

SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI
FACULTY INTERDISCIPLINARY
UNDER GRADUATE (B.Sc) HOME SCIENCE

MINOR SUBJECTS

Sr. No.	Major	Semester	Name of Minor Course
1	Communication and Extension	I	Extension and Social development
		II	Environmental Sustainability in Home Science extension
		III	Science and Technology for rural community
		IV	Advertising and Social Marketing
		V	Community Health Nutrition and Extension
		VI	Programme Planning and Evaluation
2	Food Science and Nutrition	I	Introduction to Food Science and nutrition
		II	Fundamentals of Food and Nutrition
		III	Food Science
		IV	Family Meal management
		V	Public Health Nutrition
		VI	Basic Bakery Technology
3	Human Development	I	Basics of Human Development
		II	Child Development
		III	Lifespan Stages- I
		IV	Lifespan Stages- II
		V	Child Rights and Gender Empowerment
		VI	Methods of Working with Children
4	Resource Management	I	Basics of Interior Design
		II	Colour concepts in Interior
		III	Home Décor
		IV	Accessories used in Interior
		V	Time and Stress Management in Family
		VI	Landscape planning

5	Textile and Clothing	I	Fiber to Fabric
		II	Basics of Colour
		III	Apparel Designing
		IV	Textile Chemistry
		V	Basics of Garment Construction
		VI	Regional embroidery and its Application

Communication and Extension 802

SEMESTER I

Theory1: Extension and Social Development

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	I	802203	Extension and Social Development (T)	2	2Hrs	2Hrs	External-30 Mark Internal- 20 Mark

Objectives

1. To understand the concept of extension education and its role in social development.
2. To develop knowledge of community development processes and strategies.
3. To understand social issues and their impact on development.
4. To develop skills for planning and implementing extension programmes.
5. To promote participatory approaches for community empowerment.

Course Outcomes

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

1. Understand the concepts of extension education, social development, and the role of extension workers in promoting social change.
2. Explain the concept of community, different types of communities, social structure, and the process of social development.
3. Apply the principles of extension theories, participatory approaches, and community development models in planning extension programmes.
4. Analyze major social issues such as poverty, unemployment, illiteracy, gender inequality, and health and nutrition problems affecting community development.
5. Develop an understanding of participatory approaches and community empowerment strategies for sustainable social development.

Unit	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit-I	Introduction to Extension and Social Development Meaning and concept of extension education Meaning of social development Relationship between extension and social development Role of extension worker in social change	7		Demonstration ,Class room study Self-study Experiential learning Assignment designing
Unit-II	Community and Social Structure Concept of community Types of communities (rural, urban,	8		Participative learning

[illegible]

Course Objectives: 1. To develop practical skills in identifying and analyzing social issues through community surveys. 2. To familiarize students with government welfare schemes and programmes related to social development. 3. To develop skills in planning and organizing community awareness programmes. 4. To provide field-based learning experiences through visits to social development and welfare institutions.							
Course Outcome: At the end of the course, students will 1. Conduct community surveys to identify and assess social issues affecting different sections of society. 2. Prepare reports on government welfare schemes and programmes related to social development. 3. Plan and organize community awareness programmes on health, education, environment, and other social issues. 4. Demonstrate practical understanding of extension activities and the functioning of government welfare institutions through field visits.							
List of Practical in Extension and Social Development 1. Conduct a survey on social issues in a local community. 2. Prepare a report on government schemes related to social development. 3. Organize a community awareness programme on health, education, or environment. 4. Organize a field visit to any government welfare institution working in the area of social development.							

SEMESTER II

Theory 2: Environmental Sustainability in Home Science Extension							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	802210	Environmental Sustainability in Home Science Extension	2	2	2hrs	External-30 Mark Internal- 20 Mark

Course Objectives 1. To understand environmental sustainability in the context of Home Science Extension. 2. To develop awareness of sustainable use of natural resources in daily life. 3. To promote eco-friendly practices in food, nutrition, clothing, housing, and resource management. 4. To encourage behavioural change towards sustainable living.
--

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

1. Explain the concepts of environmental sustainability, sustainable development, and their relevance to Home
2. Science Extension.
3. Demonstrate knowledge of sustainable household practices, including resource conservation, waste
4. management, and eco-friendly lifestyle practices.
5. Apply extension education approaches and participatory methods to promote environmental
6. awareness and community-based sustainability initiatives.
7. Analyze the role of green technologies, renewable energy, organic farming, and innovative home
8. management practices in achieving environmental sustainability

Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit-I	Foundations of Environmental Sustainability in Home Science • Meaning and concept of environmental sustainability • Scope of environmental sustainability in Home Science • Relationship between environment and human life • Environmental problems: pollution, deforestation, climate change • Sustainable development goals (SDGs) and relevance to Home Science	7		Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Sustainable Household Practices • Sustainable use of food and nutrition resources • Eco-friendly cooking practices and energy conservation • Waste reduction and kitchen waste management • Water conservation in household activities • Sustainable clothing and textile use (reuse, recycle, upcycle)	8		
Unit-III	Environmental Extension Approaches and Community Practices • Extension education approaches for environmental sustainability	7		

	- Participatory environmental awareness programmes - Community-based resource management - Role of SHGs, NGOs, and schools in sustainability		
Unit-IV	Green Technologies and Innovations in Home Science - Renewable energy use in households (solar, biogas) - Rainwater harvesting and water management systems - Organic farming and kitchen gardening - Waste management technologies (composting, recycling) - Eco-friendly housing and green building concepts - Innovations in sustainable home management	8	
References:	- United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. New York: United Nations. - United Nations Environment Programme. (2021). Making peace with nature: A scientific blueprint to tackle the climate, biodiversity and pollution emergencies. Nairobi: UNEP. - Intergovernmental Panel on Climate Change. (2023). Climate change 2023: Synthesis report. Geneva: IPCC. - Food and Agriculture Organization of the United Nations. (2018). The future of food and agriculture: Alternative pathways to 2050. Rome: FAO. - Erach Bharucha. (2013). Textbook of environmental studies for undergraduate courses. Universities Press. - Miller, G. Tyler., & Spoolman, Scott. (2019). Living in the environment (19th ed.). Cengage Learning. - Sharma, P. D.. (2012). Ecology and environment. Rastogi Publications. - Singh, R. B.(2010). Environmental geography and sustainable development. Rawat Publications.		
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.		

Practical: Environmental Sustainability in Home Science Extension (P)

Level	Semester	Course code	Course Name	Credits	Teaching Hour s/week	Exam Duration	Maximum marks
4.5	II	802211	Practical in Environmental Sustainability in Home Science Extension (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To develop practical skills in adopting environmentally sustainable household practices.
2. To promote the efficient use of resources through waste management, recycling, and composting techniques.
3. To develop skills in documenting and analyzing sustainable practices followed by households and communities.
4. To provide field-based learning experiences on environmental sustainability initiatives and eco-friendly technologies

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

1. Prepare reusable and upcycled household products by applying sustainable resource management practices.
2. Demonstrate practical skills in organic compost preparation and document the composting process systematically.
3. Conduct interviews, analyze sustainable household practices, and prepare case studies based on field observations.
4. Evaluate environmental sustainability initiatives through field visits and prepare observation reports on recycling units, organic farms, or environmental projects.

-List of Practical in Extension and Social Development

1. Prepare reusable or upcycled household products from waste materials.
2. Prepare organic compost from kitchen waste and document the composting process.
3. Conduct interviews with families about sustainable household practices and prepare case studies.
4. Conduct a field visit to a recycling unit, organic farm, or environmental project and prepare an observation report

Theory :Science and Technology for Rural community (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.0	III	802220	Science and Technology for Rural community (T)	2	2Hrs	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives

1. Understand the role of science and technology in improving rural family life
2. Identify appropriate and sustainable technologies for rural development
3. Apply scientific knowledge in health, hygiene, nutrition, and sanitation
4. Develop skills in low-cost and eco-friendly technological innovations

Promote awareness of renewable energy and environmental conservation

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

1. Understand the role of science and technology in rural development.
2. Explain the application of science in health, nutrition, sanitation, and food preservation.
3. Apply renewable energy and eco-friendly technologies for sustainable rural living.
4. Identify government programmes and institutions supporting rural development.

