic and Novelty● Yarn count, Yarn twist, Yarn crimp, Yarn numbering system	8	8	
Unit-IV	Methods of fabric construction <ul style="list-style-type: none">● Weaving-method, Handloom and Power loom, Basic and Novelty weaves● Knitting...Hand knitting, Machine knitting● Felting	7	7	

References:

1. Sekhri, S. (n.d.). *Textbook of fabric science: Fundamentals to finishing* (4th ed.).
2. Deulkar, D. (1976). *Household textiles and laundry work*. Atmaram and Sons.
3. Joseph, M. L. (1981). *Introductory textile science*. Rinehart and Winston.

-Practical in – Minor III (P) Fibre to Fabric 831208							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5	III	831208	Fibre to Fabric (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1.To identify yarn properties 2. To prepare fabric weaves 3. To understand knitting manually 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1. Understand Yarn count and yarn twist 2. Adopt skill in knitting 							
1.Determination of Yarn Count, Yarn Twist, Fabric Count							
2.Preparation of weaves							
3.Knitting Preparation of knitted samples							
4.Knitted articles (any two)							

Minor subjects Syllabus

Communication and Extension

Semester - III

Theory: Minor III Course Code- 802206 Basics of Extension Education							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	802206	Basics of Extension Education	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Objectives:

1. To attain knowledge and resources to improve lives
2. To nurture leadership to address community challenges
3. To understand community development programs

Course Outcome:

At the end of the course, students will

- 1.Understand and participate in community development programs for improved quality of life
2. To enhance leadership to build trust and positive relationships

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Extension for Development Role of Extension education in community development Qualities, role and functions of extension worker	7	7	Demonstration, Class room study ● Self-study ● Experiential learning ● Participative learning ● Demonstrations, Exercises on observation and follow up with group Discussions, Case studies, ICT enabled
Unit-II	Community development programme <ul style="list-style-type: none">● Need & Significance● State and National development programmes related to health , education and economic development● ICDS, IRDP, DWCRA, TRYSEM ICAR, NIN, CFTRI, ICMR	8	8	
Unit-III	Leadership Meaning, Definition, Importance <ul style="list-style-type: none">● Types of Leaders● Role of leaders in Home Science Extension	7	7	

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

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

SECOND YEAR: SEMESTER– IV Level-5

Syllabus

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

**Minor: Food Science and Nutrition/ Resource Management/
Human Development/Textile and Clothing/
Communication and Extension**

Effective from Academic year 2025-26
Board of Studies- Home Science
Faculty-Interdisciplinary Studies

UG Programme B.Sc. HOME SCIENCE
Syllabus
Major Discipline/Subject-. Food Science and Nutrition
SECOND YEAR: SEMESTER– IV Level-5

Theory; Major V Nutrition during life cycle (T) 806211							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
.5	IV	806211	Nutrition During Life Cycle (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand the basics of recommending the dietary allowances
2. To study the nutritional needs at different stages of life span
3. To assess nutritional requirements and nutritional status of an individual

Course Outcome:

At the end of the course, students will

1. Understand the basics of recommending the dietary allowances
2. Recommend nutritional needs at different stages of life span
3. Assess nutritional requirements and nutritional status of an individual

Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Adequate diet and meal planning-Concept, Meaning and importance <ul style="list-style-type: none"> • Factors affecting meal planning – nutritional, socio –cultural, religious, geographic, economic 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Nutrition through life cycle <ul style="list-style-type: none"> • Nutrition and diet during pregnancy-importance, requirements, food Selection and menu planning • Nutrition and diet during lactation-importance, requirements, food selection and diet 	8	8	
Unit-III	Nutrition and diet during infancy- importance, requirements, food selection. Breastfeeding, weaning food, artificial feeding <ul style="list-style-type: none"> • Nutrition and diet during preschool, childhood importance, requirements, food selection and diet 	7	7	
Unit-IV	Nutrition and diet during adolescent period-importance, requirement ,food selection and diet <ul style="list-style-type: none"> • Nutrition and diet during adulthood-importance, requirements for different work pattern, food selection and diet according to socio economic level • Nutrition during old age- importance, requirements, food selection and diet 	8	8	

References:

1. Antia, F. P., & Abraham, P. (2001). *Clinical nutrition and dietetics*. Oxford Publishing Company.
2. Srilakshmi, B. (2007). *Dietetics*. K.K. Gupta for New Age International Pvt. Ltd.
3. Benion, M. (n.d.). *Clinical nutrition*. Harper and Row Publishing.

4. Escott-Stump, S., & Mahan, L. K. (2000). *Krause's food, nutrition, and diet therapy* (10th ed.). W.B. Saunders Company.
5. Passmore, P., & Eastwood, M. A. (n.d.). *Human nutrition and dietetics*. Churchill Livingstone.
6. Begum, R. M. (1989). *A textbook of foods, nutrition, and dietetics*. Wiley Eastern Ltd.
7. Robinson, C. M. B., Lawlea, W. L., Chenoweth, A. E., & Carwick, A. (n.d.). *Normal and therapeutic nutrition*. Macmillan Publishing Company.
8. Williams, S. R. (1993). *Nutrition, diet therapy* (7th ed.). W.B. Saunders Company.
9. Shils, M., & Wohl, R. (n.d.). *Modern nutrition in health and disease*. McGraw-Hill and Ubran, Philadelphia.

Theory :VI Therapeutic Nutrition (T) 806212							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	806212	Therapeutic Nutrition (T)	3	3	2 Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To gain knowledge about diet therapy
2. To understand the role of dietician in maintaining good nutritional status.
3. Design or formulate different therapeutic diets for various disease conditions

Course Outcome:

At the end of the course, students will

1. Manage diet in maintaining good nutritional status.
2. Gain knowledge of the principles of diet therapy

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Diet therapy: objectives of diet therapy, modification of normal diet through consistency : clear liquid diet, full liquid diet and soft diet <ul style="list-style-type: none"> ● Nutrients: high protein and low protein, high calorie and low calorie ● Texture: high fibre, low fibre diet 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	Nutritional management in common nutritional problems Protein calorie malnutrition, Nutritional anaemia, Goitre, vitamin A deficiency and vitamin D deficiency	8	8	
Unit-III	Nutritional management in common ailments requirement and diet planning - diarrhoea, gastritis, constipation, typhoid and tuberculosis	8	8	
Unit-IV	Nutritional management in common disorders Requirement and diet planning- Diabetes, Peptic ulcer, Arthrosclerosis, Jaundice	7	7	

References:

1. Antia, F. P., & Abraham, P. (2001). *Clinical nutrition and dietetics*. Oxford Publishing Company.
2. Srilakshmi, B. (2007). *Dietetics*. K.K. Gupta for New Age International Pvt. Ltd.
3. Benion, M. (n.d.). *Clinical nutrition*. Harper and Row Publishing.
4. Escott-Stump, S., & Mahan, L. K. (2000). *Krause's food, nutrition, and diet therapy* (10th ed.). W.B. Saunders Company.
5. Passmore, P., & Eastwood, M. A. (n.d.). *Human nutrition and dietetics*. Churchill Livingstone.
6. Begum, R. M. (1989). *A textbook of foods, nutrition, and dietetics*. Wiley Eastern Ltd.
7. Robinson, C. M. B., Lawlea, W. L., Chenoweth, A. E., & Carwick, A. (n.d.). *Normal and therapeutic nutrition*. Macmillan Publishing Company.
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9. Shils, M., & Wohl, R. (n.d.). *Modern nutrition in health and disease*. McGraw-Hill and Ubran, Philadelphia.
10. National Institute of Nutrition. (2015). *Dietary guidelines for Indians: A manual*. National Institute of Nutrition.

SECOND YEAR: SEMESTER– IV Level-5
Major: Resource Management

Theory; Major V Housing and Space Management (T) 823209							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	823209	Housing and Space Management(T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: 1) Understand the fundamental concepts of housing and its role in family well-being. 2) Train students in efficient space utilization and storage techniques . Create awareness about housing maintenance, safety, and eco-friendly practices				
Course Outcome: At the end of the course, students will 1. Analyze housing needs based on socio-economic and cultural factors 2. Plan functional and well-zoned residential spaces 3. Implement space-saving and storage strategies effectively				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Housing Meaning, and importance of housing Housing standards – Government housing schemes and policies in India ,Role of housing in family well-being Need of housing for family-Protection. Stability, Favourable atmosphere Social, Prestige, Expression, Entertainment, Rest, Development of social qualities ,Storage ,Culture, and protection	7	7	Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	House Planning- Types of house plans Principles of house Planning-Grouping of rooms, Orientation, Circulation, Flexibility, Privacy, Spaciousness. ,Services, Aesthetics Economy, Light and ventilation Planning different Residential Spaces- Living Room, Dining Room, Bedroom Kitchen, Store Room, Toilet, Passage, Staircase	8	8	
Unit-III	Planning of Residential Spaces Principles of planning residential units Minimum space requirements for different rooms Types of housing – independent, apartments, row houses Zoning and flexibility in layout design	8	8	

Unit-IV	Housing Maintenance and Safety Basic maintenance of building structure and services (electrical, plumbing, sanitation) Common household repairs and remedies Safety considerations in housing – fire, electricity, gas, children, and elderly. Sustainable and eco-friendly practices in housing Waste management and hygiene in housing	7	7	
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References:

1. Goldstein, S., & Goldstein, V. (n.d.). *Art in everyday life*.
2. Rutt, A. (n.d.). *Home furnishing*.
3. Deshpande, R. S. (n.d.). *Build your own home*. United Book Co.
4. Deshpande, R. S. (n.d.). *Modern ideal home for India*. United Book Co.
5. Bhatt, P. D., & Goyenka, S. (n.d.). *Foundation of art and design*. S. Lakhani Book Depo.
6. Faulkner, W. (n.d.). *Inside today’s home*.
7. Statet, (n.d.). *Introduction to home furnishing*. Macmillan.
8. Agrawal, S. C. (n.d.). *Interior decoration*. J.C. Kapoor & Dhanpath & Sons.

