

**SANT GADGE BABA AMRAVATI
UNIVERSITY**

**GENERIC OPEN ELECTIVE COURSES
(Vertical C)**

UG Home Science

SEM I TO SEM IV

(Major Subjects- Communication and
Extension/Food Science and Nutrition/Human
Development/Resource Management/ Textile
and Clothing)

FACULTY: INTERDISCIPLINARY STUDIES

(OPEN ELECTIVES: Students Can choose -
Any two subjects semester wise for Semester 1 and 2
Any one subject semester wise for Semester 3 and 4)

Semester	Open Electives (With course code numbers)				
	CE	FSN	HD	RM	TC
SEM 1	Communication and Extension (802205)	Basics of Food Science and Nutrition (806205)	Fundamentals of Human Development (807205)	Management of Resources (823205)	Introduction to Textiles (831205)
	Digital and Non Digital Aids for Communication (802206)	Food Adulteration (806206)	Early Childhood Care and Education (807206)	Flower Arrangement (823206)	Fiber and Fabric (831206)
SEM 2	Extension Learning (802212)	Preservation of Food (806212)	Late Childhood and Adolescence (807212)	Event Management (823212)	Fashion and Textile Orientation (831212)
	Non-Government Organization Management (802213)	Geriatric Care (806213)	Youth Development (807213)	Family Finance and Consumer Behaviour (823213)	Basics of Embroidery (831213)
SEM 3	Extension Management (802222)	Meal management (806222)	Gender, Society and Human Development (807222)	Principles of Interior Design (823222)	Traditional Textiles and costumes of India (831222)
SEM 4	Communication for Development (802231)	Nutrition for Health and Physical Fitness (806231)	Marriage and Family Relationships (807231)	Creative Applied Arts (823231)	Color Theory and Compositions (831231)

SEMESTER 1

(Choose any Two subjects each of 2 credits from the Semester 1 basket given bellow)

Sem 1 Generic Open Elective – Communication and Extension							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	802205	Communication and Extension	2	2	2Hrs	50

Course Objectives:

1. Understand the concept of Communication and its role in exchange of information ☐ ☐
2. Examine the models and barriers to communication ☐ ☐
3. Learn about the concept of extension, extension approaches and models ☐

Course Outcome:

At the end of the course, students will

1. Gain knowledge on the need and importance of communication and its significance in exchange of information ☐ ☐
2. Analyse the models of Communication and role of media in societal development ☐ ☐
3. Perceive the importance of extension education ☐

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Communication Concept Meaning, definition, nature, scope and importance of communication Functions of communication – information function, command or instructive function, influence or persuasive function and integrative function. Elements of Communication – three elements – source, message, receiver, four elements – encoding, decoding, sender and receiver, five elements – communicator, communicate, message, channel and feedback Means of Communication – Oral, Written, Sign / signal, action, object Types of Communication – Formal and Informal Communication Pattern - one way, two way, circular	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning

Unit-II	Communication Models Importance of communication in extension Models of Communication-Aristotle Model, Shanon – Weaver Mode, Berlo Model, Scharmm Model Concept, purposes and significance of model in communication Barriers to Communication – semantic, psychological, organizational and personal	8		
Unit-III	Effective Communication Characteristics – Clear, correct, complete and precise message, reliability, consideration of the recipient Skills – Observance, clarity and Brevity, Listening and Understanding, self-efficacy and self confidence Significance – Team work, Team building, problem solving and decision making skills, facilitate creativity and reduces misunderstanding Concepts relating to communication – perception, fidelity, communication gap, Empathy, Homophily, heterophily	7		
Unit-IV	Communication and Extension Concept, need, functions, principles and scope of extension Steps in extension teaching Elements of extension communication system Communication methods in extension – group method, mass method and individual method Advantages and limitations of communication and extension	8		

References

- Dahama, O.P and Bhatnagar O.P. (1995).
- Education and Communication for Development. New Delhi: Oxford and IBH Co. □
- Gupta, D. (2007). Development Communication in Rural Sector. New Delhi: Mukhopadhyay Abhijeet Publication □
- Nisha, M. (2006). Understanding Extension Education. New Delhi: Kalpay Publications □
- Reddy, A.A. (2001). Extension Education. Bapatla: Sri Lakshmi Press □
- Rogers Everett, M. (2003). Diffusion of Innovations, 5th Ed. New York: The Free Press □
- Singh, U.K and Nayak, A.K. (2007). Extension Education. New Delhi: Common Wealth Publishers □
- Wilson, M.C., and Gallup, G. (1955). Extension Teaching Methods. Washington: US Department of Agriculture

Sem 1 Generic Open Elective – Digital and Non Digital Aids for Communication							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	802206	Digital and Non Digital Aids for Communication	2	2	2Hrs	50

Course Objectives:

- To identify the digital and non-digital communication aids
- To apply the knowledge for selection of effective aids for communication
- To Select effective aids for communication

Course Outcome:

At the end of the course, students will

1. Acquaint with the Communication aids for communication and extension
2. Prepare digital materials for communication
3. Produce non digital material for communication

Unit	Content	Hours	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Digital and Non digital Aids • Concept and importance of audio-visual aids for communication • Uses of various digital and non-digital communication aids • Role of audio-visual aids in communication	7		Demonstration,Class room study • Self-study • Experiential learning • Assignment • Audio visual aids
Unit-II	Digital Aids • Principles of Production of digital aids • Preparation of digital aids for communication • Advantages and disadvantages / limitations	8		

Unit-III	Non-Digital Aids - Principles of Production of digital aids - Preparation of digital aids for communication - Advantages and disadvantages / limitations	7		
Unit-IV	Selection and Production - Criteria of selection of effective aid for communication - Production of digital aids by using Smart phone and Free Open software or applications - Production of non-digital aids with available resources	8		

References :

- Dhama O.P., Bhatnagar, O.P.: Education and Communication for Development, Oxford and IBH Publishing Co.Pvt.Ltd., New Delhi.
- Dale Edgar : Audio-Visual Methods and Materials.
- Randy Thorn : Audio Craft : An Introduction to the tools and techniques of Audio Productivity.
- National Federation of Community Broadcaster Washington.
- AdidiVyo : Mass Media Messages in Nutshell, Civilefis International, New York. Lupp
- Nicholas V. : Practical Guide to Interactive Video Designs, Croom Helm, London
- Open free Software and applications.

Sem 1 Generic Open Elective – Basics of Food Science and Nutrition							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	806205	Basics of Food Science and Nutrition	2	2	2Hrs	50

Course Objectives:

1. Study the different methods of cooking foods □ □
2. Obtain knowledge of different food groups, their composition and nutrients present in the foods.
3. Understand the vital link between foods, nutrition and health □

Course Outcome:

At the end of the course, students will-

1. Summarize and critically discuss and understand both fundamental and applied aspects of Food Science and nutrition □
2. Able to explain functions of specific nutrients in maintaining health □ □ □
3. Identifying nutrient specific force and apply the principles from the various factors of foods and related disciplines to solve practical as well as Real world problems □

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction of Food Groups and functions Definition and Terms used in Food Science and Nutrition Definitions, Classification and Functions of Foods, Basic Food Groups and Need for Grouping Foods and Application of Food Groups in Planning Adequate/Balanced Diets Food Pyramid	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Nutritional Significance of different Food Groups (Basic Concepts, classification, Composition, nutritive value and Role in Cookery) - Cearls and Millets, Pulses and Legumes Fruits, and Vegetables, Salt, Sugar and Jaggery Nuts, oils and Oil seeds Milk and Milk Products:including Fortified milk & its importance Eggs-Basic structure of an egg and biological value, Quality evaluation and grading of eggs Meat, poultry and fish Spices & Condiments	8		
Unit-III	Macronutrients Definition, Classification, Dietary Sources, Functions, Recommended Dietary Allowances, clinical signs and symptoms of Deficiency diseases and Excess of	7		

	Energy Carbohydrates Proteins Lipids Water			
Unit-IV	Micronutrients -Minerals and Vitamins Definition, Classification, Distribution of minerals in the body, Functions, sources, requirements and effects of deficiencies of Minerals and Vitamins	8		

References

- Maney S (2008). Foods, Facts and Principles, 3rd Edition Published by Wiley Eastern, New Delhi. □ □
- Usha Chandrasekhar (2002) Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi. □ □
- Raina U, Kashyap S, Narula V, Thomas S Suvira, VirS, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4th Edition, Orient Black Swan Ltd, Mumbai. □ □
- Srilakshmi, B. (2017) Nutrition Science, New Age International (P) Ltd., New Delhi,
- 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. □ □
- SunetraRoday (2017). Food Science and Nutrition, Oxford University Press, New Delhi. □ □
- Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad

Sem 1 Generic Open Elective – Food Adulteration							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	806206	Food Adulteration	2	2	2Hrs	50

Course Objectives:

- To help and gain knowledge on food adulterants in food commodities
- To understand certain skills of detecting adulteration of common foods

Course Outcome:

At the end of the course, students will

1. Gain knowledge of adulteration ,detection and remedies
2. Understand the adulteration of common foods and their adverse impact on health
3. Comprehend certain skills of detecting adulteration of common foods.
4. Know the basic laws and procedures regarding food adulteration and consumer

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Common Foods and Adulteration A. Definition -Types; Poisonous substances, foreign matter, Cheap substitutes, Spoiled parts. Adulteration through Food Additives – Intentional and incidental. General Impact on Human Health.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Adulteration of Common Foods and Methods of Detection Methods of Detection of Adulterants in the following Foods; Milk, Oil, Grain, Sugar, Spices and condiments, processed food, Fruits and vegetables. Additives and Sweetening agents (at least three methods of detection for each food item).	8		
Unit-III	Role of voluntary agencies such as, Agmark, I.S.I., Quality-control laboratories of companies, Private testing laboratories, Quality control laboratories of consumer co- operatives.	7		
Unit-IV	Consumer education, Consumer's problems rights and responsibilities, COPRA 2019 - Offenses and Penalties – Procedures to Complain – Compensation to Victims.	8		

References :

1. A first course in Food Analysis – A.Y. Sathe, New Age International (P) Ltd., 1999
2. Food Safety, case studies – Ramesh. V. Bhat, NIN, 1992
3. https://old.fssai.gov.in/Portals/0/Pdf/Draft_Manuals/Beveragesandconfectionary.pdf

4. <https://cbseportal.com/project/Download-CBSE-XII-Chemistry-Project-Food-Adulteration#gsc.tab=0> (Downloadable ematerialonfoodadulteration)
5. <https://www.fssai.gov.in/>
6. <https://indianlegalsolution.com/laws-on-food-adulteration/>
7. <https://fssai.gov.in/dart/>
8. <https://byjus.com/biology/food-adulteration/>
9. Wikiepedia
Vikaspedia

Sem 1 Generic Open Elective – Fundamentals of Human Development							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
4.5	1	807205	Fundamentals of Human Development	2	2	2Hrs	50

Course Objectives:

1. Develop an understanding about the need and importance of studying human growth and development across life span ☐
2. Learn about the biological and environmental factors that affect development ☐
3. Learn about the characteristics, needs and developmental tasks of different stages in the human life cycle ☐

Course Outcome:

At the end of the course, students will

1. Explain the need and importance of studying human growth and development across life span. ☐
1. Identify the biological and environmental factors affecting human development. ☐
2. Describe the characteristics, needs and developmental tasks of different stages in the human life cycle ☐

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 • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Stages in the Human Life Cycle Characteristics, needs and developmental tasks of individuals in relation to physical, cognitive, socio-emotional domains of development in the following life stages: Neonate (birth-1 month) Infancy (1 month-2 years) Early childhood (2-6 years) Middle childhood (6-11 years)	8		
Unit-III	Stages of development prenatal, infancy & toddlerhood, childhood ,puberty, adolescence, adulthood	7		
Unit-IV	Stages in the Human Life Cycle Characteristics, needs and developmental tasks of individuals in relation to physical, cognitive, socio-emotional domains of development in the following life stages: Adolescence (12-18 years) Emerging and Young adulthood (18-35 years) Middle age / mature adulthood (35-60 years) Late adulthood / Old age (60 years and above)	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

Sem 1 Generic Open Elective – Early Childhood Care and Education							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	807206	Early Childhood Care and Education	2	2	2Hrs	50

Course Objectives: 1. Know the importance of early childhood years and significance of intervention programs for early childhood development. 2. Develop insight into the historical developments – global and Indian including the current programs and policies in ECCE.				
Course Outcome: At the end of the course, students will 1. Explain the importance of early childhood years and significance of intervention programs for early childhood development. 2. Describe the historical developments – global and Indian including the current programs and policies in ECCE.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Early Childhood Care and Education (ECCE) Concept, meaning, scope and significance of ECCE □ Developmental perspective □ Neuroscience perspective □ Human rights perspective Expansion from ECE to ECCE to ECD. Aims and objectives of ECCE– General and specific	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Early Childhood Care and Education (ECCE) in India History of Early Childhood Care and Education in India. Overview of ECCE in pre and post-independence period. Preschool education in the pre and post-independence era (very brief). How the international trends have influenced the national trends. Contributions of educational philosophers: global and Indian perspective- views of various notable and renowned educationists and philosophers	8		
Unit-III	Policy perspectives in ECCE Recent Policies in ECCE Various Education commissions of India : □ National Policy on Education (1986) Programmes / schemes and innovations in ECCE – ICDS, Balwadis, mobile crèches □ National Curriculum Framework 2005 National Policy on Early Childhood Care and Education 2013 □ Curriculum Framework for Early Childhood	7		

	Care and Education 2012/2013 New Education Policy, 2020			
Unit-IV	Play and its importance Play and its characteristics Theories of play- surplus energy theory, recreational theory, recapitulation theory Stages and types of play Role of play in overall development of children Teacher's role in creating environment and promoting play Use of play way approach in the curriculum for young children.	8		

References

1. Agarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi:
2. Shipra Agarwal, S.P. and Usmani, M. (2000). Children's education in India: from vedic a. times to twenty first century New Delhi: Shipra.
3. Canning, N. (2010) Play and practice in the early years: Foundation stage. New Delhi: Sage.
4. Durlak, J.A. (1995). School based prevention programmes for children and adolescents. N.Y. Sage
4. Fler, M. (2010). Early learning and development: Cultural–historical concepts in play. Cambridge: Cambridge University Press.
5. Kaul, V. (2009). Early childhood education programme. National Council of Educational Research and Training, New Delhi.
6. OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from <http://www.oecd.org/education/school/31672150.pdf>
7. Purkait, B.R. (2005). Milestones in modern Indian education. Kolkata: New Central Book Agency. 9
8. Swaminathan, M.(ed.) (1998). The first five years: A critical perspectives on a. early childhood care and education in India. New Delhi: Sage.
9. Sarangapani, P.M. (2009). Quality, feasibility and desirability of low cost private schooling: what is the evidence? Economic & Political Weekly, 44(43), 67–69. 11.
10. Sarangapani, P.M. (2010). Comparative education in India: Why it is missing and why we need it. Journal of Education Planning and Administration 24(4): 363-378.
11. 14. Early Childhood Care and Education (n.d.) Retrieved from http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care,_education_and_development/14._aurobindo,_gijubhai_badheka,_tarabai_modak/et/6716_et_et.pdf
12. Singh, A. (1995). Playing to learn: A training manual for early childhood education. Chennai: M. S. Swaminathan Research Foundation. .

Sem 1 Generic Open Elective – Management of Resources							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	823205	Management of Resources	2	2	2Hrs	50

Course Objectives:

- Learning to identify and manage the use of resources available for functional use
- Comprehending the purpose of managing resources
- Becoming money, time and energy conscious in daily living

Course Outcome:

At the end of the course, students will

- Understanding on the concepts related to family resource management ☐ ☐
- Appreciation of the significance of management process in efficient use of resources ☐ ☐ ☐
- Focus on management of human energy as a family resource ☐

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Resource Management Concept, universality and scope of management ☐ ☐ Approaches to management ☐ ☐ Ethics in management ☐ ☐ Motivation Theory	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Resources ☐ Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources. ☐ ☐ Maximizing use of resources and resource conservation. ☐ ☐ Availability and management of specific resources by an individual/ family - Money - Time - Energy - Space	8		
Unit-III	Functions of Management: An overview ☐ Decision Making ☐ ☐ Planning	7		

	☐ ☐ Supervising ☐ ☐ Controlling ☐ ☐ Organizing ☐ ☐ Evaluation			
Unit-IV	Resource Management Process Money- sources of income, meaning of income and expenditure, steps in money management, Budgeting- budget items, methods of handling money Time – concept of time schedule, time norms and peak loads Energy – Types of effort (Manual, pedal, visual etc)., Concept of body posture, drudgery and fatigue, fatiguing activities, classification of activities (sedentary, moderate and heavy), use of labour saving devices in management of time and energy, methods of alleviating fatigue Principles of Work simplification,	8		