Unit	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit-I	Introduction to Science and Technology in Rural Context • Meaning and scope of science and technology in rural development • Concept of appropriate technology • Technology gaps in rural areas • Role of science and technology in improving rural livelihoods	7		Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Health, Nutrition, and Sanitation Technologies • Rural health issues and preventive strategies • Safe drinking water technologies • Home-level sanitation systems • Nutrition awareness and food preservation methods • Traditional vs modern health practices	8		
Unit-III	Renewable Energy and Environmental Technologies • Sources of renewable energy (solar, biogas, wind) • Solar cookers, solar dryers, and	7		

	- solar lighting systems • Biogas plant structure and functioning • Energy conservation in rural households • Climate change and rural adaptation			
Unit-IV	Government Programme, Science and Technology Institutions in Rural Development • Government health programs and rural outreach • Agencies involved in rural technology transfer (KVK, ICAR, DST, NGOs) • Rural nutrition improvement schemes and ICDS services • Sanitation and hygiene promotion programs (Swachh Bharat Mission)	8		
References:	1. Dahama, O. P., & Bhatnagar, O. P. (2012). Education and communication for development. Oxford & IBH Publishing. 2. Gupta, S. P. (2015). Rural development and planning in India. Chand Publishing. 3. Kumar, A. (2018). Appropriate technologies for rural development. New Delhi Publishers. 4. Ministry of Rural Development. (2020). Rural development programmes in India. Government of India. 5. Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press. 6. Saxena, N. C. (2008). Rural development in India. Rawat Publications. 7. Singh, K. (2016). Science and technology for rural development. Concept Publishing Company.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical: Science and Technology for Rural community (P)

Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5.0	III	802221	Practical in Science and Technology for Rural community (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To develop practical knowledge of science and technology for rural development.
2. To enhance skills in preparing scientific models and extension activities.
3. To promote awareness of nutrition, sanitation, and hygiene in rural communities.

4. To provide field-based learning through visits to rural development institutions.

Course Outcome:

At the end of the course, students will

1. Prepare reports based on visits to rural development institutions.
2. Design simple models related to science and technology.
3. Organize nutrition awareness programmes for rural families.
4. Conduct sanitation and hygiene awareness campaigns in rural areas.

-List of Practical in Extension and Social Development

1. Visit Rural Development Institutions and Prepare Report
2. Design and prepare models related to science and technology.”
3. Organize a nutrition awareness programme for rural families.
4. Arrange a sanitation and hygiene awareness campaign in rural areas.

SEMESTER IV

Theory 4: Advertising and Social Marketing (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.0	IV	802229	Advertising and Social Marketing (T)	2	2Hrs	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives

1. Understand the concepts and functions of advertising and social marketing.
2. Analyse the role of media and communication in social awareness.
3. Develop advertising messages and social campaign materials.
4. Design community-based awareness and promotional campaigns.

Course Outcomes

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

1. Understand the concepts and functions of advertising and social marketing.
2. Explain the principles, techniques, and media used in advertising.
3. Identify ethical practices and regulations in advertising.

Apply social marketing principles for community awareness and public welfare campaigns.

Unit	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit-I	Introduction to Advertising • Meaning, definition, and scope of advertising • Objectives and functions of advertising • Types of advertising: commercial, institutional, social, and public service advertising • Role of advertising in society and development	7		Demonstration, Class room study Self-study Experiential learning Assignment designing Participative
Unit-II	Principles and Techniques of Advertising • Elements of effective advertising • Advertising appeals and message design • Copywriting and slogan writing • Layout, illustration, and visualization techniques • Advertising media: print, broadcast, outdoor, and digital media	8		learning

Unit-III	Advertising Ethics and Regulations • Ethics in advertising • Misleading and false advertising • Social responsibility in advertising • Advertising standards and regulations in India	7		
Unit-IV	Social Marketing • Meaning, concept, and scope of social marketing • Difference between commercial marketing and social marketing • Principles and approaches of social marketing • Role of social marketing in public welfare	8		
References :	1. Belch, G. E., & Belch, M. A. (2021). Advertising and promotion: An integrated marketing communications perspective (12th ed.). McGraw-Hill. 2. Kotler, P., & Lee, N. (2008). Social marketing: Influencing behaviors for good (3rd ed.). Sage Publications. 3. Kumar, K. J. (2017). Mass communication in India (5th ed.). Jaico Publishing House. 4. Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press. 5. Sharma, K. K. (2019). Advertising and sales management. Kalyani Publishers. 6. Singhal, A., & Rogers, E. M. (2001). India's communication revolution: From bullock carts to cyber marts. Sage Publications. 7. Wells, W., Moriarty, S., & Burnett, J. (2015). Advertising: Principles and practice (10th ed.). Pearson Education.			
Mode I Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical 4: Advertising and Social Marketing (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.0	IV	802230	Practical in Advertising and Social Marketing (P)	2	2Hrs	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To develop skills in analyzing and classifying different types of advertisements.
2. To develop practical skills in designing print and digital advertising materials.
3. To enhance communication skills through the preparation of development

journalism materials for various media.

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

1. Classify advertisements based on their types and purpose.
2. Prepare print and digital advertising materials.
Develop communication materials for newspapers, magazines, radio, television, video, and web media

-List of Practical in Extension and Social Development

1. Collect and classify advertisements samples according to their types.
2. Prepare print and digital advertising materials.
3. Produce development journalism materials for different media: Newspapers, Magazines and journals, Radio, TV, Video, Web sites.

SEMESTER V

Theory: Community Health, Nutrition and Extension (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.5	V	802242	Community Health, Nutrition and Extension (T)	2	2	2	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Understand the concepts and importance of community health and nutrition.
2. Identify major nutritional and health problems in communities.
3. Apply extension methods for health and nutrition education.
4. Develop awareness regarding preventive healthcare and healthy lifestyles.
5. Understand government health and nutrition programmes.

Course Outcomes At the end of the course, students will

1. Understand the concepts of community health, nutrition, and their importance.
2. Explain major community health problems and preventive healthcare measures.
3. Identify government health and nutrition programmes and the role of community health workers.
4. Apply food safety, sanitation, and extension approaches to promote community health and nutrition.

Unit	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit-I	Introduction to Community Health and Nutrition • Meaning, concept, and scope of community health • Meaning and importance of nutrition • Relationship between health, nutrition, and development • Determinants of community health	7		Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Community Health Problems and Preventive Measures • Communicable and non-communicable diseases • Lifestyle disorders and malnutrition • Immunization and preventive healthcare • Personal hygiene and sanitation practices	8		

Unit-III	Government Health and Nutrition Programmes - Integrated Child Development Services (ICDS) - Mid-Day Meal Programme - POSHAN Abhiyaan - National Health Mission (NHM) - Role of Anganwadi workers, ASHA workers, and NGOs	7		
Unit-IV	Food Safety and Community Sanitation - Food hygiene and food safety practices - Water purification and sanitation - Waste disposal and environmental cleanliness - Role of extension education in health and nutrition awareness	8		
References:	- Chakravarty, I., & Ghosh, K. (2014). Nutrition and health education. Oxford University Press. - Gibney, M. J., Lanham-New, S. A., Cassidy, A., & Vorster, H. H. (2019). Introduction to human nutrition (3rd ed.). Wiley-Blackwell. - Jelliffe, D. B. (2015). Community nutritional assessment. Oxford University Press. - Park, K. (2021). Park's textbook of preventive and social medicine (26th ed.). Banarsidas Bhanot. - Reddy, R. S. (2017). Extension education. Sree Lakshmi Press. - Srilakshmi, B. (2018). Nutrition science (7th ed.). New Age International Publishers. - Swaminathan, M. (2017). Essentials of food and nutrition. Ganesh & Co. - World Health Organization. (2020). Community health and nutrition guidelines.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical :Community Health, Nutrition and Extension (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	V	802243	Practical in Community Health, Nutrition and Extension (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To develop practical skills in organizing community health and nutrition awareness programmes.
2. To provide field-based learning through visits to community health institutions.
3. To develop communication and extension materials for nutrition education.
4. To develop skills in planning, implementing, and evaluating nutrition education programmes.

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

1. Organize community health and nutrition awareness programmes.
2. Prepare reports based on visits to Anganwadi Centres and Primary Health Centres.
3. Develop posters, leaflets, videos, and other communication materials for nutrition promotion.
4. Plan, implement, and evaluate nutrition education programmes for different target groups.

List of Practical in Extension and Social Development

1. Organize a nutrition and health awareness programme.
2. Visit to Anganwadi centre or primary health centre and prepare report.
3. Prepare Messages, posters, leaflets, videos for nutrition promotion.
Plan, implement and evaluate nutrition education programme for different target groups

SEMESTER VI

Theory: Programme Planning and Evaluation (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.5	VI	802255	Programme Planning and Evaluation (T)	2	2Hrs	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives

1. Understand the concepts and principles of programme planning and evaluation.
2. Identify community needs and priorities for programme development.
3. Develop skills in planning, organizing, and implementing programmes.
4. Apply monitoring and evaluation techniques in development programmes.
5. Prepare programme proposals, reports, and evaluation tools.