Theory :VI Home Appliances (T) 823210							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	823210	Home Appliances (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

- 1.To understand the function and classification of various home appliances
- 2.To identify components and basic principles of common home appliances
- 3.To develop skills in use and maintenance of home appliances

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

- 1.Recognize base materials, finishes, and insulating materials used in the construction of household Equipment
- 2.Analyse principles underlying the operation, use, care, and storage of household equipment.
- 3 Choose criteria for the selection and buying of appropriate equipment for the home and suitable material for functionality.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Materials used for household appliances Importance of learning household appliances Material used for household equipment. Base materials: Aluminium, Iron, Steel, Copper, Brass, Glassware, Plastic & Potteries Finishes: Mechanical and Applied Insulating, materials: Mica, Fiberglass, Puff, Mineral, wool, Rock wool, Plastic, foam, Rubber, etc.	7	7	Demonstration, Class room study <ul style="list-style-type: none"> ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	Selection, use, care, and maintenance of various appliances Electrical and non– electrical appliances Classification of household equipment in terms of- Portable and Non-Portable Electrical-Motor driven and heating Food-related -(cooking, cleaning, serving, preparation)	8	8	

Practical: Major VI : Home Appliances (P) 823212

Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	823212	Home Appliances (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

- 1) To identify and demonstrate the use of common home appliances
- 2) To practice routine cleaning and basic maintenance of appliances
- 3) To compare and evaluate brands, models, and energy ratings of appliances

Course Outcome: At the end of the course, students will .

- 1) Repair and maintenance of the basic electrical appliances.
2. Identification of protective devices.
- 3 Able to do domestic wiring and maintenance

List of Practical in Home Appliances (P) 823212

1	Market survey of household equipments- identify and list down various base materials Write merits and demerits
2	Community survey of various household equipment used in terms of design, selection, cost, usage, care and maintenance, time and energy saving value, storage, quality and their brands or manufacturers
3	Replacement of damaged switches, MCB, regulator, and lighting points i.e. holder, choke, starters, water coolers, and their pump & motor
4	Basic maintenance and repair of Sewing Machine
5	Maintenance of electrical equipment like- iron, induction plate and cooker

Syllabus
Major Discipline/Subject-. Human Development
UG Programme B.Sc. HOME SCIENCE
SECOND YEAR: SEMESTER– IV Level-5

Major V : Early Childhood Care and Education (T) 827208							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	827208	Early Childhood Care and Education (T)	3	3	2 Hrs	External-30 Mark Internal-20 Mark

Course Objectives: 1.To enhance knowledge and skills for planning program and its execution in ECE centres 2. To understand the significance of inclusive ECCE 3. To relate the involvement of parents and community in ECE program				
Course Outcome: At the end of the course, students will 1. Gain knowledge and skills to support children's holistic development 2. Understand the preschool programme structure of India 3. Be prepared for careers in early childhood settings.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Early Childhood Education – Meaning, characteristics and significance of early childhood education <ul style="list-style-type: none"> History of its evolution, abroad and in India Types of preschool programmes in India : Balwadi, anganwadi, nursery, kindergarten, montesory National ECCE policy 2020 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> Self-study Experiential learning Assignment designing Participative learning
Unit-II	Significance of Play way method in ECE <ul style="list-style-type: none"> Theory of play, Development of play Stages Importance of play Steps and types of program planning, 	8	8	
Unit-III	Developing key characters in children: Empathy, Adaptation, Boldness, Creativity, Diligence, Patience, Responsibility, Self-reliance, Resilience, Resourcefulness, Positive Self-esteem, Integrity, Humility, Tolerance, punctuality etc. <ul style="list-style-type: none"> Role, qualities and responsibilities of an early childhood personnel Involvement of parents and community in ECCE 	7	7	

Unit-IV	<p>Observation and recording of activities in ECE centre</p> <ul style="list-style-type: none"> • Developing and conducting activities to promote all round development • Preparation of suitable creative/innovative teaching learning material used for preschool children • Application of theories of classroom teaching, different methods of evaluating performance and interpretation 	8	8	
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1. Catherine E. Snow and Susan B. Van Hemel, eds.; Early Childhood Assessment: Why, What, and How by the National Research Council. The National Academies Press, 2008.
2. Early childhood Care and Education (ecce): Foundations of Learning NEP, 2020, Department of Elementary Education, NCERT, New Delhi
3. Early Childhood Care and Education, Senior Secondary Course, 376, National Institute of Open Schooling ISO9001:2000 Certified (An autonomous organisation under MHRD, Govt. of India) A-24-25, Institutional Area, Sector-62, NOIDA-201309 (U.P.)
4. Website: www.nios.ac.in, Toll Free No: 18001809393
5. Eliason, C. and Jenkins, L. (1990). A Practicum Guide to Early Childhood Curriculum, 4th edition, London: Merrill Publishing Company
6. Grewal, J.C. (2000). Methods and Materials of Nursery Education, 4th edition revised, Delhi: Doaba House, Book Sellers and Publishers
7. Grewal, J.S. (1984). Early Childhood Education, Foundations and Practice, Agra: National Psychological Corporation, Modern Printers.
8. Human development and Family studies, Unit III, NCERT, New Delhi
9. <http://ncert.nic.in/textbook/pdf/lehe107.pdf>.
10. Kostelnik, M.J., Soderman, A.K., and Whiren, A.P. (2007). Developmentally Appropriate Curriculum, Best Practices in Early Childhood Education, 4 th Edition (pp. 13-29). New
11. Jersey: PEARSON, Merrill Printice Hall.
12. Mohanty, J. and Mohanty, B. (2000). Early Childhood Care and Education, New Delhi: Deep and Deep Publications Pvt. Ltd.
13. National early childhood care and education (ecce) Curriculum framework, ministry of Women and child development.
14. Programmes, <http://ecoursesonline.iasri.res.in/course/index.php?categoryid=100>

Theory : VI Families And Communities (T) 827209							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	827209	Family and Communities (T)	3	3	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives: <ol style="list-style-type: none"> 1. To foster understanding of diverse structures and roles of family 2. To emphasize the importance of social units in individual development and societal well-being 3. To understand the social changes in family 				
Course Outcome: <p>At the end of the course, students will</p> <ol style="list-style-type: none"> 1. Understand the complexities of families and communities 2. Appreciate diverse perspectives of family structures 3. Apply knowledge to support individuals and families in various settings 				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Family Definition, functions <ul style="list-style-type: none"> • Common features of family • Family structure in India, its advantages & disadvantages 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Dimensions of family <ul style="list-style-type: none"> • Society and culture, cultural stereotypes • Customs, belief and folklore in everyday life 	8	8	
Unit-III	Family Life Cycle <ul style="list-style-type: none"> • Stages of Family life cycle • Developmental tasks of each stage 	8	8	
Unit-IV	Social changes in Family <ul style="list-style-type: none"> • Industrialization, Urbanization and Modernization • Social mobility and social change • Contemporary issues- Family Violence, Child maltreatment, Divorce 	7	7	

References:

1. Abhraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
2. Beattie, J. (1964). Other cultures. Cohen and West.
3. Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2.New Delhi: Oxford University Press.
4. Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
5. Rawat, H.K. (2007). Sociolgy: Basic concepts. New Delhi: Rawat Publications.