References

- Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers □
- Deacon, R. F., and Firebaugh, F.M. (1975). Home Management: Contexts and Concepts. Boston: Houghton Mifflin Company. □
- Fitzsimmons, C. (1950).The Management of Family Resources. California: W. H. Freeman Co.□
- Gandotra,V., and Jaiswal, N.(2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors.(ISBN No. 81-7888-526-3) □
- Grandjean, E., and Kroemer, K.H.E. (1999). Fitting the Task to the Human - A Text Book of Occupational Ergonomics, New York: Taylor and Francis □
- Gross.I.H., Crandall, E. W. and Knoll, M. M.(1980). Management for Modern Families. New Jersey: Prentice Hall Inc. □
- Gross.I.H., and Crandall, E. W. (1967).Management for Modern Families. Delhi: Sterling Publishers. □
- Koontz, H., and O'Donnel C. (2005), Management – A Systems and Contingency Analysis of Managerial Functions. New York: McGraw-Hill Book Company □
- Kreitner. R. (2009/2010). Management Theory and Applications. India: Cengage Learning India Pvt Ltd (ISBN 13: 9788131511244) □
- Nickell, P., Rice, A. S., and Tucker, S.P. (1976).Management in Family Living. New York: John Wiley& Sons Inc. □
- Nickell, P., and Dorsey, J, M. (2002). Management in Family Living. New Delhi: CBS Publishers (ISBN13: 9788123908519)

Sem 1 Generic Open Elective – Flower Arrangement							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	823206	Flower Arrangement	2	2	2Hrs	50

Course Objectives:

1. Develop skills in creating and evaluating floral compositions
2. To learn the economic importance of the floral industry

Course Outcome:

At the end of the course, students will

1. Apply creative and aesthetic skills to create visually appealing floral displays.
2. Create floral arrangements suitable for everyday occasions and celebrations.
3. Run floral business and manage shop
4. Appropriate use of color and recognize color scheme

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Flower Arrangement- Definition, Importance Introduction to the floral industry Floral Supplies-tool names and uses Identification a) flowers (mass, line, form) b) .filler matter. C) Greens	8		Demonstration Classroom Study • Self-study • Experiential learning • Assignment Designing • Participative Learning
Unit-II	Principles and Elements of Floral Design Color-appropriate use of color and recognize color schemes	7		
Unit-III	Types and styles of Flower Arrangement Designing-a. Everyday bouquets, b. Weddings, c. Events	8		
Unit-IV	Running a Floral Business-a. working with customers, b. delivering, c. managing a shop, d. understanding Product quantity ordering, e. understanding online services	7		

References:

1. The Art of Floral Design, (newest edition) Hunter. Delmar Press, 3rd Ed.
2. Step-by-Step Instructions for Every day Designs, Teresa Lanker. Florist Review
3. Flower Booklet .Holland Flower Council:00298.Holland Flower Bulb Institute.
4. Flowers: C Principles of Floral Design: An Illustrated Guide, Pat Diehl Scafe & Jim M. Del Prince
5. Workbook-Principles of Floral Design: An Illustrated Guide ,Joyce K. Bratton Creative Design. Johnson, McKinley ,Benz.

Sem 1 Generic Open Elective – Introduction to Textiles							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	831205	Introduction to Textiles	2	2	2Hrs	50

Course Objectives:

- Obtain a broad understanding of textiles □ □
- Develop understanding of technical terms involved in textiles. □ □
- Get acquainted with the properties and uses of various textile fibers.

Course Outcome:

At the end of the course, students will

1. Develop an understanding of concepts and basics of textiles. □ □
2. Understands and define the key textile terms. □ □
3. Develop critical understanding of the techniques of yarn and fabric manufacture.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Textiles-Meaning, definition and scope -Importance of Textile Industry in Indian economy -Sectors of Indian Textile Industry. Cotton, jute, silk, handloom, manmade and others.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Classification of fibers -Primary properties and Secondary properties of fiber with reference to their effect on fabric characteristics -Focus Areas of textiles-Apparel, furnishings, costume, textile arts, and non-apparel	8		
Unit-III	Clothing: Importance of Clothing -Theories of Clothing -Socio psychological aspects of clothing • Textile and Clothing Terminology • Textile & Clothing in personality development	7		

Unit-IV	Fashion and the Apparel industry Definition, Classification of fashion, tangibles and intangibles of fashion, -Principles of fashion, Fashion life cycle, Fashion adoption theories. -Fashion Terminology	8		
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References

1. Booth, J.E. (1996). Principles of Textile Testing. New Delhi: CBS Publishers & Distributors Pvt. Ltd. □
2. Corbman, P.B. (1983). Textiles: Fibre to Fabric. McGraw-Hill Publishers. □
3. Collier, B.J., & Epps, H.H. (1998). Textile testing and analysis. Prentice Hall Publishers. □
4. Dantyagi, S. (1996). Fundamentals of Textiles and their Care. India: Orient Black swan Private Limited. □
5. D'Souza, N. (2014). Fabric Care. New Delhi: New Age International Publishers. □
6. Greaves, P.H., Saville, B. P. (1995). Microscopy of textile fibres. bios Scientific Publishers □
7. Hollen, R. N., Saddler, J., & Langford, A. (1979). Textiles. Macmillan Publishers. □
8. Joseph, M. (1992). Introductory Textile Science. Sixth edition, California: Harcourt College Publishers □
9. Kadolph, S.J. 2009. Textiles. Tenth edition. New Delhi: Dorling Kindersley (India)
8. Madhulika, P. (2013). Weaving. New Delhi: Random Publishing. □
9. Mahapatra, N.N. (2015). Textile Technology. New Delhi: A.P.H. Publishing Co-oration. □

Sem 1 Generic Open Elective – Fiber and Fabric							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	1	831206	Fiber and Fabric	2	2	2Hrs	50

Course Objectives: 1. To understand natural and manmade fibres 2. To gain knowledge of Yarn and its use in various applications. 3. To understand fabric making methods.				
Course Outcome: At the end of the course, students will 1. Understand the manufacturing processes of fibre and yarn. 2. Get acquainted with the different fabric construction methods.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy

Unit-I	Natural fibres- History ,composition ,types, production, properties and uses of -Cotton, linen, Silk, wool	7		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	7		
Unit-IV	Methods of fabric construction • Weaving-method, Handloom and Power loom, Basic and Novelty weaves • Knitting...Hand knitting, Machine knitting • Felting	8		

References

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

SEMESTER 2

(Choose any Two subjects each of 2 credits from the Semester II basket given bellow)

Sem II Generic Open Elective – Extension Learning							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	802212	Extension Learning	2	2	2Hrs	50

Course Objectives:

- To develop understanding regarding extension teaching
- To develop understanding regarding extension learning
- To impart the knowledge of motivation for extension achiever

Course Outcome:

At the end of the course, students will

- Understand the extension teaching learning process.
- Develop the abilities to motivate people for change.
- Get the knowledge of working of extension worker.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Extension Teaching: Meaning, definition of extension teaching and importance of extension teaching,	7		

	factors contributing to teaching, principles of extension teaching, steps involve in extension teaching and desirable traits of a teacher for effective extension work.			Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Extension Learning: Meaning and definition of extension learning ,laws of learning, principles of learning, ideal learning situation to achieve the goal, learning experience.	8		
Unit-III	Extension Motivation: Definition and classification of motivation, importance of motivation in extension work, basic elements to motivate the home maker.	7		
Unit-IV	Extension Worker: Meaning and definition of extension worker, classification of extension worker, qualities of extension worker, role and duties of extension worker in the field of rural development, role of duties of subject matter specialist in the field of rural development.	8		

References

1. Supe. S. V. An Introduction to Extension Education – Oxford Publishing Company, New Delhi & Kolkata.1999.
3. Dahama. O. P. and Batnagar O. P. Education & Communication for Development, Oxford & IBH Publishing Co., New Delhi, 1977.
4. Reddy Adivi. A. Extension Education, Shree Laxmi Press, Bapatla, Guntor, A.P.
5. Singh J. K., Mass Media and Information Technology, Mangaldeep Publication, Jaipur.
6. Kumar K. J. L., Mass Communication in India, Jaico Publishing House, Mumbai.
7. Audio Visual Aids for Co-operative Education and Training, FAO Publications.

