



SNDT Women's University, Mumbai

**Undergraduate Degree / UG
Programme (Syllabus as Per NEP) -
Faculty of Science & Technology**

**Bachelor of Science
(Home Science -
Human Ecology and Community
Science) (Non-AEDP)**

B.Sc. (H.Sc. - HECS) (Non-AEDP)

As Per NEP – 2020

Semester – I to IV

**Syllabus
(W.E.F. Academic Year 2025-26)**

Terminologies

Vertical	Full-Form/Definition	Remarks	Related To Major And Minor Courses
Major (Core)	Subject Comprising Mandatory and Elective Courses, Major Specific IKS, Vocational Skill Courses, Internship/ Apprenticeship, Field Projects, Research Projects Connected to Major	Minimum 50% Of Total Credits Corresponding to Three/Four - Year UG Degree- Mandatory Courses	Related To The Major
Minor Course	Course From Same Or Different Faculty	Minimum 18-20 Credits to Be Completed in The First Three Years of UG Programme	Related To the Minor
OEC	Open Elective Courses/ Generic Courses	10-12 Credits to Be Offered in I And/Or II Year. Faculty-Wise Baskets of OEC To Be Prepared	OEC Is to Be Chosen Compulsorily from Faculty Other Than That of the Major
VSC	Vocational Skill Courses, Including Hands On Training Corresponding To The Major And/Or Minor Subject	8-10 Credits, To Be Offered in First Three Years, Wherever Applicable Vocational Courses Will Include Skills Based on Advanced Laboratory Practical's of Major	Related To the Major or Minor
SEC	Skill Enhancement Courses	06 Credits, To Be Offered in I And II Year, To Be Selected from The Basket of Skill Courses Approved by University	Related To the Major or Minor Any Relevant Skill
AEC	Ability Enhancement Courses	08 Credits, To Be Offered in I And II Year, English: 04 Credits to Be Earned in Sem - I, Modern Indian Language Of 04 Credits to Be Offered in II Year	NA
VEC	Value Education Courses	Understanding India, Environmental Science/Education, Digital and Technological	NA

		Solutions, Health & Wellness, Yoga Education, Sports, And Fitness	
IKS	Indian Knowledge System	Generic IKS Course: Basic Knowledge Of The IKS To Be Offered At First Year Level	Major-Specific IKS Courses: Advanced Information About the Major, Part of the Major Credit to Be Offered at Second- Or Third-Year Level
OJT	On-Job Training (Internship / Apprenticeship)	Corresponding To the Major Subject	Related To The Major
FP	Field Projects	Corresponding To the Major Subject	Related To the Major
CC	Co-Curricular Courses	Health And Wellness, Yoga Education Sports, And Fitness, Cultural Activities, NSS/NCC And Fine/ Applied/Visual/ Performing Arts	NA
CE	Community Engagement and Service		Related To Major
RP	Research Project	Corresponding To the Major Subject	Related To Major

Programme Template

Faculty		Science and Technology
Degree		B.Sc. Home Science
Programme		Human Ecology and Community Science
Preamble		Home-Science is an applied science. It is interdisciplinary in nature as it derives its contents from pure sciences; Social sciences and Humanities to form a discipline. It focuses on better quality of life for individual, family and society through enhancement of resources and productivity. The recent announcement of "Self-Reliant India" gives new opportunities through education to create trade, investment and employment through innovation and incubation. The 6 major areas of this specialization are: Communication & Extension, Foods & Nutrition, Human Development, Resource management, Textiles & Clothing and Human Ecology & Community Science. There is scope for career opportunities and higher studies and research in each of the areas. A variety of teaching methods are used with emphasis on practical training.
Programme Specific Outcomes (PSOs)		After completing this program, learner will-
	1	Acquire knowledge about human ecology and Community Science in the context of five core subjects: Food Science and Nutrition, Human Development, Textile Science, Family Resource Management and Extension Education.
	2	Apply facts and principles to strengthen the chosen profession in sectors like retail, hospitality, health care, child care, care of elderly, food industry, Non-Governmental Organizations (NGOs), infrastructure, banks, educational institutions: Balwadi, teacher training centers, schools, colleges and Universities, training and more.
	3	Use aesthetics to design the product be it a garment, a dish, a prop, an article, office space, home, and many more.
	4	Participate with government for setting guide-lines and evaluation criteria for running crèche, Anganwadi, Balwadi, Pre- primary schools, training centers for Extension workers, teachers and more such centers where graduates of this discipline are trained.
	5	Develop basic efficiencies and entrepreneurial skills for extensive career opportunities.