Practical: Major V Early Childhood Care & Education (P) 827210							
Level	Sem	Cours e code	Course Name	Credits	Teaching Hours/ Week	Exam Duratio n	Maximum marks
5	IV	827210	Early Childhood Care and Education (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1. To facilitate activities that promotes gross and fine motor skills, coordination, and healthy habits. 2. To learn to develop playful activities for child development 3. To understand the importance of creating a safe and supportive environment for children 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1. Create stimulating learning environment for children 2. Develop activities that promote language development, listening skills, and pre-reading skills 							
-List of Practical in Early Childhood Care & Education (P)							
1	To identify appropriate features of physical, social environments that will promote all round development in young children						
2	Identify, plan and record activities and methods of playful interactions to foster development in children -birth to two years						
3	Identify, plan and record activities and methods of playful interactions to foster development in children- Two to six years						
4	Workshops in any two of the following <ul style="list-style-type: none"> ▪ Understanding childhood nutrition and health ▪ Developing work sheets to teach concepts ▪ Enhancing social and language skills ▪ Music, movement and drama for children 						

Practical Major VI : Families & Communities (P) 827211							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	827211	Families and Communities (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To foster understanding of family dynamics 2. To understand community involvement and social realities in development 3. To equip individuals with skills and knowledge for effective participation in both <p>Course Outcome: At the end of the course ,students will</p> <ol style="list-style-type: none"> 1. Develop cooperation and respect skills 2. Explore different types of families 3. Think critically and reflect on their own experiences 							

-List of Practical in Families & Communities.	
1	Seminar and Discussion
2	Organize family activities to strengthen family bonds
3	Visit to Family Welfare organization
4	Visit to Family court
5	Resource file to be maintained related to family relationship

Syllabus

Major Discipline/Subject-.Textile and Clothing

UG Programme B.Sc. HOME SCIENCE

SECOND YEAR: SEMESTER– IV Level-5

Theory; Major V Fundamentals of Clothing Construction(T) 831210							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5	IV	831210	Fundamentals of Clothing Construction (T)	3	3	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. To study the Anthropometry for garment construction
2. To gain knowledge in pattern making
3. To understand the garment details for clothing construction

Course Outcome:

- At the end of the course, students will
1. Know the clothing construction basics
 2. Understand darts and its manipulation for fitting and designing
 3. Learn the application of garment details for clothing construction

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Clothing construction <ul style="list-style-type: none"> • Anthropometry (Men,Women and Child’s body) • Importance and method of taking body measurement • Fabric preparation- Fabric grain, preparatory steps (preshrinking, straightening, truing) • Pattern layout , pinning, marking and cutting 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning

Unit-II	Importance of pattern <ul style="list-style-type: none"> • Methods of making patterns-Draping, Drafting , Flat pattern (application, principles and limitations) • Pattern making terms and symbols 	8	8	
Unit-III	Darts: types, functions, darts manipulation <ul style="list-style-type: none"> • Design and Fit-Fit area, fitting guidelines , fitting procedure 	7	7	
Unit-IV	Construction details- Introduction and types of Seams, Tucks and Pleats, Neck line, Collars, Sleeves, Plackets, Pockets	8	8	

References:

1. Goldstain, S. (n.d.). *Art in everyday life*. McMillan Co.
2. Gupta, S., Garg, N., & Sai, R. (n.d.). *Textbook of clothing and textiles*. Kalyani Publishers.
3. Devdas, R. P. (n.d.). *Textbook of home science*.
4. Mullick, P. (n.d.). *Garment construction skills*. Kalyani Publishers.

Theory : Major VI Traditional Textiles (T) 831211							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5	IV	831211	Traditional Textiles (T)	3	3	2 Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: <ol style="list-style-type: none"> 1. To learn the characteristic features/designs of the traditional textiles of India 2. To understand the rich heritage of Indian traditional textiles 3. To develop an understanding of the techniques of traditional embroideries, prints and woven designs 				
Course Outcome: At the end of the course, students will <ol style="list-style-type: none"> 1. Classify and understand the categories of traditional textiles of India 2.Preserve and use traditional Indian textiles for sustainable life style 				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Indian traditional textiles <ul style="list-style-type: none"> • Origin and importance. Socio-economic significance • Dyed textiles Tie and dye of Gujarat,Rajasthan, Tamilnadu • Ikkat of Gujrat, Orisa, Pochampalli 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Painted and printed textiles- Kalamkari, Dabu printing, Madhubani painting, Pichhvai, Ajrakprinting,etc	8	8	
Unit-III	Woven textiles- Dacca Mulmul, Chanderi ,Paithani, Pitambari, Banarasi brocade, Himru, Amru ,Balucharbuttedar, etc.	8	8	
Unit-IV	Regional embroidery- Punjab, Kashmir , Uttar Pradesh ,Karnataka, Gujarat , Rajasthan, Himachal Pradesh , West Bengal, Bihar, etc	7	7	

References:

1. Ministry of Textiles, Government of India. (n.d.). *A compendium of Indian handicrafts and handlooms covered under geographical indications (GI)*. New Delhi.
2. Bhatnagar, P. (2004). *Traditional Indian costumes and textiles*. Abhishek Publications.
3. Bhatnagar, P. (2005). *Decorative design history in Indian textiles and costumes*. Abhishek Publications.
4. Bhatnagar, P. (2006). *Traditional Indian costumes and textiles*. Abhishek Publications.
5. Chisti, R. K. (2013). *Sari tradition and beyond*. Roli Books Pvt. Ltd.
6. Gillow, J., & Barnard, N. (2014). *Indian textiles* (1st ed.). Thames & Hudson.
7. Gosh, G., & Shukla, G. (2014). *Ikat textiles of India*. A.P.H. Publishing.
8. Karolia, A. (2019). *Traditional Indian handcrafted textiles: History, techniques, processes, design* (Vol. I & II, 1st ed.). Niyogi Books Pvt. Ltd.
9. Mehta, R. J. (1970). *Masterpieces of Indian textiles*. D. B. Taraporevale Sons and Co. Pvt. Ltd.
10. *Treasures of Indian textiles*. (1980). Calico Museum Ahmedabad, Marg Publication.

Practical: Major V Fundamentals of Clothing Construction (P) 831212							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5	IV	831212	Fundamentals of Clothing Construction (P)	1	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: <ol style="list-style-type: none"> To learn basic sewing techniques To understand types and Application of Trims To handle and maintain sewing tools and machine 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> Apply hand and machine sewing techniques Apply and use various Trims 							
-List of Practical in Fundamentals of Clothing Construction (P)							
1. Introduction to pattern cutting tools, sewing machine and care							
2. Understanding and developing the basic hand and machine sewing techniques- Machine exercises, clipping, notching, stay stitching, under stitching, hemming, basting, piping, trimming, mitred corner, gathering, shirring and applying cross way strips, etc							
4. Applying trims for eg. Frills, fringes and piping , etc.							

Practical Major VI :Traditional Textiles (P) 831213							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	831213	Traditional Textiles (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: 1.To develop the skill of identifying Indian traditional textiles 2. To Classify traditional textiles 3. To design products using traditional textiles							
Course Outcome: At the end of the course ,students will 1.Identify and categories traditional textiles of India 2.Design and contemporise traditional textiles for various end use							

-List of Practical in Traditional Textiles	
1	Portfolio development of the traditional textiles of India
	<ul style="list-style-type: none"> Woven textiles
	<ul style="list-style-type: none"> Painted and Printed textiles
	<ul style="list-style-type: none"> Embroidered textiles
2	Preparation of samples of any two traditional textiles and its application for value added products

Syllabus

Major Discipline/Subject-. **Communication and Extension**

UG Programme B.Sc. HOME SCIENCE

SECOND YEAR: SEMESTER– IV Level-5

Theory; Major V Extension work and Communication- I (T) 802208							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	802208	Extension work and Communication- I (T)	3	3	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives: <ol style="list-style-type: none"> To understand the importance of communication for extension To develop skills in communication To understand feedback for effective results 				
Course Outcome: <p>At the end of the course, students will</p> <ol style="list-style-type: none"> Be equipped with the skills to effectively share knowledge and empower communities Clearly and concisely convey information, ensuring that messages are understood and acted upon 				
Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Communication & Extension <ul style="list-style-type: none"> Concept of Communication Meaning, Definition, Importance Types of Communication 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> Self-study Experiential learning Assignment designing
Unit-II	Communication Process <ul style="list-style-type: none"> Meaning and Process Elements of Communication Process Models of communication 	8	8	

Unit-III	Barriers in communication Process <ul style="list-style-type: none"> • Meaning • Types of barriers and their solution 	7	7	● Participative learning
Unit-IV	Feed Back in communication <ul style="list-style-type: none"> • Need, importance of Feed Back • Role of Feed Back in communication • Problems in getting feed Back 	8	8	

References:

1. Dr.JitendraChauhan, Communication And Extension Management, Publisher : Kushal Publications and Distributors, 2nd Edition,2016
2. B.KuppuSwamy, Communication and social development in India, Sterling publication
3. Dahama, O.P and Bhatnagar O.P. (1995). Education and Communication for Development. New Delhi: Oxford and IBH Co

Theory :VI Extension work and Communication II (T) 802209							
Lev el	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	802209	Extension work and Communicati on II (T)	3	3	2 Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To effectively convey information to encourage participation
2. To build trust and rapport between extension workers and the target audience
3. To learn effective communication strategies for positive change in development

Course Outcome:

At the end of the course, students will

1. Develop communication strategies to empower communities
- 2.Create message appropriate to the audience, target and context

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Mass communication <ul style="list-style-type: none"> • Meaning, Importance • Function of Mass communication • Types of Mass Communication 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Communication strategies <ul style="list-style-type: none"> • Communication channels- identifying, reaching target audiences • Communication techniques 	8	8	
Unit III	Visual communication Media and Technology	8	8	
Unit IV	Communication for development <ul style="list-style-type: none"> • Applying communication principles to promote social change • Relationship between, Communication, Extension and Development 	7	7	

References:

1. Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
2. Devito, J. (1998) Human Communication. New York: Harper & Row.
3. Patri and Patri (2002); Essentials of Communication. Greenspan Publications
4. Baran, S. (2014) Mass Communication Theory. Wadsworth Publishing
5. Stevenson, D. (2002) Understanding Media Studies: Social Theory and Mass Communication, Sage Publications

Practical: Major V- Extension Work and Communication I (P) 802210							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	802210	Extension work and Communication- I (P)	1	2	2Hrs	External -25 Marks Internal- 25 Marks
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To develop communication skills 2. To facilitate dialogue, encourage participation 							
<p>Course Outcome: At the end of the course ,students will</p> <ol style="list-style-type: none"> 1. Develop confidence to build trust and positive relationships 2. Understand ways to get feedback for effective output 							
-List of Practical in Extension Work and Communication I (P)							
1	Activities to develop communication skills (interview, seminar, speech)						
2	Organizing role play for extension work						
3	Developing feedback for effective extension work						

Practical: Major VI - Extension Work and Communication II (P) 802211							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5	IV	802211	Extension work and Communication II (P)	1	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: 1. To develop skills in communication for development 2.To use Media and Technology for communication							
Course Outcome: At the end of the course ,students will 1.Design and use of media and technology for effective communication 2. Plan and conduct small group communication							
-List of Practical in Extension work and Communication II							
1	Developing skills in planning and conducting small group communication						
2	Review of media on selected issues						
3	Design and use of graphic media for extension						

AEC: IKS Indian knowledge system and traditions for life skill (T) (838203) is common for all major subjects

AEC: IKS Indian knowledge system and traditions for life skill (T) 838203							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
.5	IV	838203	IKS (T) Indian Knowledge System and Traditions for Life Skill (T)	1	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: 1. To understand traditional Indigenous knowledge systems, 2. To integrate the knowledge to address contemporary and emerging life skills 3. To preserve and promote India's intellectual and cultural heritage				
Course Outcome: At the end of the course, students will 1. Develop an increased cultural awareness 2. Follow a sustainable and holistic living 3. Find solutions to real situations.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Indigenous knowledge systems in * Resource Management * Food and Nutrition	7	7	Demonstration, Class room study, Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Indigenous knowledge systems in * Human Development *Textile and Clothing * Communication and Extension	8	8	

References:

1. Jha, A. (n.d.). *Traditional knowledge system in India*.
2. Mishra, S., Behera, S. K., & Bhui, S. (n.d.). *Indigenous knowledge system: Traditions and transformations*.
3. Ministry of Education. (n.d.). *Indian knowledge systems*. Government of India.
4. Iter, U. (n.d.). *Indian knowledge systems (IKS): A family and community sciences perspective*.
5. Pati, R. (n.d.). *Indigenous food and nutrition system*.
6. Pillai, J. (n.d.). *The Indian textile: An insight into the rich history and diversity of Indian textile traditions*.

Choose any one of the following Minor stream from the table given below excluding the stream of the Major

(Resource Management / Food Science and Nutrition / Human Development /Textile &Clothing/ Communication & Extension)

Semester IV

Sr. No	Vertical No	NEP Vertical Type	Resource Management	Food Science and nutrition	Human Development	Textile & Clothing	Communication & extension
3*	B	Minor (Theory)	Course Code-823213 Colour Concept in Interior(T)	Course Code-806215 Nutrition Through Life Span (T)	Course Code-827212 Stages of Life span- II (T)	Course Code-831214 Apparel Designing (T)	Course Code-802212 Dynamics of Communication and Extension (T)
	B	Minor (practical /laborato ries)	Course Code-823214 Colour Concept in Interior(P)	Course Code-806216 Nutrition Through Life Span (P)	Course Code-827213 Stages of Life Span- II (P)	Course Code-83125 Apparel Designing (P)	Course Code-802213 Dynamics of Communication and Extension (P)
6	B	Minor Elective (Theory)	Course Code-823215 A-Home Decor (T) Course Code-823216 B- Accessories used in Interior (T)	Course Code-806217 A-Dietetics (T) Course Code-806218 Food Chemistry (T)	Course Code-827214 A-Education for Child Care (T) Course Code-827215 B- Child Care and Gender Empowerment (T)	Course Code-831216 A-Basics of Garment Construction (T) Course Code-831217 B-Textile Chemistry (T)	Course Code-802214 A-Program Planning for Extension (T) Course Code-802215 B-Social Entrepreneurship (T)
7*	B	Minor Elective (practical /laborato ries)	Course Code-823217 A-Home Decor (P) Course Code-823218 B- Accessories used in Interior (P)	Course Code-806219 A-Dietetics (P) Course Code-806220 B-Food Chemistry (P)	Course Code-827216 A- Education for Child Care (P) Course Code-827217 B-Child Care and Gender Empowerment (P)	Course Code-831218 A-Basics of Garment Construction (P) Course Code -831219 B-Textile Chemistry (P)	Course Code-802216 A-Program Planning for Extension (P) Course Code -802217 B-Social Entrepreneurship (P)

Minor subjects Syllabus

Food Science and Nutrition

Semester - IV

Theory: Minor IV Nutrition Through life Span (T) 806215							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	806215	Nutrition Through Life Span (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: 1. To understand the basics of recommending the dietary allowances 2. To study the nutritional needs at different stages of life span 3. To assess nutritional requirements and nutritional status of an individual				
Course Outcome: At the end of the course, students will 1. Understand the basics of recommending the dietary allowances 2. Recommend nutritional needs at different stages of life span 3. Assess nutritional requirements and nutritional status of an individual				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Adequate diet and meal planning-Concept, Meaning and importance Factors affecting meal planning –nutritional, socio –cultural, religious, geographic, economic	7	7	<ul style="list-style-type: none">● Demonstration● Class room study● Experiential learning● Assignments● Participative learning● Regular lectures● skill workshops
Unit-II	Nutrition through life cycle Nutrition and diet during pregnancy- importance, requirements, food selection and menu planning Nutrition and diet during lactation- importance, requirements, food selection and diet	8	8	
Unit-III	Nutrition and diet during infancy- importance, requirements, food selection. Breastfeeding, weaning food, artificial feeding Nutrition and diet during preschool, childhood importance, requirements, food selection and diet	7	7	
Unit-IV	Nutrition and diet during adolescent period- importance, , requirement ,food selection and diet Nutrition and diet during adulthood- importance, requirements for different work pattern, food selection and diet according to socio economic level Nutrition during old age- importance, requirements, food selection and diet	8	8	

References:

1. Antia, F. P., & Abraham, P. (2001). *Clinical nutrition and dietetics*. Oxford Publishing Company.
2. Srilakshmi, B. (2007). *Dietetics*. K.K. Gupta for New Age International Pvt. Ltd.
3. Benion, M. (n.d.). *Clinical nutrition*. Harper and Row Publishing.
4. Mahan, L. K., & Sylvia Escott-Stump. (2000). *Krause's food, nutrition and diet therapy* (10th ed.). W.B. Saunders Company.
5. Passmore, P., & Eastwood, M. A. (n.d.). *Human nutrition and dietetics*. Churchill Livingstone.
6. Begum, R. M. (1989). *A textbook of foods, nutrition and dietetics*. Wiley Eastern Ltd.

7. Robinson, C., Lawlee, M. B., Chenoweth, W. L., & Carwick, A. E. (n.d.). *Normal and therapeutic nutrition*. Macmillan Publishing Company.
8. Williams, S. R. (1993). *Nutrition, diet therapy* (7th ed.). W.B. Saunders Company.
9. Shils, M., & Goodhart, R. (n.d.). *Modern nutrition in health and disease*. McGraw-Hill, Ubrman.

Practical: Minor IV Nutrition Through Life Span (P) 806216							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5	IV	806216	Nutrition Through Life Span (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1) To understand the importance of diet. 2) To understand the role of food in health. 3) To know about the functions, deficiency and requirements of nutrients in diet 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1. Gain experience in planning adequate diets for different age groups and for different income groups 2. Assess nutrition issues and support to promote the health 							
-List of Practical in: Minor IV Nutrition Through Life Span							
1	Introduction to practical outline use of food value						
2	Planning and preparation of diet for pregnant women and lactating women						
3	Planning and preparation of diet for infancy - 0to3 months, 3to 6 months and 6 to 12 months						
4	Planning and preparation of diet for childhood and adolescent						
5	Planning and preparation of diet for adulthood- sedentary ;middle and heavy activity and old age						

Minor Elective Theory: VI A- Dietetics (T) 806217							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5	IV	806217	Dietetics (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: <ol style="list-style-type: none"> 4. To gain knowledge about diet therapy 5. To understand the role of dietician in maintaining good nutritional status. 6. Design or formulate different therapeutic diets for various disease conditions
Course Outcome: <p>At the end of the course, students will</p> <ol style="list-style-type: none"> 1. Manage diet in maintaining good nutritional status. 2 .Gain knowledge of the principles of diet therapy