Course Outcomes

At the end of the Lab/Practical Course, students will

1. Acquire knowledge of programme planning
2. Understand designing; implementation and evaluation techniques of programme planning

Unit	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
Unit- I	Introduction to Programme Planning • Meaning, concept, and scope of programme planning • Importance and objectives of programme planning • Principles and characteristics of effective planning	7		Demonstration, Class room study Self-study Experiential learning Assignment designing
Unit-II	Programme planning process • Steps in programme planning process • programme planning process models • Types of programmes and planning approaches • Role of programme planning in extension and community	8		Participative learning

	development			
Unit-III	Extension Programme Evaluation • Meaning, concept, and importance of evaluation • Objectives and advantages • Types of evaluation- formative, summative, process, and impact evaluation.	7		
Unit-IV	Evaluation Process • Principles • Steps • Problems	8		
References:	1. Boone, E. J., Safrit, R. D., & Jones, J. (2002). Developing programs in adult education: A conceptual programming model. Waveland Press. 2. Dahama, O. P., & Bhatnagar, O. P. (2012). Education and communication for development. Oxford & IBH Publishing. 3. Kumar, A. (2014). Programme planning and evaluation in extension education. Agrotech Publishing Academy. 4. Patton, M. Q. (2008). Utilization-focused evaluation (4th ed.). Sage Publications. 5. Reddy, A. A. (2010). Extension education. Sree Lakshmi Press. 6. Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press. 7. Singh, A. K., & Pandey, S. (2013). Rural development planning and management. Discovery Publishing House.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical 6: Programme Planning and Evaluation

Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	VI	802256	Practical in Programme Planning and Evaluation (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To develop skills in planning programmes for community and women's welfare.
2. To develop skills in preparing questionnaires and evaluation tools.
3. To enhance practical skills in assessing community needs and programme evaluation

Course Outcome: At the end of the course, students will 1. Plan community welfare programmes for girls or women. 2. Prepare questionnaires and evaluation tools for programme assessment. 3. Assess the needs and problems of target groups in the community.
-List of Practical in Extension and Social Development
1. Plan any one programme related with girls or women's welfare. 2. Prepare questionnaires and evaluation tools for programme assessment. 3. Assessing needs and problems of a target group in community

Food Science and Nutrition 806

SEMESTER I

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

Course Objectives:

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

Course Outcome:

At the end of the course, students will

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

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Food and Nutrition • Food-Principles, meaning, classification and functions, basic food groups, energy factors affecting total energy requirements of the body. Balanced diet- definition and factors affecting a balanced diet	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Cooking methods: Moist heat methods like Boiling, Simmering, Poaching, Steaming, Pressure cooking • Dry heat methods: Air as medium of cooking: Grilling, broiling, roasting, Baking • Fat as medium of cooking: Sautéing, Shallow fat frying, Deep fat frying • Combined (Moist and dry) Methods: Braising, Stewing • Other cooking methods: -Microwave cooking, and Solar cooking.	8		

	Advantages and Disadvantages of Cooking Methods			
Unit-III	Nutrition: Concept and meaning Nutrients (macro and micro), protein, carbohydrate, fat, Vitamins, minerals, water-sources, classification, functions, requirements, digestion and absorption	7		
Unit-IV	Traditional methods of enhancing nutritional value of foods: Germination, fermentation, supplementation, substitution, Fortification and enrichment etc.	8		
References:	1. Sumati R.Mudambi, Fundamental of Food and nutrition diet therapy New age International private limited, New Delhi 6th edition 2018 2. M. Swaminathan. Food and nutrition the Bangalore press. 3. Punita Sethi and Poonam LakdaAaharVigyan ,SurakshaEvamPoshan ; Elite Publishing House, New Delhi 2015 4. Suggestive digital platform sweblinks- e PG- Pathshala, IGNOU and UPRTOU online study material.Swayam portal http:// hecontent.upsdc.gov.in/ Home.aspx 5. Maney S (2008). Foods, Facts and Principles, 3 rd Edition Published by Wiley Eastern, New Delhi. 6. Usha Chandrasekhar (2002) Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi. 7. Raina U, Kashyap S, Narula V, Thomas S Suvira, VirS, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4 th Edition, Orient Black Swan Ltd, Mumbai. 8. Srilakshmi, B. (2017) Nutrition Science, New Age International (P) Ltd., New Delhi. 9. Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi. 10.SunetraRoday (2017). Food Science and Nutrition, Oxford University Press, New Delhi. 11. Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical : Introduction to Food and Nutrition (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hour s/week	Exam Duration	Maximum marks

4.5	I	806204	Practical in Introduction to Food and Nutrition- (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: 1. Understand the principles underlying changes in food characteristics during cooking 2. Develop skills in preparing various food items 3. Get familiar with evaluation of food products for their quality characteristics.							
Course Outcome: At the end of the course, students will 1. Gain knowledge of Nutrition 2. Students will get familiar with different methods of cooking 3. Get acquainted with practical knowledge of nutrient rich foods 4. Gain knowledge of functions of various ingredients.							
-List of Practical in Introduction to Food and Nutrition							
Introduction to laboratory and the various equipment (demonstration) Understanding weights and measure Learn to weigh food ingredients, introduction to various means of measurement, method to measure fruits/Vegetables.							
Methods and medium of cooking Various methods of cooking (with examples of recipes) Advantages/disadvantages of various methods, temperature and medium of cooking.							
Food Guide and RDA Introduction of food guide, its uses, RDA,							
Basic Cooking skills, Weighing of raw materials, Different style of cutting fruits and vegetables, Salad Decoration/Dressing							
Prepare at least one recipe from each of the following groups - Protein rich - Carbohydrate - Fat rich - Vitamins, Minerals, Fiber rich - Preparing, serving and evaluation of the above food items							

SEMESTER II

Theory: Fundamentals of Food and Nutrition							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	II	806210	(T) Fundamentals of Food and Nutrition	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

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

Course Outcome:

At the end of the course, students will

1. Gain knowledge of Nutrition
2. Students will get familiar with different methods of cooking
3. Get acquainted with practical knowledge of nutrient rich foods
4. Gain knowledge on functions, requirements and effects of deficiency of nutrients

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Cereal and millets - cereal products, breakfast cereals, ready to eat food, structure processing, using various preparations Pulses and legumes - structure, processing nutritional aspects, use in various preparations	7		Demonstration, Classroom study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Milk and milk products -composition, processing, use in Different preparations, nutritional aspects, shelf life and storage. Eggs -structure, nutritional aspects and use in different Preparations	8		
Unit-III	Meat, fish and poultry : -Nutritional aspects, types, selection and spoilage Vegetable and fruits : -nutritional aspect, use in Different preparations and selection	7		
Unit-IV	Sugar and sugar products - of natural sweeteners, use as preserves stages in sugar cookery Fats and oils : - types, sources processing used in	8		

2	Pulses, legumes and oilseeds cookery- soaking, germination, fermentation Milk and milk products-Standardizing methods for preparing paneer, curd, custard,
3	Egg Cookery-Preparation of hard- and soft-boiled egg, role of egg in cookery.
4	Vegetable cookery- Standardization of various vegetable recipes
5	Fruits cookery-Standardization of Fruit recipes
6	Visit to Food Processing-Packaging industry, research laboratory.

SEMESTER III

Theory: Food Science (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	806220	Food Science (T)	2	2	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	Introduction to Food Science: • Introduction, Properties and definition of food science and terms used in food science Cereals, Millets and their products • Processed products of wheat and rice. • Millets and its food uses. • Germination and Malting of Grains – process, characteristics, Nutritional benefits and uses Fermented foods (brief) • Mechanism of fermentation and changes occurring during fermentation.	7		Demonstration, Class room study 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 in terms of video Lessons and documentary film shows.