	6	Empower women citizens with ethics critical thinking, efficient communication skills and social interactions to become agent for sustainable life.
Eligibility Criteria for Programme		10+2 with Arts, Science, Commerce, M.C.V.C. and equivalent board
Intake		120

Structure with Course Titles**B.Sc. (Home Science - Human Ecology and Community Science) (Non-AEDP)****Semester - I**

SN	Courses	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester - I					
10031001	Introduction to Human Ecology and Community Science-I	Major (Core)	2	50	50	0
		Major (Core)	2	50	50	0
		Major (Core)	2	50	50	0
10431011	Applied Science	OEC	4	100	50	50
10631001	Introduction to Human Ecology and Community Science (Pr)	VSC S1	2	50	50	0
10731021	Professional and Presentation Skills (Pr)	SEC	2	50	0	50
	Ability Enhancement Course (AEC) Link: https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf (Available on Website)	AEC (English) (Any One)	2	50	0	50
10810111	English For Academic Writing - Paper I (For Students of English Medium)					
10810112	English Language and Literature - I (For Students of Non-English medium)					

11051111	Inception of India Knowledge System IKS Link: https://www.sndt.ac.in/pdf/academics/syllabus-as-per-nep/iks-syllabus/ug-degree/inception-of-indian-knowledge-system.pdf (Available on Website)	IKS (Generic)	2	50	0	50
10952111	Introduction to Indian Constitution Link: https://www.sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/introduction-to-indian-constitution.pdf (Available on Website)	VEC	2	50	0	50
11450121	Basics of National Service Scheme	CC (Any One)	2	50	50	0
11450221	National Cadets Corps. (NCC) Studies – I					
11450322	Health and Wellness					
11450421	Performing Arts Exploration					
			22	550	300	250

Semester – II

SN	Courses	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester – II					
20031011	Introduction to Human Ecology and Community Science- II	Major (Core)	2	50	0	50
		Major (Core)	2	50	0	50
		Major (Core)	2	50	0	50
		VSC-S2	2	50	50	0
		VSC-S3	2	50	50	0
20431011	Human Physiology	OEC	4	100	50	50
20731001	Life Skills (Pr)	SEC	2	50	50	0
	Ability Enhancement Course (AEC) Link: https://www.sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf (Available on Website)	AEC (English) (Any One)	2	50	0	50
20810111	English For Academic Writing - Paper II (For Students of English Medium)					
20810112	English Language and Literature – II (For Students of Non-English medium)					
20952111	Environment Awareness Link:	VEC	2	50	0	50

	https://www.sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/environment-awareness.pdf (Available on Website)					
	Co-Curricular Course (CC) Link: https://www.sndt.ac.in/pdf/academics/syllabus-as-per-nep/cc-syllabus/ug-degree/co-curricular-course-as-per-nep-2020-semester-ii-syllabus.pdf (Available on Website)	CC (Any One)	2	50	50	0
21450121	Volunteerism and National Service Scheme					
21450221	National Cadets Corps. (NCC) Studies - II					
21450323	Yoga Education					
21450421	Fine Art					
			22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Semester – III