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Diet therapy: objectives of diet therapy, modification of normal diet through consistency : clear liquid diet, full liquid diet and soft diet Nutrients: high protein and low protein, high calorie and low calorie Texture: high fibre, low fibre diet	7	7	Demonstration, Class room study <ul style="list-style-type: none"> ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	Nutritional management in common nutritional problems Protein calorie malnutrition, Nutritional anaemia, Goitre, vitamin A deficiency and vitamin D deficiency	8	8	
Unit-III	Nutritional management in common ailments requirement and diet planning - diarrhoea, gastritis ,constipation, typhoid and tuberculosis	8	8	
Unit-IV	Nutritional management in common disorders Requirement and diet planning- Diabetes, Peptic ulcer. Arthrosclerosis, Jaundice.	7	7	

References:

1. Antia, F. P., & Abraham, P. (2001). *Clinical nutrition and dietetics*. Oxford Publishing Company.
2. Srilakshmi, B. (2007). *Dietetics*. Published by K.K. Gupta for New Age International Pvt. Ltd.
3. Benion, M. (n.d.). *Clinical nutrition*. Harper and Row Publishing.
4. Mahan, L. K., & Sylvia Escott-Stump. (2000). *Krause’s food, nutrition and diet therapy* (10th ed.). W.B. Saunders Company.
5. Passmore, P., & Eastwood, M. A. (n.d.). *Human nutrition and dietetics*. Churchill Livingstone.
6. Begum, R. M. (1989). *A textbook of foods, nutrition and dietetics*. Wiley Eastern Ltd.
7. Robinson, C., Lawlee, M. B., Chenoweth, W. L., & Carwick, A. E. (n.d.). *Normal and therapeutic nutrition*. Macmillan Publishing Company.
8. Williams, S. R. (1993). *Nutrition, diet therapy* (7th ed.). W.B. Saunders Company.
9. Shils, M., & Goodhart, R. (n.d.). *Modern nutrition in health and disease*. McGraw-Hill.
10. National Institute of Nutrition. (2015). *Dietary guidelines for Indians: A manual*. Hyderabad.

Minor Elective							
Theory: VI B : Food Chemistry (T) 806218							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	806218	Food Chemistry (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: 1. Understand food composition. 2. Understand chemistry of food
Course Outcome: At the end of the course ,students will 1. Gain knowledge of food composition. 2. Students understood chemistry of food

-List of Practical in Dietetics (P) 806219

1	Planning and preparation of therapeutic modified diets- fluid diet, high protein diet, low protein diet, high fibre diet, low fibre diet, calorie restricted diet
2	Modification of diets in obesity
3	Modification of diets in underweight
4	Planning and preparation of diet in following conditions protein calorie malnutrition, anaemia, goitre, vitamin A deficiency
5	Planning and preparation of diet in following ailments diarrhoea- low fibre diet ,constipation -high fibre diet, typhoid and tuberculosis

Minor Elective Practical B : Food Chemistry (P) 806220

Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5	IV	806220	Food Chemistry (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. Understand food composition.
2. Understand chemistry of food

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

1. Understand food composition.
2. Understand chemistry of food

-List of Practical in Minor Elective B : Food Chemistry (P) 806220

1	Detection of carbohydrates in a given sample - Molish test
2	Estimation of the concentration of reducing sugar -Benedict's Test.
3	Demonstration of breakdown of starch to monosaccharide with Hydrochloric acid.
4	Detection of proteins using colour reactions. Burette test Xanthoproteic test Million's test
5	Detection of fats using- Solubility Test Emulsification Bromine Water Test Saponification
6	Detection of iodine from salt
7	Estimation of Vitamin C in a given sample
8	Estimation of Iron in a given sample.

SECOND YEAR: SEMESTER IV Level- 5
Minor subjects Syllabus

Semester – IV
Resource Management

Minor IV Colour Concept in Interior (Theory) 823213					
Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
823213	Colour Concept in Interior- (T)	3	3	2Hrs	50

Course Objective: 1) The role of the colour wheel in interior design 2) Impact of colours in various interior spaces 3) Implement appropriate colour schemes based on lighting, room function, and user needs				
Course Outcome: At the end. of the course, students will be able to: 1) Understand the elements of hue, value, chroma, and create accurate colour wheels and charts. 2)Analyze the psychological impact of colours in interior environments 3) Use different colour combinations (monochromatic, complementary, analogous, etc.) to suit the mood and function of various rooms				
Unit	Contents	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Introduction to Colour Theory Definition and significance of colour in interior design Historical overview of colour use in interiors, Components of colour: Hue, Value, intensity The colour wheel – Warm and cool colours Tint, tone, and shade	7	7	<ul style="list-style-type: none">• Demonstration• Class room study• Experiential learning• Assignment• Participative learning• Regular lectures• Skill workshops
Unit II	Colour Schemes and Psychology Types of colour schemes: Colour psychology: Emotional and psychological impact of colours Colour preferences and cultural symbolism Colour and mood in interiors (living room, bedroom, workspace, etc.)	8	8	
Unit III	Application of Colour in Interior Spaces Principles of colour application in interior design Factors influencing colour selection Natural light, artificial lighting, space size, function, Colour planning for residential, commercial, and institutional spaces	7	7	
Unit IV	Tools, Trends, and Techniques Use of colour swatches, paint charts, digital tools (e.g., Pantone, Adobe Color) Introduction to colour forecasting and trends Sustainable and eco-friendly colour choices	8	8	

References:

1. Faulkner, R. and Faulkner’s. (1987), Inside Today’s Home, Rine hart publishing company, New York.

2. Judy. (1994), How to see, how to paint it, Harpencolling publishers, London.

3. Pratap R.M (1988) Interior Design Principles and practice, Standard publishers” distribution, Delhi.

4. Seetharam, P and Pannu, P. Interior Design and Decoration, CBS publishers and distributors, New Delhi.

5. Stewart and Sally. W, (1997), The Complete Home Decorator, Annes publishers Ltd., New York

6. Faulkner, R. and Faulkner’s. (1987), Inside Today „s Home, Rine hart publishing company, New York.

7. Judy. (1994), How to see, how to paint it, Harpencolling publishers, London.

8. Pratap R.M (1988) Interior Design Principles and practice, Standard publishers” distribution, Delhi.

9. Seetharam, P and Pannu, P. Interior Design and Decoration, CBS publishers and distributors, New Delhi.

10. Stewart and Sally. W, (1997), The Complete Home Decorator, Annes publishers Ltd., New York

Practical: Minor IV (P) Colour Concept in Interior 823214							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum Marks
5	IV	823214	Colour Concept in Interior	1	2	2Hrs	External- 25 Marks Internal- 25 Marks
Course Objectives: 1) To understand the fundamentals of the colour wheel and colour theory 2) To apply various colour schemes in interiors 3) To visually communicate interior concepts using colour and material inspirations							
Course Outcome: At the end of the course ,students will 1) Accurately represent colour relationships and develop a base for using colour schemes 2) Identify and use appropriate colour schemes based on space function and mood.3)earn to use colours effectively to evoke a specific mood or style							
List of Practical in Colour Concept in Interior							
1.Create a 12-part colour wheel showing primary, secondary, and tertiary colors using paints							
2. Create colour boards for various schemes: monochromatic, complementary, analogous, triadic, and split-complementary using colour chips and images.							
3. Select and present a complete colour scheme (walls, furniture, fabrics) for a bedroom							
4. Develop a colour schemes for living, kitchen, and bathroom							

Minor IV A- Home Décor (Theory) 823215					
Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
823215	Home Décor (Theory)	3	3	2Hrs	50

Course Objective: 1)To introduce the fundamentals of home décor 2) To familiarize with décor elements and accessories 3) Enhance ability to plan and style living spaces thematically
Course Outcome: At the end. of the course, students will be able to: 1)Understand the principles and scope of home décor 2)Identify and use various home décor elements effectively 3)Design thematic and personalized décor for different spaces

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Introduction to Home Décor- Meaning and scope of home décor, Importance of aesthetics, functionality, and personal expression Elements and principles of design in décor Difference between home décor and interior design	7	7	<ul style="list-style-type: none"> • Demonstration • Class room study • Experiential learning • Assignments • Participative learning • Regular lectures • skill workshops
Unit II	Décor Elements and Accessories Types and uses of décor accessories: Wall art, paintings, sculptures, indoor plants, rugs, vases, etc. Role of textiles in décor: curtains, cushions, upholstery, carpets, Role of mirrors, clocks, lighting, and decorative objects Indian traditional vs. modern décor styles	8	8	
Unit III	Space Styling and Thematic Décor Styling techniques for various areas of the home: Living room, bedroom, kitchen, bathroom, foyer Thematic décor: Traditional Indian And Types Use of focal points, layering, and zoning in space styling Seasonal and festive décor (e.g., Diwali, Christmas, etc.)	7	7	
Unit IV	DIY and Sustainable Décor Practices Do-It-Yourself (DIY) décor ideas and techniques Use of recycled and up cycled materials for décor, Sustainable and eco-friendly decorating choices, Budget planning for home décor projects	8	8	

References -

1. Mullick, P. (n.d.). *Home management and interior decoration*. Kalyani Publishers.
2. Sethi, P. K. (n.d.). *Interior design: Principles and practice*. Standard Publishers Distributors.
3. Chakrabarti, S. (n.d.). *Art and science of home management*. Orient BlackSwan.
4. Srinivasan, R. (n.d.). *Textbook of interior decoration*. Anmol Publications.
5. Leighton, A. W. (1997). *The encyclopaedia of home furnishing techniques*. Headline Book Publishing Limited.
6. Clifton-Mogg, C. (1997). *The curtain design source book*. Ryland Peters and Small.
7. Bullis, J. (1996). *Quick and easy soft furnishings*. Readers Digest Association Limited.
8. Britain, J. (1986). *Home furnishings*. Little Brown and Company.
9. Lawrence, M. (2001). *The complete decorating and home improvement book*. Hermes House.