Unit-II	Legumes • 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		
Unit-III	Vegetables and fruits • 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) • Sugar, Jaggery, Honey etc. • Crystallization of sugar and its application in food preparations. • Fortifying Sugars and Candies • Artificial Sweetening agents – Composition and uses	7		
Unit-IV	Milk and milk products • Effect of heat, acid and enzyme on milk • Factors affecting the quality • Processing of milk Eggs Grading, Factors affecting the quality. • Effect of cooking on eggs and role of egg in different preparations Meat, poultry and fish • Structure of muscles and meat quality • Post-mortem changes Factors to be considered in selection and preparation of meat, poultry and fish	8		

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

1. Understand the processing of food
2. Get acquainted with the different chemical methods

List of Practical in Food Science

1. Cereals

- a) Gelatine of cereal flours (compare the time taken for gel formation and consistency).
- b) Observation of cooking time & quality of steamed, aged & par boiled 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

- a) Effect of adding acid & alkali on green, red, yellow & white vegetables
- b) Methods of preventing browning

4. Milk & milk products

- a) Factors affecting curdling of milk (demonstration)

5. Eggs

- 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

SEMESTER IV

Theory: Family Meal Management(T)							
Level	Se m	Course Code	Course Name	Credits	Teaching Hours/Week	Exam Duration	Max Marks
5.0	IV	806229	Family Meal Management(T)	2	2	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 Factors affecting meal planning – nutritional, socio –cultural, religious, geographic, economic	7		Demonstration, Class room study - Self-study - Experiential learning - Assignment designing - Participative learning
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		
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		

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		
References: 1. Antia, F. P., & Abraham, P. (2001). <i>Clinical nutrition and dietetics</i>. Oxford Publishing Company. 2. Srilakshmi, B. (2007). <i>Dietetics</i>. K.K. Gupta for New Age International Pvt. Ltd. 3. Benion, M. (n.d.). <i>Clinical nutrition</i>. Harper and Row Publishing. 4. Escott-Stump, S., & Mahan, L. K. (2000). <i>Krause's food, nutrition, and diet therapy</i> (10th ed.). W.B. Saunders Company. 5. Passmore, P., & Eastwood, M. A. (n.d.). <i>Human nutrition and dietetics</i>. Churchill Livingstone. 6. Begum, R. M. (1989). <i>A textbook of foods, nutrition, and dietetics</i>. Wiley Eastern Ltd. 7. Robinson, C. M. B., Lawlea, W. L., Chenoweth, A. E., & Carwick, A. (n.d.). <i>Normal and therapeutic nutrition</i>. Macmillan Publishing Company. 8. Williams, S. R. (1993). <i>Nutrition, diet therapy</i> (7th ed.). W.B. Saunders Company. 9. Shils, M., & Wohl, R. (n.d.). <i>Modern nutrition in health and disease</i>. McGraw-Hill and Ubran, Philadelphia.				
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical :Family Meal Management (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5.0	IV	806230	Family Meal Management (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To develop skills in family resource management and budget planning.
2. To understand the principles of time, money, and energy management.
3. To develop practical knowledge of work simplification techniques and household management.

Course Outcomes:

After completion of the course students will –

1. Management the Family Resources at household level
2. Understand the use of time, money, and energy management
List of Practical in Family Meal Management (P)
1.Budget Planning – Preparation of budget according to Income group.
2.Preparation of time plans for self and family
3.Survey of ten housewives belonging to middle-income group on Energy management; Work simplification; Savings & Investments
4.Experiments related to work simplification techniques – Pathway chart, process chart, operation chart.

SEMESTER V

Theory: Public Health Nutrition							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	MaxMarks
5. 5.	V	806242	Public Health Nutrition(T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

- To understand the need of prioritizing nutrition issues
- To assess the nutritional and Health Status of an individual and the community.
- To learn nutritional programmes and policies to overcome malnutrition
- To understand various national and International nutritional organizations for combating malnutrition
- To apply ICT in the formulation of Public Health Nutrition education programme

Course Outcome:

- At the end of the course, students will able to:
- Gaining knowledge on nutritional programmes and policies overcoming malnutrition
- Understanding the national, international and voluntary nutritional organizations to combat malnutrition organize Public Health Nutrition education programme with the application of computers

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Concept and types of Community Concept of Public Health Nutrition	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Assessment: Meaning, need, objectives and importance. on methods of nutritional assessment	8		
Unit-III	Elementary idea of health agencies - FAO, WHO, ICMR, ICDS, ICAR, CSIR, ANP, VHAI, NIN and CFTRI. Role of voluntary health organisation in the improvement of Community health.	7		
Unit-IV	Nutritional Intervention programmes to combat Malnutrition. Concept of food fortification and food enrichment. Nutrition Education: Definition, objectives of nutrition education. Methods of imparting nutrition education.	8		
References:	• Park A. (2007), Park's <i>Textbook of Preventive and Social Medicine</i> XIX Edition M/S Banarasidas, Bharat Publishers, 1167, Prem Nagar, Jabalpur, 428 001 (India) • Bamji M.S, Prahlad Rao N, Reddy V (2004). <i>Textbook of Human Nutrition</i> II Edition, Oxford and PBH Publishing Co. Pvt. Ltd, New Delhi • Bhatt D.P (2008), <i>Health Education</i>, Khel Sahitya Kendra, New Delhi • Gibney MJ, Margetts BM, Kearney JM, Arab L (2004) <i>Public Health Nutrition</i> Blackwell Publishing Co. UK • Swaminathan M (2007), <i>Essentials of Food and Nutrition. An Advanced Textbook</i> Vol. I, The Bangalore Printing and Publishing Co. Ltd, Bangalore • UNICEF. https://www.unicef.org/ • WHO. http://www.who.int/ • National Guidelines on Infant and Young Child Feeding. wcd.nic.in • WHO non-communicable diseases and risk factors. http://www.who.int/ncds/en/ • National Nutrition Mission – ICDS. icds-wcd.nic.in • Ministry of Health & Family Welfare, www.mohfw.nic.in • Field guide to designing communication strategy, WHO publication-2007 • Communication for Development (C4D) Capability Development Framework, UNICEF and 3D Change, 2009			

Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.
-------------------------	--

Practical - Public Health Nutrition							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	V	806243	Public Health Nutrition	2	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: 1. Develop skills in assessing nutritional status o individuals and communities 2. Lean o plan organize and conduct nutrition survey 3. Gain practical skills in nutrition education							
Course outcome: At the end of the course, students will be able to: 1. Assess nutritional status using anthropometry, BMI, and clinical sins 2. Identify common nutritional deficiency disorders though clinical examination 3. Prepare and demonstrate low-cost nutritious recipes							
List of Practical in Public Health Nutrition							
1	Anthropometric Measurement of infant - Length, weight, circumference of chest, mid-upper arm circumference, precautions to be taken.						
2	Comparison with norms and interpretation of the nutritional assessment data and its significance. Weight for age, height for age, weight for height, body Mass Index (BMI)Waist - Hip Ratio (WHR). Skin fold thickness						
3	Clinical assessment and signs of nutrient deficiencies specially PEM (Kwashiorkor, marasmus) vitamin A deficiencies, Anaemia, Rickets, B-Complex deficiencies						
4	Estimation of food and nutrient intake: Diet survey by 24hours recall method						

SEMESTER VI

Theory: Basic Bakery Technology

Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	806255	Basic Bakery Technology(T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Deconstruct Ingredient Functionality:
2. Master Biological and Chemical Leavening:
3. Analyze Physical Transformations:
4. Optimize Product Quality and Shelf-Life:

Course Outcome:

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

1. Calculate and adjust formulas using Baker's Percentages (where flour is always 100\%\$)
2. to scale recipes flawlessly.
3. Select specific flours based on analytical metrics
4. Diagnose structural crumb failures
5. Evaluate sensory attributes

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	• Introduction and scope of Basic Bakery Technology. • Common bakery terms	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	• Flours: Constituents of flour, water absorption power, gluten, grades of flour. • Raw materials required for bread and cake making	8		
Unit-III	• Role of flour, water, yeast, salt, sugar, milk and fats in bakery. • Bread and cake making process.	7		
Unit-IV	• Bread improver. • Knowledge of oven and baking temperatures. Bakery Process and Equipment • Product characteristics, common bakery faults and corrective measures • Bakery equipment-types, selection, operations and maintenance	8		

References:	• Dubey S.C (2007) <i>Basic Baking-Science and Craft</i>. Society of Indian Bakers, Delhi. • Kingslee John J. (2019). <i>Professional textbook to bakery and confectionery</i>. (2nd ed). Delhi: New Age International (P) Ltd • Raina U et al. (2010). <i>Basic food preparation-a complete manual</i>. (4th ed). Delhi: Orient Blackswan • Yogambal A.K. (2012). <i>Textbook of baking and confectionery</i>. (2nd ed). Delhi: PHI • Matz. A. (1998) <i>Bakery Technology and Engineering</i>, Delhi, CBS Publishers
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.

Practical - Basic Bakery Technology							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	VI	806256	Basic Bakery Technology (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To learn how to execute a standard "control" recipe perfectly
2. To gain hands-on proficiency with specialized diagnostic tools used in commercial quality control.
3. To train the baker's hands to recognize physical changes in dough elasticity, extensibility, and viscosity during mixing and fermentation.