Sem II Generic Open Elective – Non-Government Organization Management							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	802213	Non-Government Organization Management	2	2	2Hrs	50

Course Objectives:

- Understand the fundamental concept, historical evolution, and legal framework of Non-Governmental Organizations within the development sector.
- Develop core competencies in community needs assessment and the complete Project Cycle Management.
- Familiarize students with the strategies required for effective human resource management, volunteer mobilization, and public advocacy.

Course Outcome:

At the end of the course, students will

- 1) Outline the legal procedures for registering and operating an NGO/NPO under the relevant Indian legal frameworks.
- 2) Design, plan, implement, and evaluate community development projects using the Logical Framework Approach.
- 3) Draft compelling grant proposals, formulate project budgets, and identify diverse funding streams including CSR and government schemes.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction and Legal Framework: Concept, role, and types of NGOs (Charitable, Participatory, Empowering). The role of NGOs in civil society and national development. Legal framework in India: Societies Registration Act (1860), Indian Trusts Act (1882), and Section 8 of the Companies Act (2013). Organizational structure, governance, and the role of the Board of Directors/Trustees.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Project Management in NGOs: Project Cycle Management (PCM), Identification, Design, Implementation, and Evaluation Conducting community needs assessments and baseline surveys. The Logical Framework Approach, Setting goals, objectives, outputs, and indicators. Monitoring and Evaluation (M&E) techniques and impact assessment.	8		
Unit-III	Fundraising and Financial Management: Principles of fundraising and resource mobilization. Grant Proposal Writing, Executive summary, problem statement, methodologies, and budget formulation. Understanding Corporate Social Responsibility (CSR) funding dynamics. Basic financial compliance, Audits, annual reports, and an overview of the Foreign Contribution (Regulation) Act (FCRA).	7		
Unit-IV	Human Resources, Advocacy, and PR: Human Resource Management in the non-profit sector, Recruiting, retaining, and motivating staff and volunteers. Capacity building and training for	8		

	community workers. Advocacy and Networking, building coalitions and lobbying for policy change. Public Relations (PR), Using mass media and social media platforms for social campaigns and awareness.			
References: 1) Lewis, David. – The Management of Non-Governmental Development Organizations. Routledge. 2) Clark, John. – Democratizing Development: The Role of Voluntary Organizations. Earthscan Publications. 3) Edwards, Michael, & Fowler, Alan. – The Earthscan Reader on NGO Management. Earthscan. 4) Kapur, S.K. – Law Relating to Societies, Trusts, Wakfs and NGOs. Universal Law Publishing. 5) Dharmarajan, Shivani. – NGOs as Prime Movers: Sectoral Action for Social Development. Kanishka Publishers. 6) Karsh, Ellen, & Fox, Arin. – The Only Grant-Writing Book You'll Ever Need. Basic Books. 7) Blackman, Rachel. – Project Cycle Management. Tearfund.				

Sem II Generic Open Elective – Preservation of Food							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	2	806212	Preservation of Food	2	2	2Hrs	50

Course Objectives: 1. To learn the principles behind the methods of preservations 2. To understand the stages of cookery and chemical characteristics in the preservation of fruits and vegetables 3. To formulate preserved food products 4. To acquire skills to preserve different types of food items based on their perish ability				
Course Outcome: At the end of the course, students will 1. At the end of the course, students will be able to: 2. Know the principles of preservation behind the methods of preservation 3. Understand the stages of sugar cookery, quality of pectin and acidity in the development of preserved food products				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Food preservation: definition, objectives and principles of food preservation	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Preserved Products: Jam, Jelly, Marmalade, Sauces types, composition and manufacture, selection, cost, storage, uses and nutritional aspects	8		
Unit-III	Pickles, Squashes, Syrups-types, composition and manufacture, selection, cost, storage, uses and nutritional aspects	7		
Unit-IV	Different methods of food preservation and processing	8		

Sem II Generic Open Elective – Geriatric Care							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	806213	Geriatric Care	2	2	2Hrs	50

Course Objectives: 1. Identify the unique health needs of older adults 2. Identify strategies related to assessment and prevention in the older adult 3. Explore the importance of families and other social supports 4. Identify nursing interventions related to a variety of health problems in the older adult				
Course Outcome: 1. At the end of the course, students will 2. Understand the theoretical perspective of the ageing process 3. Be aware and get sensitized to issues related to care of the elderly 4. Develop ability to give nutrition and health education to specific target group				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Importance and meaning of geriatric care Emergence and Scope of geriatric care	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Concept of aging and problems: Social, Mental, psychological problems, Occupational etc.	8		
Unit-III	Theoretical perspectives, Disengagement theory, Activity theory, Human development theory	7		
Unit-IV	Aging process–Biological, Physiological, Psychological, Social, Economic and Spiritual Aspects	8		

Referes:

1. Aiken, L.R. (1978) The Psychology of later life, Philadelphia: W Saundess Company
2. Chowdhary Paul D. (1992) Aging and the aged New Delhi: Inter India Pub
3. Cox Harold (1984) Later life: The reality of aging, New Jersey: Prentice Hall Inc

Sem II Generic Open Elective – Late Childhood and Adolescence							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks

4.5	II	807212	Late Childhood and Adolescence	2	2	2Hrs	50
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Course Objectives:

- Develop an understanding about the need and importance of studying child and adolescent development.
- Develop an understanding about the historical views and theories on childhood and adolescent development.
- Learn about the characteristics, needs and developmental tasks of infancy, early middle and late childhood, and early, middle and late adolescence.
- Learn about the biological and environmental factors that affect development during childhood and adolescence.

Course Outcome:

At the end of the course, students will

- Explain the need and importance of studying childhood and adolescence as a distinctive stage of the life-span.
- Describe the historical views and theories on childhood and adolescent development.
- Describe the characteristics, needs and developmental tasks of infancy, early childhood, middle childhood and early and late adolescence.
- Identify the biological and environmental factors affecting development during childhood and adolescence.
- Analyze key issues that influence child and adolescent development.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Late Childhood Characteristics, Developmental tasks, Physical development, Speech development, Social behavior(Play interest), Sex role typing, Family relationship, Personality changes, Hazards, Behavioral Problems – Hyper activity, Slow learners, Truancy, School dropouts, Nail biting, Ties.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Puberty Characteristics, Criteria, Causes and body changes. Effects of puberty changes and sources of concern, Hazards, Sex education.	8		
Unit-III	Adolescent Development Characteristics, Developmental tasks, Physical changes, Emotionality, Morality, Adolescent interests, Personality changes, Hazards.	7		
Unit-IV	Adolescent Care and Concerns Identity Formation, Family relationships, Parenting Skills, for Adolescents, Psychological Disturbances – Depression, substance abuse, Suicide, Adolescent Pregnancy, Eating disorders.	8		

References

- Developmental Psychology: E.B.Hurlock, 5th Edition,1981, Tata McGraw Hill Publishing Company, New Delhi.
- Human Development: Diane, E. Papalia& Sally Wendkos Olds, Company, New Delhi.
- Adolescent Development: E. B. Hurlocks, 5th Edition, 1981, Tata McGraw Hill Publishing Company, New Delhi.
- The Psychology of Adolescent: A.T. Jerslid, 7th Edition, Prentice Hall Inc. Englewood Cliff's N. J., U.S.A.

Sem II Generic Open Elective – Youth Development							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	807213	Youth Development	2	2	2Hrs	50

Course Objectives:

- 1.To understand the concept and various perspectives related to Youth
2. To understand the changing needs of youth
3. To aim different approaches to youth

Course Outcome:

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

- 1 Analyze the concept and various perspectives related to Youth.
- 2.Evaluate the changing needs of youth
- 3 .Illustrate different approaches to youth

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Defining Youth, Period of youth, 5 Cs of youth, changing perceptions of Youth. Biological changes during youth, reproductive development, sexual orientation. Socio-emotional development of youth-Erik Erikson's theory of psychosocial development, youth in changing scenario	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Youth in Indian Society and Culture-Role of parents and teachers in development of young people. Youth as Action-Transition and Identity formation -Citizenship and Civic engagement. Youth as social capital –power of youth, youth as social agent. Youth as the future of the nation –civic responsibility and engagement.	8		
Unit-III	Youth in family structure-traditional & changing family dynamics. Youth Education & Livelihood. Youth & gender issue. Youth & crime. Youth & Health-Physical, mental, and emotional health and issues	7		
Unit-IV	National Youth Policy in India -its objectives, focus areas, and implementation. Government Flag ship programs and Schemes for youth: Pradhan Mantri Kaushal Vikas Yojana (PMKVY),	8		

	National Apprenticeship Promotion Scheme (NAPS), Atmanirbhar Bharat Rojgar Yojana (ABRY), National Program for Youth and Adolescent Development (NPYAD): National Service Scheme (NSS)			
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References

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi.
 2. Jones Gill, (2009), Youth, Polity Press, UK.
 3. Kehily Jane Mary (Etd.) (2007) Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London.
 4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
 5. Rajendran Vasanthi & Paul David (2006), Youth and Globalization, Proceedings of the Workshop on Youth and Globalization, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai.
- Kumar. S (2019), Youth in India: Aspirations, Attitudes, Anxieties Taylor Francis.