Minor IV B- (Theory) Accessories Used in Interior 823216					
Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
823216	Accessories Used in Interior (T)	3	3	2Hrs	50

Course Objective: 1) Introduce students to the concept and significance of interior accessories 2) Familiarize students with different types of accessories used in interior 3) Develop styling and arrangement skills for different home and commercial spaces				
Course Outcome: At the end. of the course, students will be able to: 1) Identify and classify various types of interior accessories 2) Apply principles of design in the selection and arrangement of accessories 3) Create aesthetically pleasing and theme-based interior setups				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Introduction to Interior Accessories Definition and importance of accessories in interior design, Classification of accessories: functional vs. decorative, Role of accessories in enhancing aesthetics and ambience, Factors to consider while selecting accessories: style, theme, budget, scale	7	7	<ul style="list-style-type: none"> • Demonstration • Class room study • Experiential learning • Assignments • Participative learning • Regular lectures skill workshops
Unit II	Types of Interior Accessories Wall accessories: Wall art, clocks, mirrors, wall panels, Table top accessories: Vases, candles, photo frames, bowls, sculptures, Soft accessories: Cushions, throws, rugs, curtains, table linens. Green accessories: Indoor plants, terrariums, vertical gardens Lighting accessories: Lamps, fairy lights, pendant lights	8	8	
Unit III	Placement and Arrangement Techniques- Principles of accessory arrangement (balance, rhythm, scale, harmony) Focal point creation and accenting with accessories, Zoning spaces using décor elements. Styling techniques for: Living room, bedroom, kitchen, bathroom, entryway Minimalist, maximalist, and theme-based arrangement styles	7	7	
Unit IV	DIY & Sustainable Accessories Introduction to Do-It-Yourself (DIY) accessories Upcycling and eco-friendly accessory creation, Culturally inspired and traditional Indian décor items, Planning, budgeting, and sourcing accessories Seasonal and festive décor ideas.	8	8	

References:

1. Mullick, P. (n.d.). *Home management and interior decoration*. Kalyani Publishers.
2. Srinivasan, R. (n.d.). *Interior design and decoration*. Anmol Publications.
3. Chakrabarti, S. (n.d.). *Art and science of home management*. Orient BlackSwan.

4. Leighton, A. W. (1997). *The encyclopaedia of home furnishing techniques*. Headline Book Publishing Limited.
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6. Bullis, J. (1996). *Quick and easy soft furnishings*. Reader's Digest Association Limited.
7. Britain, J. (1986). *Home furnishings*. Little, Brown and Company.
8. Lawrence, M. (2001). *The complete decorating and home improvement book*. Hermes House.

Practical: Major IV A- Home Decor 823217 (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	823217	Home Decor	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> Promote creativity and sustainability through handmade decorative items. To learn placement and arrangement of decorative elements for visual balance. To understand fabric coordination and soft furnishings in home décor. 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> Demonstrate the ability to select and classify accessories for different interior spaces Apply design principles to arrange accessories effectively Showcase balance, harmony, rhythm, and scale while placing accessories in residential or commercial settings. 							
List of Practical in Home Decor							
1. Create one functional DIY décor item (e.g., wall hanging, lamp, planter) using recycled or eco-friendly materials.							
2. Select and present a combination of fabric samples for curtains, cushions, and sofa covers for a specific room.							
3. Style a corner or table top using items like candles, vases, photo frames, and textiles.							
4. Choose matching fabrics for curtains, cushions, throws, and rugs for a given theme and display them in a sample board.							

Practical: Major IV-B		Accessories Used in Interior (P)		823218			
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5	III	823218	Accessories Used in Interior	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1) Visualize and communicate a décor theme 2) Understand the role and placement of wall décor 3) Explore indoor plant styling 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1)Develop mood boards and sample boards to communicate interior accessory concepts 2) Apply design elements such as colour, texture, and theme to create visual planning tools. 3)Select appropriate accessories for functional and aesthetic enhancement of spaces 							
List of Practical in Accessories Used in Interior							
1. Select and arrange wall accessories (mirrors, clocks, frames) for a simulated space, focusing on focal points and balance							
2. Choose matching fabrics for curtains, cushions, throws, and rugs for a given theme and display them in a sample board							
3. Arrange live or artificial plants, terrariums, or vertical gardens in a mock space (window sill, corners, tables)							
4. Design and make one DIY accessory using waste/recycled material (e.g., candle stand, wall art, fabric organizer)							

Minor subjects Syllabus

Human Development

Semester - IV

Theory : Minor IV Stages of Life Span II (T) 827212							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	827212	Stages of Life Span II (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To learn the developmental tasks of different stages of adulthood
2. To understand the complexities of human development throughout adulthood stage
3. To study physical, cognitive, social and emotional changes and to apply this knowledge in various contexts

Course Outcome:

- At the end of the course, students will be able to-
1. Use their knowledge of lifespan development to understand and analyse human behaviour and interactions in various contexts.
 2. Understand how different processes interact to influence development across the lifespan.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Middle Adulthood <ul style="list-style-type: none"> • Developmental tasks of middle adulthood • Parenting growing children • Changes in Interest 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Late Adulthood <ul style="list-style-type: none"> • Developmental tasks of middle adulthood • Physical and physiological changes and aging • Social role in solving the problems of old age people 	8	8	
Unit III	Adulthood Activities <ul style="list-style-type: none"> • Cognition and creativity: Work, Vocation and leisure • Diversity in roles and relationships • Social/Cultural perspective on aging 	7	7	
Unit-IV	Issues related to old age Adjustment to physical & mental changes <ul style="list-style-type: none"> • Problem of old age • Psychological and sociological aspect of aging 	8	8	

References:

1. Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
2. Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the life span. London: Penguin.
3. Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw-Hill.
4. Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.

- Practical in – Minor IV(P) Stages of Life Span II – 827213							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	III	827213	Stages of Life Span II (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1.To learn activities for better parenting 2.To learn to deal with old age people 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1.Understand and develop activities for parents and understand the involvement of self in parent and child relationship 1.Develop activities to facilitate development for elderly care 							
List of Practical in Stages of life span II							
1.Visit to old age centre or elderly care centre							
3. Develop and implement activities for parents to strengthen bonds between parents and growing children/ involvement in household chores/develop skills /reduce screen time							
4. Develop and implement activities for old age to Socializing/ Physical and Mental Well-being/ volunteering for companionship							

Minor Elective Theory: A- Education For Child Care (T) 827214							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
5	IV	827214	A : Education for Child Care (T)	1	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. To enhance knowledge and skills for planning program and its execution in ECE centres
2. To understand the significance of inclusive ECCE
3. To relate the involvement of parents and community

Course Outcome:

At the end of the course, students will

1. Gain knowledge and skills to support children's holistic development
2. Understand the preschool programme structure of India
3. Be prepared for careers in Early Childhood Education programs

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Early Childhood Education – Meaning, characteristics and significance of early childhood education <ul style="list-style-type: none"> • History of its evolution, abroad and in India • Types of pre school programmes in India : Balwadi, anganwadi, nursery, kindergarten, montesory • National ECCE policy 2020 	7	7	Demonstration, Class room study Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Significance of Play way method in ECE <ul style="list-style-type: none"> • Theory of play, Development of play Stages • Importance of play • Steps and types of program planning, 	8	8	
Unit-III	Developing key characters in children: Empathy, Adaptation, Boldness, Creativity, Diligence, Patience, Responsibility, Self-reliance, Resilience, Resourcefulness, Positive Self-esteem, Integrity, Humility, Tolerance, punctuality etc. <ul style="list-style-type: none"> • Role, qualities and responsibilities of an early childhood personnel • Involvement of parents and community in ECCE 	7	7	

Unit-IV	Observation and recording of activities in ECE centre <ul style="list-style-type: none"> Developing and conducting activities to promote all round development Preparation of suitable creative/innovative teaching learning material used for preschool children Application of theories of classroom teaching, different methods of evaluating performance and interpretation 	8	8	
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References:

1. Snow, C. E., & Van Hemel, S. B. (Eds.). (2008). *Early childhood assessment: Why, what, and how*. National Research Council. The National Academies Press.
2. National Council of Educational Research and Training. (2020). *Early childhood care and education (ECCE): Foundations of learning (NEP 2020)*. Department of Elementary Education, NCERT.
3. National Institute of Open Schooling. (n.d.). *Early childhood care and education: Senior secondary course (Course 376)*. A-24-25, Institutional Area, Sector-62, Noida – 201309 (U.P.).
4. National Institute of Open Schooling. (n.d.). Retrieved from <http://www.nios.ac.in>
5. Eliason, C., & Jenkins, L. (1990). *A practicum guide to early childhood curriculum* (4th ed.). Merrill Publishing Company.
6. Grewal, J. C. (2000). *Methods and materials of nursery education* (4th rev. ed.). Doaba House.
7. Grewal, J. S. (1984). *Early childhood education: Foundations and practice*. National Psychological Corporation.
8. National Council of Educational Research and Training. (n.d.). *Human development and family studies, Unit III*. NCERT. Retrieved from <http://ncert.nic.in/textbook/pdf/lehe107.pdf>
9. Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed., pp. 13–29). Pearson Merrill Prentice Hall.
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11. Ministry of Women and Child Development. (n.d.). *National early childhood care and education (ECCE) curriculum framework*.
12. Indian Agricultural Statistics Research Institute. (n.d.). *eCourses Online*. Retrieved from <http://ecoursesonline.iasri.res.in/course/index.php?categoryid=100>

Minor Elective Theory: B- Child Rights and Gender Empowerment (T) 827215							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
.5	IV	827215	Child Rights and Gender Empowerment (T)	1	2	2Hrs	External-30 Mark Internal - 20 Mark

Course Objectives:

1. To understand and address systemic inequalities
2. To promote human rights and create a more just and equitable world for all
3. To focus on the unique needs and vulnerabilities of children and women

Course Outcome:

At the end of the course, students will

1. Get the necessary foundation to grow and develop their ideas and understanding about child rights and gender equality
2. Realise that they should have equal opportunities
3. Participate in creating a fair and inclusive world

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Understanding Child Rights <ul style="list-style-type: none"> ● Meaning of Child Rights and Convention on Child Rights ● Knowing disadvantage and exclusion in relation to children ● Demographic profile of the child in India 	7	7	Demonstration, Class room study, Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Children in Difficult circumstances <ul style="list-style-type: none"> ● Street children, ● working children ● homeless children ● Child Abuse ● Child Trafficking 	8	8	
Unit-III	Conceptualizing Gender <ul style="list-style-type: none"> ● Defining terms- sex, gender, masculinity, femininity ● Socialisation for gender- gender roles, gender stereotypes ● Patriarchy and social institutions ● Perspectives on feminism 	7	7	
Unit-IV	Gender Empowerment <ul style="list-style-type: none"> ● Demographic profile ● Issues and concerns related to girls and women in India ● Media and gender 	8	8	

References:

1. Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.
2. Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.
3. Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.
4. Kishwar, M. (1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.
5. Satyarthi, K. and Zutshi, B. (Ed) (2006). Globalization, Development and Child Rights. New Delhi: Shipra Publication.
6. Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.

Minor Elective Practical - A – Education For Child Care (P) 827216							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max marks
5	IV	827216	A- Education for Child Care (P)	1	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: <ol style="list-style-type: none"> 1. To facilitate activities that promotes gross and fine motor skills, coordination, and healthy habits. 2. To learn to develop playful activities for child development 3. To understand the importance of creating a safe and supportive environment for children 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1. Create stimulating learning environment for children 2. Develop activities that promote language development, listening skills, and pre-reading skills 							
-List of Practical in Early Childhood Care & Education (P)							
1	To identify appropriate features of physical, social environments that will promote all round development in young children						
2	Identify, plan and record activities and methods of playful interactions to foster development in children -birth to two years						
3	Identify, plan and record activities and methods of playful interactions to foster development in children- Two to six years						
4	Workshops in any two of the following <ul style="list-style-type: none"> ▪ Understanding childhood nutrition and health ▪ Developing work sheets to teach concepts ▪ Enhancing social and language skills ▪ Music, movement and drama for children 						

-Practical Minor Elective B : Child Rights And Gender Empowerment (P) 827217

Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5	IV	827217	Child Rights and Gender Empowerment (P)	1	2	2Hrs	External-Marks Internal-Marks

Course Objective:

1. To understand children's well-being and development
2. To remove the bias against girl children
3. To understand gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.

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

1. Define and Evaluate gender as a social construct.
2. Identify the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences.

List of Practical

1	Understanding child rights and gender in diverse social groups through visits
2	Interactions with children in difficult circumstances
3	Understanding gender realities in different social groups

Minor subjects Syllabus

Textile and Clothing

Semester - IV

Theory: Minor IV Apparel Designing (T) 831214							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	831214	Apparel Designing (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark
Course Objectives: 1. To understand the basics of design in textile and apparel designing 2. To understand the importance of art elements in garment selection							
Course Outcome: At the end of the course, students will 1. Apply the elements and principles of design 2. Develop skills in garment selection 3. Understand basic silhouettes							
Unit	Content				Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Design-Definition, meaning, • Classification of design -Structural and Decorative -Natural, Abstract, Geometric, Stylised, etc • Motif , Layout, Repeat in design				7	7	Demonstration, Class room study, Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Essentials of design Elements of design- line, colour, texture, space, pattern, shape				8	8	
Unit-III	Principles of design-balance, rhythm, proportion, harmony, emphasis				7	7	
Unit-IV	Basic silhouettes • Figure types and clothing selection • Selection of clothing for different occasions				8	8	

References:

1. Sumathi, G. J. (n.d.). *Elements of fashion and apparel design*. New Age International Publishers.
2. McKelvey, K. (n.d.). *Fashion source book*. Blackwell Publishing.
3. Mills, J., & Smith, J. K. (n.d.). *Design concept*. Fairchild Publications.
4. Rasband, J. (n.d.). *Wardrobe strategies for women*. Delmar Publishers.
5. Jarnow, J. A., Guerreiro, M., & Judelle, B. (n.d.). *Inside fashion business* (4th ed.). Macmillan Publishing Company.

Practical : Minor IV Apparel designing (P) 831215

Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	831215	Apparel Designing (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To apply elements of art for Apparel designing
2. To practice sketching and drawing Apparel designing
3. To draw various silhouettes

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

1. Apply elements of art for creating illusion in dress
2. Develop skills in illustrating various silhouettes

-List of Practical in Apparel designing (P)

- 1 Practice principles of illusion dressing :
Create different designs for self, using elements of design (Use figure templates)

- 2 Illustration of Basic silhouettes

Minor Elective Theory: A- Basics of Garment Construction (T) 831216							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5	IV	831216	A - Basics of Garment Construction (T)	1	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

- 1.To study the Anthropometry for garment construction
2. To gain knowledge in pattern making
3. To understand the garment details for clothing construction

Course Outcome:

At the end of the course, students will

- 1.Know the clothing construction basics
2. Understand darts and its manipulation for fitting and designing
3. Learn the application of garment details for clothing construction

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Clothing construction <ul style="list-style-type: none"> • Anthropometry (Men, Women and Child's body) • Importance and method of taking body measurement • Fabric preparation- Fabric grain, preparatory steps (preshrinking, straightening, truing) • Pattern layout , pinning, marking and cutting 	7	7	Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Importance of pattern <ul style="list-style-type: none"> • Methods of making patterns-Draping, Drafting , Flat pattern (application, principles and limitations) • Pattern making terms and symbols 	8	8	
Unit-III	Darts: types, functions, darts manipulation <ul style="list-style-type: none"> • Design and Fit-Fit area, fitting guidelines , fitting procedure 	7	7	
Unit-IV	Construction details- Introduction and types of Seams, Tucks and Pleats, Neck line, Collars, Sleeves, Plackets, Pockets	8	8	

References:

1. Goldstein, H. (n.d.). *Art in everyday life*. McMillan Co.
2. Gupta, S., Garg, N., & Sai, R. (n.d.). *Textbook of clothing and textiles*. Kalyani Publishers.
3. Devdas, R. P. (n.d.). *Textbook of home science*.
4. Mullick, P. (n.d.). *Garment construction skills*. Kalyani Publishers.

Minor Elective Theory: B- Textile Chemistry (T)831217							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
.5	IV	831217	Textile Chemistry (T)	1	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. To know the materials, reagents, equipment and process of laundry
2. To learn the application of Additives in laundry
3. To understand various finishing techniques

Course Outcome:

At the end of the course, students will

1. Co relate the laundry method for different fabrics
2. Be acquainted with the finishing processes used in textile industry

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Garment laundering equipment and procedures Principles and methods of laundering Dry cleaning	7	7	Demonstration, Class room study, Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Bleaches stain removers <ul style="list-style-type: none"> ● Stiffening agents ● Additives ● Optical brightness ● Blueing agents ● Fluorescent whiteners. 	8	8	
Unit-III	Water...hard and soft water <ul style="list-style-type: none"> ● Methods of softening water ● Soap and Detergent 	7	7	
Unit-IV	Finishing process <ul style="list-style-type: none"> ● Definition, classification ● Mechanical and Chemical finishes 	8	8	

References:

1. Alexander, R. R. (1997). *Textile products: Selection, use and care*. Boston: Houghton Mifflin Co.
2. Duelkar, D. (1976). *Household textiles and laundry work*. Delhi: Atmaram and Sons.
3. Joseph, M. L. (1981). *Introductory textile science*. New York: Rinehart and Winston.
4. Ling, E. M. (1975). *Modern household science*. London: Mills and Boon Ltd.
5. Lyle, D. S. (1977). *Textiles*. New York: John Wiley & Sons.
6. Rankin, M., & Hildreth, R. (n.d.). *Textiles in the home*.
7. Tortora, P. (1978). *Understanding textiles*. New York: Macmillan Publishing Co.
8. Tortman, E. R. (1984). *Dyeing and chemical technology of textile fibres*. London: Griffin and Co. Ltd.
9. D'Souza, N. (n.d.). *Fabric and fabric care*. New Delhi: New Age International Pvt. Ltd.