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

1. Successfully isolate a wet gluten ball to visually compare the quantity and elasticity of different wheat varieties.
2. By baking biscuits with varying ratios of baking soda (sodium bicarbonate) versus baking powder,
3. learn to identify chemical imbalances via crumb color (yellowing from high pH) and soapy flavor defects.

List of Practical in Basic Bakery Technology

1	Practical training in baking of: • Cream cake
2	• Sponge cake preparations • Short crust pastry
3	Breads, buns
4	Cream rolls and pizza base
5	Biscuits and cookies
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.

Human Development 807

SEMESTER I

Theory- Basics of Human Development(T)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max marks
Course Objectives:							
1. To understand human growth		807203	Basics of Human Development(T)	2		2Hrs	External-30 Marks
2. To understand and work effectively with diversity of individuals and communities;							
Course Outcome:							Internal-20 Marks
At the end of the course, students will							
1. Summarize the stages of Human development.							
2. Get abroad comprehensive view of each stage of human development							
3. Generate awareness about important aspects of development							
4. Understand the important aspects of development during puberty period							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Human Development , Definitions, scope and multidisciplinary nature of Human Development Stages and domains of development Factors influencing growth and development Influences on pregnancy				7		Demonstration, Class room study • 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	Types of Development -Physical development, Motor development, Cognitive development, Speech and Language development and Emotional development ,Social development and Intellectual development				8		
Unit III	Stages of development prenatal,infancy&toddlerhood,childhood,puberty,adole scence, adulthood				7		
Unit -IV	Early Childhood Years , Physical motor development, Cognitive and languagedevelopment,Socio-emotionaldevelopment,Family,Preschool&Play media				8		

References:

1. Hurlock. E .B .Developmental psychology Tata Mc Graw hill publishing company Ltd. New Delhi.
2. DevadasR.P.AtextbookofChildDevelopmentandJayaN.MacMillanIndiaLtd.Delhi.
3. Suriyahanth.AChildDevelopmentKavithaPublications,GandhiGramTamilnadu.
4. Hurlock E. B. Child Development Tata HC Graw shill Publishing Company
5. Santrock, J.W. (2010).Life Span Development:A Topical Approach, New Delhi:TataMcGrawHill

Model Questions:

Long Type - 2 Questions
Short Type - 2 Questions.

Practical - Basics of Human Development(P)

Level	Semester	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	II	807204	Basics of Human Development (P)	2	2	2	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To know the different stages of life span
2. To give the students a broad comprehensive view of the child at each stage of his development

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

1. Understand the developmental stages of human being
2. Get an insight of development changes in individuals

List of Practical in Basics of Human Development (P)

1	Visit to maternity ward and antenatal clinics.
2	Observation of motor activities of a toddler.
3	Implement an activity at a nursery school for studying the Physical & motor development/ Cognitive development/language development
4	Plotting growth monitoring chart and interpretation.

SEMESTER II

Theory- Child Development (T)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max marks
4.5	II	807210	Child Development (T)	2	2	2Hrs	External-30 Marks Internal-20 Marks

Course Objectives:

1. To understand the principles of child growth and development.
2. To study the developmental stages from prenatal period to middle childhood.
3. To develop knowledge of physical, cognitive, social, emotional, and language development.

Course Outcome:

At the end of the course, students will

1. Understand the principles and stages of child development.
2. Explain the developmental characteristics from prenatal stage to middle childhood.
3. Identify the physical, cognitive, social, emotional, and language development of children.
4. Apply developmental theories to understand child development.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Child Development • Definition of the child Concept of growth and development Principles of Development • Nature and Nurture • Factors affecting growth and development • Prenatal Development	7		Demonstration , Class room study • Experiential learning • Assignment • Participative learning • Exercises on observation and follow up • Group discussions
Unit -II	Infancy and toddlerhood - 0 to 2 years • Characteristics of Neonates and reflexes • Milestones and characteristics of Infancy • Milestones and characteristics of Toddlerhood • Child rearing practices in a cultural context	8		

Unit III	Early Childhood 2 to 6 years - Physical and motor development - Characteristics and Milestones - Social and emotional development - Characteristics and Milestones Eric Erickson - First 2 stages Development and management of emotions - Cognitive Development - Characteristics and Milestones Cognitive Development –Jean Piaget’s theory of Cognitive Development - first 2 stages - Language Development - Characteristics and Milestones Stages of Language Development - Semantics, Pragmatics, Syntax, Sentence Formation	7	7	- Case studies - ICT use - video - Lessons and documentary film shows
Unit -IV	Middle Childhood - 6 to 8 years - Physical and Motor Development - Characteristics and Milestones - Social and Emotional Development Eric Erickson - 3 & 4 stages Urie Bronfenbrenner - Cognitive and Language Development Concept formation, reasoning, memory, concentration, imagination, problem solving Emergent literacy, Whole language approach, Phonetics - Moral Development Kohlberg 3 levels	8		
References: 1. Hurlock. E .B .Developmental psychology Tata Mc Graw hill publishing company Ltd. New Delhi. 2. DevadasR.PAtextbookofChildDevelopmentandJayaN.MacMillanIndiaLtd.Delhi. 3. Suriyahanth.AChildDevelopmentKavithaPublications,GandhiGramTamilnadu. 4. Hurlock E. B. Child Development Tata HC Graw shill Publishing Company 5. Santrock, J.W. (2010).Life Span Development:A Topical Approach, New Delhi:TataMcGrawHill				
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical - Child Development(P)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	II	807211	Child Development (P)	2	2	2	External-25 Marks Internal- 25 Marks
Course Objectives: - Understand the principles of child growth and development from the prenatal stage to middle childhood. - Identify developmental milestones in physical, cognitive, language, social, and emotional domains. - Observe and record children's developmental characteristics using appropriate methods.							
Course outcome: At the end of the course, students will be able to: - Explain the concepts, principles, and factors affecting child growth and development. - Recognize the role of family, culture, and environment in child development. - Prepare developmental reports and suggest age-appropriate learning experiences.							
List of Practical in Basics of Human Development (P)							
1	Observe a child (Infant, toddler, early childhood child) for 30-45 minutes and record physical, social, language and cognitive behaviors. Prepare report comparing observations with expected development milestones						
2	Select different types of toys and evaluate their safety, educational value and developmental benefits						
3	Interview parents from different background and record their child feeding, sleeping, discipline and play practices. Prepare report in context with cultural influences on child rearing.						
4	Develop any one age appropriate learning material for children eg flashcards, puzzles, books, matching games, storytelling material etc						

SEMESTER - III

Theory-Stages of Life Span I (T)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max marks
5.0	III	807220	Stages of Life Span I (T)	2	2	2Hrs	External-30 Marks Internal-20 Marks

Course Objectives:

1. To understand the characteristics in various stages of lifespan
2. To learn the development tasks in late childhood 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 lifespan.
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 - Physical, Motor development, Cognitive & Language development - Socio-emotional development - School, peers & Media	7		Demonstration, Class room study • 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 • Age of puberty; precocious puberty and delayed puberty • Physical development & emotion change • Parental role in understanding pubescent	8		
Unit III	Adolescence Definition and Developmental Tasks • Physical and physiological changes • Cognitive and language development • Socio-emotional and moral development	7		
Unit -IV	Early Adulthood Transition from adolescence to adulthood • Developmental tasks of adulthood • Socio-emotional development	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.

Model Questions:

Long Type - 2 Questions

Short Type - 2 Questions.

Practical – Stages of lifespan I (P)

Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.0	III	807221	Stages of Life Span 1 (P)	2	2	2Hrs	External-25Marks Internal-25Marks

Course Objectives:

1. To learn the methods of child study
2. To develop activities to understand different aspects of development

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

1. Use various methods for child study
2. To apply activities of facilitate development in different domains

-List of Practical

1. Methods of child study and their use:

- Interview
- Observations
- Checklist

2. Plan and develop activities to facilitate development in different domains

3. Case profile to study adolescence/young adulthood

SEMESTER– IV

Theory: Stages of Life Span II (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	807229	Stages of Life Span II (T)	2	2	2Hrs	External-30Mark 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 behavior 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 • Developmental tasks of middle adulthood • Parenting growing children • Changes in Interest	7		Demonstration, Classroom study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Late Adulthood • Developmental tasks of middle adulthood • Physical and physiological changes and aging • Social role in solving the problems of old age people	8		
Unit III	Adulthood Activities • Cognition and creativity: Work, Vocation and leisure • Diversity in roles and relationships • Social/Cultural perspective on aging	7		
Unit-IV	Issues related to old age Adjustment to physical & mental changes • Problem of oldage • Psychological and sociological aspect of aging	8		

Reference 1. Rice.F.P.(1998).HumanDevelopment:Alifespanapproach.NewJersey:PrenticeHall. 2. Rutter,M.andRutter,M.(1992)DevelopingMinds.Challengeandcontinuityacrossthelife span. London: Penguin. 3. Santrock,J.W.(2007).Atopicalapproachtolife-spandevlopment.NewDelhi:TataMcGraw- Hill. 4. Singh,A.(Ed).2015.FoundationsofHumanDevelopment:Alifespanapproach.NewDelhi: Orient BlackSwan.	
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.