Sem II Generic Open Elective – Event Management							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	823212	Event Management	2	2	2 Hrs	50

Course Objectives:

1. Familiarize students with the basic concepts, types, and the overall scope of the event management industry.
2. Equip students with the knowledge required to conceptualize an event, analyze its feasibility, and develop a comprehensive budget.
3. Teach the essential components of event logistics, marketing, sponsorship, and on-ground team management.

Course Outcome:

At the end of the course, students will

- 1) Identify different types of events and apply the fundamental principles of management to plan them effectively.
- 2) Formulate accurate event budgets and create strategies to secure funding and sponsorships.
- 3) Manage the logistical execution of an event and conduct a thorough post-event evaluation and financial settlement.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Definition, nature, and scope of events; The 5 C's of Event Management (Conceptualization, Costing, Canvassing, Customization, Carrying out). Corporate events (seminars, conferences, product launches), Social events (weddings, parties, galas), and Mega-events (sports, festivals). Qualities, roles, and responsibilities of an event manager; Building an event team.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Setting goals and objectives; Feasibility study (SWOT analysis for events); Creating a master event timeline. Basics of event budgeting; Estimating income and expenditure; Creating contingency funds. Identifying potential sponsors; Types of sponsorships; Creating a sponsorship pitch and proposal.	8		
Unit-III	Target audience identification; Using traditional media, PR, and digital/social media marketing for event promotion. Venue selection criteria; Layout and spatial planning; Managing licenses, permissions, and vendor contracts. Guest management and registration; Technical requirements (audio/visual, lighting); Crowd	7		

	control and crisis management.			
Unit-IV	Dismantling and vendor settlements; Thanking sponsors, guests, and the team. Methods of collecting feedback (surveys, social media sentiment); Evaluating event success against initial goals. Risk management; Occupational health and safety standards; Ethical practices in the event industry.	8		

References

- 1)Wagen, L. V. D., & White, L. (2018). Event Management: For Tourism, Cultural, Business and Sporting Events. Cengage Learning.
- 2) Silvers, J. R. (2012). Professional Event Coordination (2nd ed.). John Wiley & Sons.
- 3) Bowdin, G., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2010). Events Management (3rd ed.). Routledge.
- 4) Goldblatt, J. (2013). Special Events: Creating and Sustaining a New World for Celebration (7th ed.). John Wiley & Sons.
- 5) Chaturvedi, A. (2009). Event Management: A Professional and Developmental Approach. Global India Publications.

Sem II Generic Open Elective – Family Finance and Consumer Behaviour							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.	II	823213	Family Finance and Consumer Behaviour	2	2	2Hrs	50

Course Objectives:

- Provide situations to understand significance of family income and expenditure and saving for future
- Register and react as responsible consumers □
- Analyze relevance of consumer movement in India □
- Gain knowledge on consumer protection Laws and Acts and reflect upon personal rights and responsibilities

Course Outcome:

At the end of the course, students will

- Becoming familiarized to the changing trends in consumerism
- Enriched Knowledge on market systems
- Emerge as informed consumers
- Review the benefits of planned financial management

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Consumer and the Market Consumer: definition and meaning; consumer Vs customer Role of consumers in the economy, National Income, Per Capita Income, Household wise distribution of income Classification of Consumer goods Consumer and the market: definition and classification of markets, types Consumer demand and supply Channels of distribution Consumer behaviour: changing nature of consumer behaviour to suit modern market and business trends – concepts of C2C, B2B, B2C, C2B etc; Factors influencing Consumer behavior Meaning, characteristics of buyer behaviour, buying motives – types; consumer buying process; Change in consumer purchase practices in the digital market – concept of e-commerce, m- commerce, online shopping etc;	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning

	Extended use of plastic currency and cards			
Unit-II	Household Income and Expenditure Household Income – Types, Sources, Supplementation of family income, use of family income, per capita income Household expenditure: Items of expenditure, mental and written plans, Factors influencing expenditure pattern, expecting exigencies and tackling them Account maintenance: methods of account keeping like balance sheets, account books, ledgers, income-expenditure records Process of budgeting- steps in drafting a family budget, balancing income and expenditure, ways to meet emergent expenses Personal finance management: Tax implications: significance in budgeting, measures adopted and instruments used to ensure tax benefits, calculation of personal income tax for an individual's monthly income	8		
Unit-III	Family Savings and Credit practices Consumer credit- Concept, meaning, need, sources, credit cards, credit services availed by the family members, types of loans availed by families Mortgages: Definition and conceptual meaning, significance in meeting emergent needs of expenditure Financial security arrangements: Family savings and investments-need ,principles, channels of investment Savings and savings institutions, merits and demerits of each Guidelines for wise savings practices	7		
Unit-IV	Consumerism in India Consumerism: genesis, reasons for consumer movement Historic Declaration of Consumer rights Consumerism in India Consumer problems – types, nature , causes and solutions Concern for the Consumer : Consumer education: Meaning and definition; need and scope, objectives, aspects, methods, contents and resources, Problems Consumer education and empowerment: meaning, need and achievements with specific relevance to India Consumer aids: classification – Labels, Trademarks, Brand Names, Patents, Warranty, Guarantee, Quality Control and After Sales Service, Government and Voluntary Agencies, Role of advertisements influencing consumer behaviour Product labeling and packaging – significance to fair	8		

	practices Unfair consumer practices: adulteration and faulty weights and measures			
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References □

- Gangawane, L. V., and Khilare V. C. (2007). Sustainable Environmental Management: Dr Jayshree Deshpande Festschrift Volume. Delhi: Daya (ISBN 13: 9788170354741) □ □
- Gupta, C.B., and Nair, R.N. (2004). Marketing Management. New Delhi: Sultan Chand and Sons □ □
- Kathiresan, S., and Radha, V. (2004). Marketing. Chennai: Prasanna Publishers □
- Khanna S.R., Hanspal S., Kapoor S., & Awasthi H.K. (2007). Consumer Affairs. New Delhi: Universities Press India Pvt.Ltd. □ □
- Nair R., and Nair S, R. (2003). Marketing. New Delhi: Sultan Chand and Sons □ □
- Nair, S (2002). Consumer Behaviour. New Delhi: Sultan Chand and Sons □ □
- Pattanchetti, C.C., and Reddy (2002). Principles of Marketing. Coimbatore: Rainbow Publishers □ □
- Sawhney, H.K., & Mital, M. (2007). Family Finance & Consumer Studies. New Delhi: Elite Publishing House Pvt. Ltd. □ □
- Seetharaman, P., and Sethi, M. (2001). Consumerism: Strength and Tactics. New Delhi: CBS Publishers. □ □
- Verma, B.P. (2003). Civil Engineering Drawing, Drawing and House Planning. New Delhi: Khanna Publishers □ □
- Wagner, S. (2003). Understanding Green Consumer Behaviour. Routledge (ISBN 9780415316194) □

Sem II Generic Open Elective – Fashion and Textile Orientation							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	831212	Fashion and Textile Orientation	2	2	2Hrs	50

Course Objectives:

1. To understand the nature of fashion business, elements and challenges associated with Fashion Industry.
2. To understand different areas of Fashion Business with its comprehensive study of Fashion terminologies to create awareness about overall nature of fashion.

To acquire the knowledge regarding environment and movement of fashion.