Minor Elective Practical - A - Basics of Garment construction (P) 831218

Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max marks
5	IV	831218	A- Basics of Garment Construction (P)	1	2	2 Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To learn basic sewing techniques
2. To understand types and Application of Trims
3. To handle and maintain sewing tools and machine

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

1. Apply hand and machine sewing techniques
2. Apply and use various trims

-List of Practical in Basics of Garment Construction

1	Introduction to pattern cutting tools, sewing machine and care
2	Understanding and developing the basic hand and machine sewing techniques- Machine exercises, clipping, notching, stay stitching, under stitching, hemming, basting, piping, trimming, mitered corner, gathering, shirring and applying cross way strips, etc
3	Applying trims for eg. Frills, fringes and piping , etc.

Practical Assessment:

Practice and develop basic embroidery stitches

-Practical Minor Elective B - Textile Chemistry (P) 831219

Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5	IV	831219	B-Textile Chemistry (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objective:

1. To gain knowledge about laundering processes used for different fabrics.
2. To use various methods to remove stains on fabrics

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

1. Be able to correlate and apply laundering methods for various fabrics
2. Apply techniques of removing stains of fabric

List of Practical

1	Techniques and methods of stain removal
2	Laundering of different clothes
3	Bleaching, Starching, Blueing
4	Visit to commercial laundry set up
5	Soap making

Minor subjects Syllabus

Communication and Extension

Semester - IV

Theory; Minor IV Dynamics of Communication and Extension (T) 802212							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	IV	802212	Dynamics of Communication and Extension (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand the importance of communication for extension
2. To develop skills in communication
3. To understand feedback for effective results

Course Outcome:

At the end of the course, students will

1. Be equipped with the skills to effectively share knowledge and empower communities
2. Clearly and concisely convey information, ensuring that messages are understood and acted upon

Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Communication & Extension <ul style="list-style-type: none"> • Concept of Communication • Meaning, Definition, Importance • Types of Communication 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Communication Process <ul style="list-style-type: none"> • Meaning and Process • Elements of Communication Process • Models of communication 	8	8	
Unit-III	Barriers in communication Process <ul style="list-style-type: none"> • Meaning • Types of barriers and their solution 	7	7	
Unit-IV	Feed Back in communication <ul style="list-style-type: none"> • Need, importance of Feed Back • Role of Feed Back in communication • Problems in getting feed Back 	8	8	

References:

1. Chauhan, J. (2016). *Communication and extension management* (2nd ed.). Kushal Publications and Distributors.
2. Kuppuswamy, B. (n.d.). *Communication and social development in India*. Sterling Publications.
3. Dahama, O. P., & Bhatnagar, O. P. (1995). *Education and communication for development*. New Delhi: Oxford and IBH Co.

Practical: Minor IV- Dynamics of Communication and Extension (P) 802213							
Level	Semester	Course code	Course Name	Credits	Teaching Hours /week	Exam Duration	Maximum marks
5	IV	802213	Dynamics of Communication and Extension (P)	1	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: <ol style="list-style-type: none"> 1. To develop communication skills for extension 2. To facilitate dialogue, encourage participation 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1. Develop confidence to build trust and positive relationships 2. Understand ways to get feedback for effective output 							
-List of Practical in Dynamics of Communication and Extension (P)							
1	Activities to develop communication skills (interview, seminar, speech)						
2	Organizing role play for extension work						
3	Developing feedback for effective extension work						

Theory : Minor Elective Theory A- IV Programme Planning for Extension (T) 802214							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	802214	A-Programme Planning for Extension (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To get acquainted with the Programme planning process in extension
2. To understand the importance of Programme Planning, and implementation
3. To design and administer tools for collection and analysis of data

Course Outcome:

At the end of the course, students will be able to-

1. Develop effective program planning leading to improved outcomes
2. Make informed decisions, ensuring that the program is on track to achieve its goals

Unit	Content	H r s	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Programme Planning <ul style="list-style-type: none"> ● Meaning, Objectives ● Need & Importance ● Principles of Programme Planning 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	Programme Planning Process <ul style="list-style-type: none"> ● Elements and process ● Programme Implementation 	8	8	
Unit-III	Programme Evaluation <ul style="list-style-type: none"> ● Meaning, Definition ● Types of Evaluation ● Evaluation Process 	7	7	
Unit-IV	Data collection for programme planning <ul style="list-style-type: none"> ● Types and methods 	8	8	

References:

1. Dahama, O. P., & Bhatnagar, O. P. (1995). *Education and communication for development*. Oxford and IBH Publishing Co.
2. Dale, R. (2000). *Organization and development: Strategies, structures and processes*. Sage Publications.
3. Gupta, D. (2007). *Development communication in rural sector*. Mukhopadhyay Abhijeet Publications.
4. Nisha, M. (2006). *Understanding extension education*. Kalpaz Publications.

Theory : Minor Elective Theory B- Social Entrepreneurship (T) 802215							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5	III	802215	B - Social Entrepreneurship (T)	3	3	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To stimulate knowledge and critical thinking in Social Entrepreneurship
2. Develop insights into the different social issues
3. To understand how systemic solutions enable to bridge the gaps

Course Outcome:

At the end of the course, students will

1. Understand the concept of entrepreneurship types and phases
2. Understand the dynamics of entrepreneurial dimensions
3. Understand the standards of entrepreneurial growth & development

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Concept of entrepreneurship <ul style="list-style-type: none"> • Meaning, Definition, Types of Entrepreneurship Social Entrepreneurship <ul style="list-style-type: none"> • Concept, Need, Functions, Types, • Examples and models 	7	7	Demonstration, Class room study <ul style="list-style-type: none"> • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Benefits of building a social enterprise <ul style="list-style-type: none"> • Characteristics of Social Entrepreneurs • Difference between Social Entrepreneurs and others • Role of Social entrepreneurship in sustainable development 	8	8	
Unit-III	Rural entrepreneurship <ul style="list-style-type: none"> • Meaning, types, importance, scope, challenges • Development of rural entrepreneurship in India. NGO <ul style="list-style-type: none"> • Meaning, Purpose, examples • Role of NGO in Social Entrepreneurship 	8	8	
Unit-IV	Trends in Social Entrepreneurship <ul style="list-style-type: none"> • Major challenges, Major opportunities • Role of Government for growth of social entrepreneurship in country • Corporate Social Responsibility (CSR) • Social entrepreneurship in India 	7	7	

References:

1. Chahine, T. (n.d.). *Introduction to social entrepreneurship*.
2. Verma, A. (2009). *Social entrepreneurship management*. Global India Publications Pvt Ltd.
3. Nicholls, A. (Ed.). (n.d.). *Social entrepreneurship: New models of sustainable social change*. Oxford University Press.
4. Ajmeri, S. R. (n.d.). *Social entrepreneurship*. Pothi.
5. Bornstein, D., & Devis, S. (n.d.). *Social entrepreneurship*. Oxford University Press.
6. El Fasiki, H. (n.d.). *Social entrepreneurship: Meaning, challenges, and strategies*. Lambert Academic Publishing.
7. Khanka, S. S. (n.d.). *Entrepreneurship development*.
8. Baporikar, N. (n.d.). *Entrepreneurship development and project management*.

Practical: Major V- Programme Planning for Extension (P) 802216							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5	IV	802216	Programme Planning for Extension (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To identify gaps in knowledge and skills, leading to more effective program design 2. To gain confidence and problem-solving abilities 							
<p>Course Outcome: At the end of the course ,students will</p> <ol style="list-style-type: none"> 1. Achieve skills in programme designing 2.Improve efficiency in utilising resources for better outcome 							
-List of Practical in Programme Planning for Extension (P)							
1	Undertake a projects within your organization that involve program planning						
2	Plan , execute and evaluate the programme for the project undertaken						

Practical: Major V- Social Entrepreneurship (P) 802217							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5	IV	802217	Social Entrepreneurship (P)	1	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: <ol style="list-style-type: none"> 1. To developing practical skills for real world application 2. To connect with social entrepreneurs, 							
Course Outcome: At the end of the course ,students will <ol style="list-style-type: none"> 1.Think creatively and develop new solutions to social problems 2. Development new products, services, and business models. 							
-List of Practical in Social Entrepreneurship (P)							
1	Visit to a NGO to understand its working (Report writing)						
	Work with a social enterprises or organizations to gain practical experience						
2	Identify a Social Issue-Develop a Solution- Market Your Solution						

e 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

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