- Practical– Stages of Life Span II (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.0	IV	807230	Stages of Life Span II (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: 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 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							

SEMESTER V

Theory-Child Rights and Gender Empowerment (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
5.5	V	807242	Child Rights and Gender Empowerment (T)	2	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. Realize 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 ● 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		Demonstration, Classroom study, Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Children in Difficult circumstances ● Street children, ● Working children ● Homeless children ● Child Abuse ● Child Trafficking	8		

Unit-III	Conceptualizing Gender - Defining terms -sex, gender, masculinity, femininity - Socialization for gender- gender roles, gender stereotypes - Patriarchy and social institutions - Perspectives on feminism	7	
Unit-IV	Gender Empowerment - Demographic profile - Issues and concerns related to girls and women in India - Media and gender	8	

References:

- Agarwal,A.&Rao,B.V.(2007).EducationofDisabledChildren.NewDelhi:EasternBook Corporation.
- Agnes,F.(1999).LawandGenderInequality:ThepoliticsofWomen’sRightsinIndia.Oxford University Press.
- Bajpai,A.(2006).ChildRightsinIndia:Law,PolicyandPractice.OxfordUniversityPress.
- Kishwar,M.(1999).OfftheBeatenTrack:RethinkingGenderJusticeforIndianWomen.New Delhi: Oxford University Press.
- Satyarthi,K.andZutshi,B.(Ed)(2006).Globalization,DevelopmentandChildRights.NewDelhi: Shipra Publication.
- Saikia,N.(2008).Indianwomen:Asocio-legalperspective.NewDelhi:SerialsPublication.

Model Questions:			Long Type - 2 Questions				
Practical : Child Rights And Gender Empowerment (P)			Short Type - 2 Questions (P)				
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum marks
5.5	V	807243	Child Rights and Gender Empowerment (P)	2	2	2Hrs	External – 25 Marks Internal- 25 Marks

Course Objective:

- To understand children’s well-being and development
- To remove the bias against girl children
- 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 able to,

- Define and Evaluate gender as a social construct.
- 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
---	---

SEMESTER VI

Theory: Methods of Working with Children							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	807255	(T) Methods of Working with Children	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand Introduce Scientific Tools
2. To Develop Objective Observation Skills
3. To Establish Ethical Frameworks
4. To Teach Developmental Assessment

Course Outcome:

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

1. Appraise the significance of play to promote all-round development of children
2. Design different learning centres to promote growth and development in different domains with a whole child perspective.
3. Construct content and methods of meaningful classroom.
4. Students can confidently design and execute different types of observations,

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	- Goals, importance and scope of ece - Importance of play in ece centre ,classification of play activities, stages, values Organizing learning centres-, block corner, science corner, water play, sand play, art corner, construction corner, reading corner	7		Demonstration,Class room study - Self-study - Experiential learning - Assignment designing - Participative learning
Unit-II	- Meaning & importance of Curriculum Planning - Types of Planning and their significance - Principles of Curriculum Planning - Factors influencing Curriculum Planning	8		

	Routine Activities in a preschool			
Unit-III	- Physical/motor development in action. - Cognitive development in action thinking, reasoning ,problem solving, concept development - Language development, goals, skills, factors influencing language development, different methods to promote language learning and literacy - Music and movement, story- telling ,fieldtrips, picture talk, show and tell, rhymes, riddles, games etc. Number readiness, factors influencing number readiness, concepts	7		
Unit-IV	- Facilitating children to experience different resources in nature and their environment - Provide opportunities for social interactions through different grouping patterns - Propose plan to introduce a variety of activities to develop self-expression and creativity	8		

References:

1. Branscombe,N.A.(2014).EarlyChildhoodCurriculum.RoutledgeTaylor& Francis Group, NY.
2. Eliason,C& Jenkins,L(2012).A PracticalGuidetoEarly ChildhoodCurriculum,9th Edition, Pearson, Boston.
3. Gordon,A.,Browne,W. K.(2024) Beginnings andBeyond:FoundationsinEarly Childhood Education, 11th Edition, Cengage
4. Hearon,P. &Hildebrand, V.(2013).“GuidingYoungChildren”PearsHenson,K.T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxmann Publications Private Limited.
5. McLachlan,C.,Fleer,M.,&Edwards,S.(2018).EarlyChildhoodCurriculum: Planning, Assessment and Implementation. Cambridge University Press.
6. Morrison,G.(2013).“Fundamentals ofEarlyChildhoodEducation”Pearson.
7. NCERT.(2019).ThePreschoolCurriculum.Dept.ofElementaryEducation,National Council of Educational Research and Training.
8. Soni,R.(2015).Theme Based Early Childhood EducationandCare Program:A Resource Book. NCERT, Delhi.

Resource Management 823

SEMESTER I

Theory: Basics Of Interior Design (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	823203	Basics of Interior Design (T)	2	2	2Hrs	External- 30 Marks Internal- 20 Marks

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		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		
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 - Floor finishes: Vitrified tiles, Marble,	7		

	Wood, Carpet, Vinyl Ceiling finishes: POP, Gypsum, Wood, Modular ceilings			
Unit 1V	Colour, Lighting and Accessories Basics of colour theory: • Colour wheel, schemes • Lighting in interiors: Types, sources, fixtures • Importance of natural and artificial light, • Use of accessories in interiors: Rugs, Artworks, Plants, Curtains Styling techniques for different spaces	8		
References:	1. Box, R. (2004). Basic drawing techniques. Search Press Limited. 2. Duggal, S. K. (n.d.). Building materials. New Age International Publishers. 3. Jain, A. K. (n.d.). Fundamentals of interior design. Khanna Publishers. 4. O'Shea, L., & Grimley, C. (n.d.). The interior design reference & specification book: The new smart approach to home decorating. Creative Home Owner. 5. Prathap Rao. (2016). Interior design principles and practice. Standard Publishers and Distributors. 6. Seetharaman, P., & Pannu, P. (2005). Interior design and decoration. CBS Publishers and Distributors Pvt. Ltd. 7. Sharma, S. (n.d.). Interior design. Kalyani Publishers. 8. Sethi, P. K. (n.d.). Interior design: Principles and practice. Standard Publishers Distributors. 9. Walton, S. (2002). Colour your home. Parragon Books.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical: Basics of Interior Design (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	I	823204	Basics of Interior Design (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks

Course Objectives:

1. To understand the fundamentals of colour theory
2. Apply various colour schemes in interior design.
3. To plan functional furniture layouts considering space utilization and human movement patterns.

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

1. Be able to create a colour wheel and apply colour harmony principles to interior spaces
2. Explain the basic principles and elements of interior design
3. Apply design principles in creating balanced and functional interior layouts

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

Semester II

Theory : Colour Concept in Interior (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	II	823210	Colour Concept in Interior- (T)	2	2	2Hrs	External- 30 Marks Internal- 20 Marks

Course Objectives

1. To understand the fundamentals of colour theory and its application in interior design.
2. To develop knowledge of colour schemes, colour psychology, and their influence on interior spaces.
3. To understand the principles of colour selection for residential, commercial, and institutional interiors. To familiarize students with colour tools, current trends, and sustainable colour practices.

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		• Demonstration • Class room study • Experiential learning • Assignment
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		• Participative learning • Regular lectures • Skill workshops

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		
Unit 1V	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		
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.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical: Colour Concept in Interior (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Maximum Marks
4.5	II	823211	Colour Concept in Interior (P)	2	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 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							

Semester III

Theory - Home Décor (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
5.0	III	823220	Home Décor (T)	2	2	2Hrs	External- 30 Marks Internal- 20 Marks

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		• Demonstration • Class room study • Experiential learning • Assignments • Participative learning

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

Practical: - Home Decor (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.0	III	823221	Home Décor (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: 1. Promote creativity and sustainability through handmade decorative items. 2. To learn placement and arrangement of decorative elements for visual balance. 3. To understand fabric coordination and soft furnishings in home décor.							
Course Outcome: At the end of the course ,students will 1)Demonstrate the ability to select and classify accessories for different interior spaces 2)Apply design principles to arrange accessories effectively 3) 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.							