Course Outcome:

At the end of the course, students will

1. Be able to understand the nature & evolution of fashion business, fashion adoption ,economic importance of fashion business.
2. Understand about fashion Market segmentation ,economic & social Environment.
3. Know the functioning of Indian Fashion Industry, history and developments ,features and structures.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Business of Fashion-Importance of Fashion-Economic importance of Fashion Business Fashion Categories-Men's wear, Women's Wear, Kid's wear	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Nature of Fashion- Definition of Fashion – Evolution of Fashion - Terminology of Fashion Principles of Fashion movement - Theory of Clothing Origin –Fashion cycle –Theories of fashion adoption-Principles of Fashion- International Fashion centers	8		
Unit-III	Environment of Fashion - Market segmentation (Demographic, Geographic, Psychographic and Behavioral) Economic environment, Social environment	7		
Unit-IV	Indian Fashion Industry, origin, present scenario and future scope. Overview of global and Indian apparel industry, History and its development in recent years, Size and nature of the industry, Regional features and structure of the industry, Small and medium scale enterprises, design studios, boutiques, organized sector	8		

References:

1. Fashion from Concept to Consumer, Fringes, G. S., Prentice Hall, 9th Edition, 2007.

2. The Business of Fashion, Leslie Davis Burns and, Nancy O. Bryant, Fairchild Publication, 2002
3. Clothing Technology, Heberly Berger, Verlag Europa Leher Mittel, 2010
4. The Dynamics of Fashion, Elaine Stone, Fairchild Publication, 2008

Sem II Generic Open Elective – Embroidery Basics							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	831213	Embroidery Basics	2	2	2Hrs	50

Course Objectives:

1. To develop test in embroidering
2. To import skill in simple hand and machine embroidery
3. Familiarize students with basic stitches of hand and machine embroidery

Course Outcome:

At the end of the course, students will

1. Understand the basics of hand and machine embroidery.
2. Identify different embroidery stitches, tools, fabrics, and threads.
3. Apply hand and machine embroidery techniques in decorative work.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	History of Indian embroidery Methods of transpiring design. introduction to colour and setting of design.uses of different threads, types of fabric used in embroidery.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Introduction to basic and decorative hand embroidery stitches like Chain stitch, Back stitch, Stem stitch, Feather stitch, Herring bone stitch, Buttonhole stitch, Satin stitch, Long and short stitch, Knot stitch, Bullion stitch,And its uses	8		
Unit-III	History of Machine Embroidery Accessories and tools used in hand embroidery and machine embroidery Safely precautions to be taken while using embroidery tools	7		
Unit-IV	Study of the types of various contemporary embroideries like Shadow work, Thread work, Smoking, Applique work, Spider stitch. Basic machine embroidery stitches	8		

References

Creative embroidery designs, Ondorisha Publications Needle Craft by Readers Digest Big book of Needle Craft,Odhams Publications.

SEMESTER 3

(Choose any one subject of 2 credits from the Semester 3 basket given below)

Sem 1 Generic Open Elective – Extension Management							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	3	802222	Extension Management	2	2	2Hrs	50

Course Objectives:

- Develop an understanding about the meaning, functions and characteristics of Extension Management
- Learn the requirements and Levels of planning
- Learn the key issues in controlling
- Understand the functions of organizational Management

Course Outcome:

- Understand the concept related to Extension Management
- Comprehend the purpose of planning and organizing
- Focus on requirement of effective staffing for successful Management
- Analyse the significance of effective controlling

Unit	Content	Hrs.	Weightage of Marks Allotted	Incorporation of Pedagogy
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Unit-I	Extension Management Meaning, function, basic elements , characteristics of extension management Concept, need, nature, objectives and functions of extension Informal, formal and non-formal education and differences between formal and extension	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Planning and Organizing Definition, requirement of effective planning, levels of planning, elements of planning, contingency planning Definition, requirements of effective organizing, line and staff function Span of management, scalar principle, delegation of authority, use of committee, coordination, involvement of organizations at the local level input management	8		
Unit-III	Staffing Definition, requirements of effective staffing , training for professional development, training strategy Training Methods – lecture, group discussion, seminar, panel discussion, colloquium, symposium, workshop, syndicate method, case study role playing, brain storming, buzzy session, sensitivity training, interactive video, video conferencing, performance appraisal, stress in managing, organizational conflict, grievances in organizations.	7		
Unit-IV	Controlling Definition, requirements of effective controlling, monitoring and evaluation, supervision, budgeting and auditing, reporting Change agent success, change agent problems a study in organizational management, reaching the weaker sections, administration of rural credit	8		

References

- Banerjee,S. (1981). Principles and Practice of Management. New Delhi:Oxford and IBH Publishing company
- Basu, C.R. (1989). Organisation and Management. New Delhi:Schandand Co Ltd.

- Burton, Gene and HanabThakar. (1997). Management Today.New Delhi: Tata McGraw Hill Publishing Company
- Chandan, J.S. (1997). Management – Concepts and Strategies. New Delhi: Vikas Publishing House
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- Prasad,M.L. (1999). Principles and Practice of Management. New Delhi:Sultan Chand and Sons.
- Ramasamy, T. (1985).Principles of Management, Mumbai: Himalaya Publishing House.
- Rao,V.S.P., and Narayana P.S. (1987). Principles and Practice of Management. New Delhi: Konark Publishers Private Limited
- Ray,G.L. (2015). Extension Communication and Management. Ludhiana: Kalyan publications. Tripathi P.C., and Reddy,P.N. (1993). Principles of Management. New Delhi: Tata McGraw Hill

Sem 3 Generic Open Elective – Meal Management							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	3	806222	Meal Management	2	2	2Hrs	50

Course Objectives:

- Study the growth and development during various stages of life span
- Understand the basics for recommending the dietary allowances
- Study nutritional needs at different stages of life span
- Gain experience in planning adequate diets for different age groups and for different income groups.

Course Outcome:

At the end of the course, students will-

- Design food plans and assess the adequacy of diets to meet the nutritional needs of humans at various stages of life cycle.
- Assess nutrition issues and conditions and also recommend nutrition intervention and support to promote the health and wellbeing.
- Have the knowledge, both to develop and critique nutritional interventions designed to improve human health and well-being at specific age associated time points.
- On completion of the course students will be able to critically assess nutritional requirements and nutritional health status of an individual.

Unit	Content	Hrs.	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to RDA and Balanced Diet Basic concept and purposes of Recommending the Dietary Allowances, Factors Affecting Recommended Dietary Allowances Requirements and Recommended Dietary Allowances for various age groups Uses of ICMR- RDA in planning balance diet Exchange system and Dietary Diversity	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Nutrition in Pregnancy and Lactation Physiological Changes occurring during Pregnancy Importance of Food and Nutritional Care and Requirement during pregnancy General Dietary and nutritional Problems and Complications, Physiology and Hormones involved in Lactation Food supplements and galactogogues. Factors Affecting the Volume and Composition of Breast Milk, Nutritional Requirements during lactation	8		
Unit-III	Nutrition in Infancy Growth and Development of Infants, Composition of Human Milk and Human Milk Substitute, Bottle Feeding and related Problems, Weaning and Supplementary Feeding Foods, Feeding Problems and Complications. Use of growth charts and standards and prevention of growth faltering	7		

Unit-IV	Nutrition in Childhood and Adolescence Growth and Development of Pre School, School Going Children and Adolescence. Food and Nutritional Requirements, Factors to be considered while Planning Diet for Children and Adolescents, Growth Spurt during Adolescence. Food Habits, Dietary Guidelines, Food and Nutritional Requirements, Nutritional and Behavioural Problems and Eating Disorders	8		

Reference

- 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.
- Srilakshmi, B. (2013), *Dietetics*, New Age International (P) Ltd., New Delhi.
- SunetraRoday (2017). *Food Science and Nutrition*, Oxford University Press, New Delhi.
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- Swaminathan, M. (2012), *Advanced Textbook on Food and Nutrition*, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore.

Sem 3 Generic Open Elective – Gender, Society and Human Development							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	3	807222	Gender, Society and Human Development	2	2	2Hrs	50

Course Objectives:

- Critically understand the situation of women and men in Indian society from multiple perspectives.
- Learn about the concepts of gender, patriarchy, equality, equity, and feminism as well as the intersection of social class and caste to determine the status of women.
- Recognize how social institutions are patriarchal.
- Develop sensitivity regarding the socio-cultural, economic and political factors that shape life experiences in relation to gender
- Learn about women's human rights and laws related to women in India.

Course Outcome:

At the end of the course, students will-

- Describe basic concepts of gender and relevance of gender studies as an academic discipline. Describe theories and concepts of gender and development.
- Analyze human rights in terms of gender equality and gender equity.
- Critically analyze existing laws and the legal system through a gender lens.