SEMESTER IV

Theory: Accessories Used in Interior (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	823229	Accessories Used in Interior (T)	2	2	2Hrs	External- 30 Marks Internal- 20 Marks

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		● 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		

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		
Unit 1V	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		
References :	1. Mullick, P. (n.d.). Home management and interior decoration. Kalyani Publisers. 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. 5. Clifton-Mogg, C. (1997). The curtain design source book. Ryland Peters and Small. 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.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical: Accessories Used in Interior (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5.0	IV	823230	Accessories Used in Interior (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

[illegible]

- 1) Visualize and communicate a décor theme
- 2) Understand the role and placement of wall décor
- 3) Explore indoor plant styling

- | |
|---|
| <p>Course Outcome: At the end of the course ,students will</p> <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 |
|---|

- 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
--

4. Design and make one DIY accessory using waste/recycled material (e.g., candle stand, wall art, fabric organizer)

SEMESTER V

Theory : Time and Stress Management in Family (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	823242	Time and Stress Management in Family (T)	2	2	2Hrs	50 External-25 Marks Internal- 25 Marks

Course Objective:

- 1) To equip students with practical tools and techniques for effective time planning and work simplification.
- 2)To identify the physiological and psychological nature of stress and its specific triggers within the family environment.
- 3)To develop proactive coping mechanisms and stress management strategies to maintain family harmony and individual well-being.

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

- 1) Formulate and execute realistic time plans that balance household chores, professional work, and essential leisure.
- 2) Analyze the root causes and symptoms of stress arising from interpersonal family dynamics and external environmental factors.
- 3) Apply various stress-reduction techniques and coping strategies to effectively manage household and relational anxieties.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Time as a Family Resource: Nature and characteristics of time. Tools in time management: Peak loads, work curves, and rest periods. Time demands during different stages of the family life cycle (beginning, expanding, contracting). The importance of leisure time for family bonding.	7		● Demonstration ● Class room study ● Experiential learning ● Assignments ● Participative learning ● Regular lectures ● Skill Workshops
Unit II	Time Management and Work Simplification: Steps in making a time plan (planning, controlling, evaluating). Work simplification: Definition, importance, and principles. Mundel's Classes of Change in household tasks. Ergonomic considerations for	8		

	reducing physical and mental fatigue.		
Unit III	Understanding Family Stress: Definition, nature, and types of stress (Eustress vs. Distress). Physiological and psychological symptoms of stress. Common family stressors: Financial strain, dual-career conflicts, parenting challenges, and eldercare. The impact of stress on family communication and relationships.	7	
Unit 1V	Stress Management and Coping Strategies: Identifying personal and family coping mechanisms. Problem-focused coping vs. Emotion-focused coping. Relaxation techniques: Mindfulness, deep breathing, yoga, and meditation. External support systems: The role of counseling, community support, and family therapy.	8	
References:	1. Gross, I. H., Crandall, E. W., & Knoll, M. M. – Management for Modern Families. Prentice Hall. (A foundational text for time planning and family life cycle demands). 2. Nickell, P. and Dorsey, J. – Management in Family Living. Wiley Eastern Ltd. (Excellent for work simplification and Mundel's classes of change). 3. Bharathi, V.V. & Jacintha, M. – Family Resource Management. Discovery Publishing House. 4. Greenberg, Jerrold S. – Comprehensive Stress Management. McGraw-Hill. 5. Boss, Pauline. – Family Stress Management: A Contextual Approach. SAGE Publications. 6. Davis, M., Robbins Eshelman, E., & McKay, M. – The Relaxation and Stress Reduction Workbook. New Harbinger Publications		
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.		

Practical: Time and Stress Management in Family (P)
--

Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5.5	V	823243	Time and Stress Management in Family (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. To provide hands-on experience in tracking, auditing, and optimizing personal time use.
2. develop analytical skills by mapping out standard household routines and applying work simplification methods.
- 3To introduce practical assessment tools for identifying stress levels and practicing active relaxation techniques.

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

1. Maintain and analyze a comprehensive 24-hour time log to identify time-wasting habits.
2. Utilize pathway charts and process charts to physically demonstrate work simplification in a household task.
3. Administer standard stress-assessment questionnaires and demonstrate basic relaxation and mindfulness exercises.

List of Practical in Time and Stress Management in Family

- | |
|--|
| 1 Record a personal 24-hour time log for three consecutive days. Analyze the data to categorize time spent on work, rest, and leisure, and present an optimized alternative time plan. |
| 2. Administer a basic, standardized stress-level questionnaire to 5 individuals (family members or peers) to identify their primary daily stressors. Compile a brief analytical report. |
| 3. Conduct a session demonstrating and practicing three different stress-relief techniques (e.g., deep breathing exercises, progressive muscle relaxation, or specific restorative yoga postures). |

Semester VI

Theory Landscape Planning (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	823255	Landscape Planning (T)	2	2	2Hrs	50 External- 25 Marks Internal- 25 Marks

Course Objective:

1. Introduce the fundamental concepts, history, and various styles of landscape and garden design.
2. Familiarize students with the core elements and principles of design as applied specifically to outdoor and indoor natural spaces.
- 3) Develop an understanding of both "soft scape" (plant materials) and "hard scape" (non-living elements) used in landscaping.

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

1. Classify different types of gardens (formal, informal, free-style) and explain their historical and functional significance.
2. Apply the elements and principles of landscape design to create visually balanced and aesthetically pleasing outdoor spaces.
3. Identify and select appropriate soft scape and hard scape materials based on climate, space constraints, and design requirements.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Introduction to Landscaping: Meaning, scope, and importance of landscaping in modern living. Types of gardens: Formal, Informal, and Free-style. Historical garden styles: Mughal Gardens, Japanese Gardens, and English Gardens. Factors affecting landscape design (climate, topography, soil, water).	7		• Demonstration • Class room study • Experiential learning • Assignments • Participative learning • Regular lectures • SkillWorkshops

Unit II	Elements and Principles of Landscape Design: Elements: Line, Form, Texture, Colour, and Scale in nature. Principles: Proportion, Balance (symmetrical/asymmetrical), Rhythm, Harmony, and Focal Point. Spatial organization: Foreground, middle ground, and background. Designing for sensory experience (visual, olfactory, auditory).	8	
Unit III	Soft scape and Hard scape Materials: Softscape: Classification and selection of Trees (shade, ornamental), Shrubs, Creepers/Climbers, Ground covers, and Seasonal flowers. Hard scape: Paving materials, pathways, fences, boundary walls, trellises, and pergolas. Landscape accessories: Water features (fountains, pools), garden lighting, and outdoor furniture.	7	
Unit IV	Indoor Landscaping and Maintenance: Importance of indoor plants for aesthetics and air purification. Techniques for indoor spaces: Terrariums, Dish Gardens, Bonsai, and Vertical Green Walls. Horticultural practices: Potting mixtures, repotting, types of fertilizers (organic and inorganic). Routine garden care: Pruning, weeding, and basic pest/disease management.	8	

2. Prepare a visual and descriptive portfolio of 15 locally available landscape plants (5 indoor, 5 outdoor flowering, 5 shade/foilage), including their botanical names, light requirements, and watering needs.
3. Prepare and assemble a Terrarium or a Dish Garden utilizing appropriate soil layering, succulents, or humidity-loving indoor plants.
4. Visit a local commercial plant nursery or a well-planned botanical/public garden. Submit a report detailing the hard scape materials and soft scape arrangements observed.

TEXTILE AND CLOTHING 831

SEMESTER I

Theory: Fibre to Fabric (T)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max marks
4.5	I	831203	Fibre to Fabric(T)	2	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 be able to,

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		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning
Unit-II	Manmade fibres-History ,composition ,types, production, properties and uses of Rayon, Polyester,Acrylic	8		
Unit- III	Study of yarns ● Classification of yarn-Staple and Filament yarn, Basic and Novelty ● Yarn count, Yarn twist, Yarn crimp, Yarn Numbering system	8		
Unit- IV	Methods of fabric construction ● Weaving-method, Handloom and Power loom, Basic and Novelty weaves ● Knitting...Hand knitting, Machine knitting ● Felting	7		
References:	1. Sekhri,S.(n.d.). <i>Text book of fabric science:Fundamentalstofinishing</i> (4thed.). 2. Deulkar,D.(1976). <i>Householdtextilesandlaundrywork</i> .AtmaramandSons. 3. Joseph,M.L.(1981). <i>Introductorytextilescience</i> .RinehartandWinston.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical :Fibre to Fabric (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
4.5	I	831203	Fibre to Fabric (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: 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 be able to, 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.Knittedarticles(any two)							

SEMESTER II

Theory: – Basics of Colour (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5	II	831210	Basics of Colour (T)	2	2	2 hrs	Internal 20+ External 30 Total -50

Course Objectives:

1. To acquire knowledge of colour
2. To know the role of colour in designing.

Course Outcome:

- 1) After completing course students will be able
- 2) To acquire knowledge of colour
- 3) To know the role of colour in designing.