Unit	Content	Hrs.	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	A Social Construction Differences between sex and gender – biological determinism Key gender concepts and definitions Gender socialization in family and society Patriarchal institutions and key areas of patriarchal control Caste, class and gender intersectionality in India Gender identities and sexual orientations (femininity, masculinity, LGBTQIA) Status of women – historical and contemporary perspectives Introduction to women's studies/ gender studies as a discipline	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Gender and Development: Approaches and Strategies Concept of gender and development – indicators of human and gender development – equality and equity Orientation to theories of women, gender and development (WID, WAD and GAD) Human Development Index (HDI), Gender Development Index (GDI), Gender Inequality Index (GII), and Gender Empowerment Measure Gender budgeting and gender auditing Millennium Development Goals (MDGs) and	8		

	Sustainable Development Goals (SDGs)			
Unit-III	Role of Media in Social Construction of Gender Social construction of gender reality by contemporary media Media and perpetuation of gender stereotypes: rhetoric of the image, narrative Mainstream media and gender Representation of women in media in political, cultural and social landscape Researching and analyzing media from a gender perspective: in broadcast, print, new media. Gender and media ethics Gender and ICTs	7		
Unit-IV	Gender, Health and Empowerment Gender discrimination and under nutrition Epidemiology of menstruation and menstrual disorder, health indicators and gender gap Socioeconomic inequality and women's health Biological and psychological determinants of women's health (all in brief) Gender inequality in labour market: segmented labour market and occupational segregation Gendered jobs and social inequality Sex segregation at work place (in brief)	8		

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- National Law School. Vols. I to IV Gender, human rights and the law.

Sem 3 Generic Open Elective – Principles of Interior Design							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	3	823222	Principles of Interior Design	2	2	2Hrs	50

Course Objectives:

- Gain knowledge and interpret the elements and principles of art in interior design
- Use the elements and principles to create beautiful designs and interiors
- Apply theoretical knowledge for practical situations
- Decipher the nuances of Indian interior design

Course Outcome:

At the end of the course, students will-

- Appreciate growth and development of interior design and decoration in India
- Enabling students distinguish between Interior decoration and Interior design
- Analyse place of elements and principles in interior designing
- Gain knowledge on Institutes offering Interior design as professional Courses

Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Interior Design vs. Interior Decoration Interior Design and Interior Decoration: concept and basic differences Aims of Interior Design: Beauty, Expressiveness and Functionalism Interior decoration in India: History, growth and development Characteristics - cultural and ethnic influences Popular interior designers in India Interior designer – definition and functions, Characteristics of an Interior designer Interior Design Institutes in India IIDA – International Interior Design Association; IIID- Institute of Indian Interior Designers – vision and functions	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Fundamentals in Designing Design: Definition and classification Structural design – importance and requirements of good structural design Decorative design – importance and requirements of good decorative design Classification of decorative design- naturalistic, conventional, geometric, abstract, historic and biomorphic Relation of good taste and perception of Interior Design	8		

Unit-III	Design Elements Elements of design: Meaning, importance, characteristics of each element and their use in design Line- meaning and definition, types-actual, implied, psychic and purpose Line and direction- vertical, horizontal, diagonal, curved, zigzag; Shape and form: meaning and basic difference between the two Elements of shapes and forms- types- 2D - square, triangle, circle and polygons and their 3D forms cube, pyramid/cone, sphere etc Rectilinear Vs angular forms Space – meaning and perception, negative and positive space, significance in designing Size – small to large Texture – meaning and classification- tactile and visual textures, structural and applied Texture; Use of Textures in Interiors –Texture and Scale , Texture and Light, Texture and Light, texture and Colour Colour –spectrum, Theories, qualities, The Prang Colour System, Effects of colour Colour (Physical, Emotional) Principles of design in use of colour, Colour schemes (related, contrasting), colour the choice of colour in different rooms Pattern and ornamentation – conceptual meaning, significance in designing; Guidelines to use pattern in design Motifs types and arrangement; Motif development- fundamental step in designing process Light- significance, emotional effect, types and use	7		
Unit-IV	Design Principles Principles of design - Meaning, nature, types and significance in designing - Balance: meaning and definition, classification - Rhythm: meaning and definition, types - Emphasis – meaning and definition, types and methods of achieving - Proportion: meaning and definition, Greek/Golden oblong in space division, concept of scale and law of space relationship in designing - Harmony: meaning and definition, methods of achieving Evaluation of design -criteria for evaluation	8		

References

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Sem 3 Generic Open Elective – Traditional Textiles and Costumes of India							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	3	831222	Traditional Textiles and Costumes of India	2	2	2Hrs	50

Course Objectives:

- Understand the Indian traditional history and its unique textile traditions
- Develops an understanding of the classification of traditional textiles based on the process of making it.
- Learn to differentiate traditional textiles from different parts of the country.
- Learns the characteristic features of the traditional costumes of different states of the India.
- Develop an understanding of the techniques of traditional embroidery

Course Outcome:

At the end of the course, students will-

- Acquaint with Indian Textile and Clothing culture
- Analyze traditional textiles based on the process of making it.
- Understand the physical, geographical, cultural influence on costumes and textiles.
- Differentiates traditional textiles from different parts of the country.
- Appreciates the traditional Textiles and Costumes
- Utilize traditional costume and textiles in contemporary context.
- Understands the techniques of traditional embroidery.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction Textile Arts of India Weaving and weaving communities, Embroideries, Rugs and carpets, Saris Shawls and wraps History of Indian Traditional Textiles Chronological development of spinning, weaving and dyeing Various trade routes Classification of Traditional Textiles of India Painted and printed, Resist dyed, woven and embroidered Traditional Costume and Culture Influence of historical, economic, political and socio cultural aspects on the evolution of traditional costumes.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Ornamented and resist dyed textiles (Origin, material & techniques used) Pigment painted textiles Patachitra, Pichhavi and Phad Mordant painted textiles Kalamkari-Masulipatnam and Srikalahasti, Mata-ni- pacchedi Printed textiles Hand block printed, Ajrakh, Rogan, Sanganer, Bagh Yarn resist Patola, Mashru, Ikat, Bandhana Fabric resist Sugadi, Bhandej, Laheriya			

Unit-III	Woven textiles (From Northern India & Southern India) (Origin, material & techniques used) Rajasthan – Kota Doria Gujarat –Sujani, Tangaliya, Pachhedi Madhya Pradesh – Chanderi, Maheshwari Uttar Pradesh – Brocades West Bengal – Dacca muslin, Baluchari Tangail, Shawls from Kashmir, Assam and Nagaland Southern India Maharashtra- Paithani, Himroo Andhra Pradesh and Telangana – Dharvaram, Venkatgiri, Gadwal and Narayanpet Karnataka – Ilkal, Khann Tamil Nadu- Kanjeevaram	7		
Unit-IV	Traditional Costumes of India Traditional costumes of Northern India Jammu and Kashmir, Punjab, Haryana Traditional costumes of Western India Rajasthan, Gujarat, Maharashtra Traditional costumes of Southern India Andhra Pradesh, Tamil Nadu, Kerala, Karnataka Traditional costumes of Eastern India Orissa, West-Bengal, Assam, Nagaland, Meghalaya, Manipur, Arunachal, Mizoram, Tripura Traditional costumes of Central India Uttar Pradesh, Madhya Pradesh and Bihar	8		

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SEMESTER 4

(Choose any one subject of 2 credits from the Semester 4 basket given bellow)

Sem 4 Generic Open Elective – Communication for Development							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	4	802231	Communication for Development	2	2	2Hrs	50

Course Objectives:

- Understand the concept and process of development
- Gain knowledge on development communication
- Learn the importance media in development communication
- Acquire skills on Information Education and Communication (IEC) technologies and media

Course Outcome:

At the end of the course, students will-

- Understand the concept related to communication for development
- Comprehend the significant development communication
- Focus on different types of media and its uses in the implementation of programme
- Analyse the ICT in development communication
- Understand the steps in message design

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction Development Communication Definition, basic concept, nature, significance and functions and dysfunctions, dynamics of development. Models of Development- Dominant paradigm, Basic Needs model, new paradigm of development. Philosophy of and principles of development communication. Methods of Communication.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Approaches to Development Communication Meaning, nature, role and characteristics of development communication Interrelationship between development and development communication Diffusion / extension approach, Mass media approach, development support communication approach, institution approach, integrated approach and localized approach Paradigm of development communication	8		
Unit-III	Media and Development Communication Traditional media – types, characteristic role in development communication Development reporting – roles and responsibilities of development reporter, ethics in reporting, required skills and issues in development reporting News reporting – definition of news, ingredients and qualities of news, news value, types of news reports, structure of news reports Radio news, features and commentaries, radio and development communication Television and cinema – role in development communication ICTS – scope in development communication	7		

Unit-IV	Skills for Development Communication Photography - basic principles, preplanning, scripting, shooting, developing, mounting, recording of commentary or dialogue, synchronization of frame with recording Video films – essential preliminaries, preplanning – procedure, classification of video programmes, shooting script Editing procedure – optical effects, music titles and other accessories to be added Recording process, Home videos, radio recording	8		

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Sem 4 Generic Open Elective – Nutrition for Health and Physical Fitness							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	4	806231	Nutrition for Health and Physical Fitness	2	2	2Hrs	50

Course Objectives:

- Understand the Importance of Nutrition, Fitness and Health
- Gain Knowledge on Exercise Physiology and Nutrition for Physical Activity
- Comprehend the Technique and Gadgets for Physical Activity Training
- Understand the Risks of Hypokinetic Diseases
- Understand the principles of Exercise and Stress Management

Course Outcome:

At the end of the course, students will-

- Explain the principles of physical fitness and nutrition
- Explain the principles of fitness and nutrition
- Identify some of the social and cultural influences on food habits and exercise/activity patterns.
- Evaluate current nutritional information with regard to its contribution to Health and physical fitness.

Unit	Content	Hrs.	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Health and Fitness Definition, Components and Relationship among Physical Fitness, Wellness and Health Personalized approach Benefits of fitness training	7		Demonstration, Class room study • Self-study • Experiential learning
Unit-II	Exercise Physiology and Nutrition for Physical Activity Pulmonary ,Cardiovascular Regulation and integration, Skeletal and neural control, Endocrines and exercise Nutrition & Physical performance Physical fitness: cardio respiratory fitness, muscular strength, muscular endurance, body composition and flexibility Energy systems, muscles and physical performance- ATP-CP energy systems, Lactic Acid energy systems, Oxygen energy systems, Glycogen depletion Endurance Training-Muscle and Muscle fibres Optimal Nutrition and Energy needs for optimum performance e.g. athletes Exercise and fluid loss Hydration Nutrition supplements, Ergogenic Aids	8		• Assignment designing • Participative learning

Unit-III	Physical Activity Training Aerobic and anaerobic training -To enhance Cardio Vascular Endurance, Flexibility and Body Composition, Measurement of PAL, Benefits of Fitness training and Gadgets for measuring PA – Motorized Treadmill, (aerobic Fitness), Functional Trainer, Fluid Rower (Upper body), Elliptical Bicycle and Bicycle Ergometer (Lower body), 3.10Stretch Trainer (Whole body), Multi Gym (9, 12, 16 station) for different muscle groups	7		
Unit-IV	Diseases due to Faulty/Poor Food Habits and Physical Inactivity Life Style related diseases/disorders (Non communicable Disease conditions) - Meaning Causative Factors and Diet Modification/evidence based guidelines for Underweight, Obesity, Diabetes mellitus, Hypertension, Cancer, Cardiovascular Disease, Anaemia	8		

Reference

- Werner W. K Hoejer (1989), *Life time Physical Fitness and Wellness*, Morton Publishing Company, Colorado.
- Mishra, S. C (2005) *Physiology in Sports*. Sports Publication, New Delhi
- Greenberg, S. J and Pargman, D (1989) *Physical Fitness – A Wellness Approach* Prentice Hall International (UK) Limited, London
- Swaminathan M. (2008) *Essentials of Food and Nutrition* Bangalore Printing Publishing Co.New Delhi
- McArdle, W. D, Frank I. Katch, F. I and Victor L. Katch (1996) *Exercise Nutrition: Energy Nutrition and Human Performance*. William & Wilkin Publishing USA.
- Mahan, K and Stump, E. S (1996) *Krause Food and Nutrition and Diet Therapy* W.B Saunders Company, USA.

Sem 4 Generic Open Elective – Marriage and Family Relationships							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	4	807231	Marriage and Family Relationships	2	2	2Hrs	50

Course Objectives:

1. To understand the concepts of marriage and family relationships.
2. To develop knowledge of family theories, family issues, and marital adjustment.
3. To understand family resilience, family therapy, and family welfare programmes.

Course Outcome:

At the end of the course, students will-

4. Enable to identify the disorganized families, its causes, and consequences.
5. Critically evaluate or test the efficacy of the developed program.
6. Acquire skills in family therapy and use the various methodologies used in marriage, home, and family studies research.

Unit	Content	Hrs.	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Marriage - Meaning and concept, functions, types, changing pattern in marriage, marital relationship and factors influencing marital adjustment, Introduction to Family- Meaning and concept, characteristics, functions, Family as a component of social system, Diversity in families - types and factors affecting changing family structure, advantages, and disadvantages, Alternative families	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Theories in Family Study - Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory; Current issues for research in Marriage and Family - Interpersonal conflicts, Work and home balance, Sexuality, Changing role of parents and parenting	8		
Unit-III	Marital Discords – Conflicts, disharmony, disagreement, divorce– causes and effects on individuals and family members, Remarriage Family Crisis and Disorganization - Family violence, Battered women, Drug addiction (Substance abuse), Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation	7		
Unit-IV	Family Resilience and Therapy - Meaning and concept, significance, strategies for developing family resilience; family therapy –	8		

	meaning and types -structured, strategic, experiential, and integrated family therapies			
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References:

- 1 Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Fancis Ltd.
- 2 Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
- 3 Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition
- 4 Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company.
- 5 Christine A. P., Kevin R. B.and Sharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc.
- 6 Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press.
- 7 Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.

Sem 4 Generic Open Elective – Creative Applied Arts							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	4	823231	Creative Applied Arts	2	2	2Hrs	50

Course Objectives:

- Appreciate aesthetics of arts and crafts
- Develop and practice nuances of creative arts
- Inculcate skills through hands – on experience in applied arts
- Understand and appreciate major work of artists.

Course Outcome:

At the end of the course, students will-

- Comprehend significance of art concepts as an integral component of man's living styles from bygone days
- Customize/ optimize use of visual and applied arts, accessories and antiques for designing interiors and other aspects
- Realize learning as an enjoyable stress free experience resulting in lifelong learning
- Expand knowledge and equip skills and emerge as self-employed freelancers

Unit	Content	Hrs.	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Visual Art Meaning and philosophy of art; categories of art related to interior design and architecture: visual, plastic, decorative, applied arts Type of arts and designs - Visual art and graphic art; visual design and graphic design Drawing using different methods and techniques	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Materials Used in Works of Art Materials and their use in applied arts – wood, earthenware, ceramics, glass, plastics and metals Availability, processing and use Ornamentation and fine tuning techniques	8		
Unit-III	Introduction to Art Forms Concept of design; ABC of basics of design – Aesthetics, Basic design and Creativity: their significance in design development Varieties of art: Art, abstract and surreal Two dimensional art forms: Graphics: Meaning, types – hand process and mechanical process- relief, intaglio, planography Three dimensional art forms: Sculpture: meaning, types – relief, free standing, Process in sculpture – subtractive, additive and replacement	7		
Unit-IV	Applied Arts for Functional/ Aesthetic Use Painting – water, oil, pot, Madhubani, Worli, Fresco Pottery, Puppetry ,Table setting ,Jewelry making, 3D printing Floor and wall decorations – kolam, alpana, flower carpets, rangoli	8		

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References

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- Asher, F.M. (2003). *Art of India – Prehistory to the Present*. Encyclopedia Britannica Inc.
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- Chaudhari, S.N. (2005). *Interior Design*. Jaipur: Aavishkar Publishers,.
- Faulkner, R. (1956). *Art Today – An Introduction to the Fine and Functional Arts* New Delhi: Rinehart and Winston
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Sem 4 Generic Open Elective – Color Theory and Compositions							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
5.0	4	831231	Color Theory and Compositions	2	2	2Hrs	50

Course Objectives:

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

Course Outcome:

At the end of the course, students will-

3. After completing course students will be able
4. To acquire knowledge of colour
5. To know the role of colour in designing.

Unit	Content	Hrs.	Weightage of Marks Allotted	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.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Study of primary colours, secondary, tertiary , quaternary colours, intermediate colours, colour schemes, colours mixing..	8		
Unit-III	Colour Naming Colour Selection	7		
Unit-IV	Role of colour in fashion design, Process and product development.	8		

References :	Study Materials in the form of - Reference Books, Text Books, Research Articles, Digital Resources like Weblinks, E- Contents, Educational Software, Databases, etc.
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