Unit	Content	Workload Allotted	Weightage of marks Alloted	Incorporation of Pedagogy
Unit-I	Definition of colour. composition of colour and its theory Psychological impact of colour Colour dimensions: hue, value, intensity. Warm colour, cool colours , neutrals.	8		
Unit II	Study of primary colours, secondary, tertiary , quaternary colours, intermediate colours, colour schemes, colours mixing..	7		
Unit III	colour naming, colour selection,	8		
Unit-IV	role of colour in fashion design, process and product development.	7		
References :	1. Dyeing and chemical technology of fibres, s.r.trotman, Charles gribbin& company ltd. 2. Chemistry of synthetic dyes part-I & ii vyankatraman 3. Users handbook of chemical colours, dyers and colourist society, Mumbai			

Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.
-------------------------	--

Practical :Basics of Colour (P)							
Level	Sem	Course code	Course Name	Credits	Teaching Hrs	Exam Duration	Max marks
4.5	II	831211	Basics of Colour(P)	2	2	2 Hrs	External -25 Internal - 25 Total Mark -50

Course Objectives:

1. To acquire knowledge of colour
2. To know the role of colour in designing.

Course outcome:

1. At the end of the course, students will
2. Acquire knowledge of colour
3. Know the role of colour in designing

	Lab2- Colour Theory and Composition
1	Preparation of colours chart.
2	Mixing of colour and their naming.
3	Use of different colour media in developing different textures
4	Use of colour in fashion design process and product development

SEMESTER III

Theory: Apparel Designing (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	831220	Apparel Designing (T)	2	2	2Hrs	External-30 Mark Internal-20 Mark
Course Objectives To understand the fundamentals of apparel design and its classification. To develop knowledge of the elements and principles of design. To develop skills in selecting suitable clothing for different figure types and occasions							
Course Outcomes At the end of the course, students will be able to: - Understand the concepts and classification of apparel design. - Explain the elements and principles of design. - Select appropriate clothing for different figure types and occasions.							
Content					Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Design- Definition, meaning, Classification of design -Structural and Decorative -Natural, Abstract, Geometric, Stylised, etc Motif, Layout, Repeat in design					7		Demonstration, Class room study, Self-study, Experiential learning, Assignment designing, Participative learning
Essentials of design Elements of design- line, colour, texture, space, pattern, shape					8		
Principles of design-balance, rhythm, proportion, harmony, emphasis					7		
Basic silhouettes - Figure types and clothing selection - Selection of clothing for different occasions					8		
References: - Sumathi, G.J.(n.d.). <i>Elementsoffashionandapparel design</i>. NewAge International Publishers. - McKelvey, K.(n.d.). <i>Fashionsourcebook</i>. Blackwell Publishing. - Mills, J., & Smith, J.K.(n.d.). <i>Designconcept</i>. Fairchild Publications. - Rasband, J.(n.d.). <i>Wardrobe strategies for women</i>. Delmar Publishers. - Jarnow, J.A., Guerreiro, M., & Judelle, B.(n.d.). <i>Inside fashion business</i> (4th ed.). Macmillan Publishing Company.							

Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.
-------------------------	--

SEMETER IV

Theory:- Textile Chemistry (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
5.0	IV	831229	Textile Chemistry(T)	2	2	2Hrs	External-30 Mark Internal-20Mark

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 be able to,

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	Incorporatio n of Pedagogy
Unit-I	Garment laundering equipment and procedures Principles and methods of laundering Dry cleaning	7		Demonstration, Class room study, Self-study, Experiential learning, Assignment designing, Participative learning
Unit-II	Bleaches stain removers ● Stiffening agents ● Additives ● Optical brightness ● Blueing agents ● Fluorescent whiteners.	8		
Unit-III	Water...hard and soft water ● Methods of softening water ● Soap and Detergent	7		
Unit-IV	Finishing process ● Definition, classification ● Mechanical and Chemical finishes	8		
References:	1. Alexander,R.R.(1997). <i>Textileproducts:Selection,useandcare</i> .Boston:HoughtonMifflin Co. 2. Duellkar,D.(1976). <i>Householdtextilesandlaundrywork</i> .Delhi: AtmaramandSons. 3. Joseph,M.L.(1981). <i>Introductorytextilescience</i> .NewYork:RinehartandWinston. 4. Ling,E.M.(1975). <i>Modernhouseholdscience</i> .London:MillsandBoonLtd. 5. Lyle,D.S.(1977). <i>Textiles</i> .NewYork:JohnWiley&Sons. 6. Rankin,M.,&Hildreth,R.(n.d.). <i>Textilesinthehome</i> . 7. Tortora,P.(1978). <i>Understandingtextiles</i> .NewYork:MacmillanPublishingCo. 8. Tortman,E.R.(1984). <i>Dyeingandchemicaltechnologyoftextilefibres</i> .London:Griffinand Co. Ltd. 9. D’Souza,N.(n.d.). <i>Fabricandfabriccare</i> .NewDelhi:NewAgeInternationalPvt.Ltd.			

SEMESTER V

Theory: Basics of Garment Construction (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.5	V	831242	Basics of Garment Construction (T)	2	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 • 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		Demonstration ,Classroom study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Importance of pattern • Methods of making patterns-Draping, Drafting ,Flat pattern (application, principles and limitations) • Pattern making terms and symbols	8		
Unit-III	Darts: types, functions, darts manipulation • Design and Fit-Fit area, fitting guidelines , fitting procedure	7		
Unit-IV	Construction details- Introduction and types of Seams, Tucks and Pleats, Neck line, Collars, Sleeves, Plackets, Pockets	8		
References:	1. Goldstein,H.(n.d.). <i>Artineverydaylife</i> .McMillanCo. 2. Gupta,S.,Garg,N.,&Sai,R.(n.d.). <i>Textbookofclothingandtextiles</i> .KalyaniPublishers. 3. Devdas,R.P.(n.d.). <i>Textbookofhomescience</i> . 4. Mullick,P.(n.d.). <i>Garmentconstructionskills</i> .KalyaniPublishers.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions.			

Practical- Basics of Garment construction (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max marks
5.5	V	831243	Basics of Garment Construction (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: - 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 - Apply hand and machine sewing techniques - 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							

SEMESTER VI

Theory: -Regional Embroidery and its application (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.5	VI	831255	Regional Embroidery and its application (T)	2	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives: after completing the course the student will develop skill in regional embroidery				
1. To develop knowledge of regional embroidery traditions of India. 2. To understand the origin, types, and cultural significance of regional embroidery. 3. To develop skills in the application of regional embroidery techniques.				
Course Outcome: At the end of the course, students will be able to:				
1. Understand the origin and development of regional embroidery styles of India. 2. Explain the types and cultural importance of Phulkari, Kantha, Chamba Rumal, and Chikankari. 3. Apply regional embroidery techniques in textile and apparel products.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporatio n of Pedagogy
Unit-I	Embroidery of Punjab Origin and development of Phulkari Meaning and types of Phulkari Traditional and cultural importance of Phulkari	7		Demonstratio n ,Classroom study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Embroidery of Bengal Origin and development of Kantha Meaning and type of Kantha Traditional and cultural importance of Kantha	8		
Unit-III	Embroidery of Himachal Pradesh Origin and development of Chamba rumal Meaning and types of Chamba Rumal Traditional and cultural importance of Chamba rumal	7		
Unit-IV	Embroidery of Uttar Pradesh Origin and development of Chickenkari meaningand types of chickenkari Traditional and cultural importance of chickenkari.	8		
Referenc es:	1. Indian embroidery -Kamla Devi Chattopadhyay 2. Traditional embroidery of India- Shilaja Naik 3. Ethnic embroidery of India -Usha Srikanth			
Model Questions :	Long Type - 2 Questions Short Type - 2 Questions.			

Practical- Regional Embroidery and its application (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max marks
5.5	VI	831256	Regional Embroidery and its application (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: - To Develop the skill in embroidery - Use of embroidery for value edition							
Course outcome: At the end of the course, students will be able to, - Apply hand and machine sewing techniques - Apply and use various trims							
-List of Practical in Basics of Garment Construction							
1	Preparation of an album of regional embroidery.						
2	Preparation of wall panel with any two embroidery						
3	Practical Assessment: Practice and develop basic embroidery stitches						