SN	Courses	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester – III					
30131011	Community, Family and Marriage studies (Th+Pr)	Major (Core)	4	100	50	50
30131012	Applied Dietary Management in Human Health (Th+Pr)	Major (Core)	4	100	50	50
30131013	Human Clothing and Apparel Design (Th)	Major (Core)	4	100	50	50
30331021	Introduction to Digital Marketing and Customer Relationship Management (Pr)	Minor Stream	2	50	0	50
30431011	Applications of Basic Biotechnology for Community Development-I (Th)	OEC	2	50	0	50
	Modern Indian Language Ability Enhancement Course (AEC) Link: https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/aec-semester-iii.pdf (Available on Website)	AEC (Any One)	2	50	50	0
30810201	શીખો ગુજરાતી - પ્રાથમિક ભાગ ૧: પરિચય, લેખન અને વાચન કૌશલ્ય (ગુજરાતી) Shikho Gujarati – Prathmik Bhag 1: Parichay, Lekhan ane Vachan Kaushalya (Gujarati)					
30810301	रचनात्मक लेखन (हिन्दी) Rachnatmak Lekhan					

	(Hindi)					
30810401	मराठी भाषेचा परिचय भाग १ - (मराठी) Marathi Bhashecha Parichay- Bhaag 1 (Marathi)					
30810501	लौकिक संस्कृत न्यायः (संस्कृत) Contemporary Sanskrit Nyaya (Sanskrit)					
30131004	Applied Community Nutrition-Part I (Th)	Major (Core)	2	50	50	0
	Co-Curricular Course (CC) Link: https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/cc-syllabus/ug-degree/co-curricular-course-as-per-nep-2020-semester-iii-syllabus.pdf (Available on Website)	CC (Any One)	2	50	50	0
31450121	Social issues Advocacy and Action					
31450221	National Cadets Corps. (NCC) Studies – III					
31450321	Traditional Sports and Fitness					
31450421	Unfolding The Beauty of Indian Music					
			22	550	300	250

Semester – IV

SN	Courses	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester – IV					
40131011	Community Extension and Communication (Th+Pr)	Major (Core)	4	100	50	50
40131012	Resource Management and accessory Design (Th+Pr)	Major (Core)	4	100	50	50
40331011	Value Added Product Development (Th+Pr)	Minor Stream	4	100	50	50
40431021	Applications of Basic Biotechnology for Community Development-II (Pr)	OEC	2	50	0	50
40731021	Surface Embellishment and Accessory Design (Pr)	SEC	2	50	0	50
	Modern Indian Language Ability Enhancement Course (AEC) Link: https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/aec-semester-iv.pdf (Available on Website)	AEC (Any One)	2	50	0	50
40810211	શીખો ગુજરાતી – પ્રાથમિક (ગુજરાતી) Shikho Gujarati – Prathmik (Gujarati)					
40810311	सूचना प्रौद्योगिकी और हिन्दी भाषा (हिन्दी) Suchana Praudyogiki aur Hindi Bhasha (Hindi)					

40810411	मराठी भाषेचा परिचय भाग -२ (मराठी) Marathi Bhashecha Parichay- Bhaag 2 (Marathi)					
40810511	वाल्मीकीयकृत रामायणम् – अयोध्याकाण्डः (संस्कृत) Valmikiyakrut Ramayanam – Ayodhyakanda (Sanskrit)					
40331002	Community Health (Th)	Minor Stream	2	50	50	0
	Co-Curricular Course (CC) Link: https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/cc-syllabus/ug-degree/co-curricular-course-as-per-nep-2020-semester-iv-syllabus.pdf (Available on Website)	CC (Any One)	2	50	50	0
41450121	NSS Volunteers under National service scheme special camp					
41450122	Personality and Leadership Development through National Service Scheme					
41450221	National Cadets Corps. (NCC) Studies – IV					
41450321	Basics of Self Defence and Fitness Training					
41450421	Theatre & Dance					
			22	550	250	300

Exit with UG Diploma with 4 extra credits (44 + 4 credits)

Course Syllabus

Semester – I

.1.1 Major (Core)

Course Title	Introduction to Human Ecology and Community Science – I (Theory)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand the concept of Home Science
	2. Integrate learning across role of Home Science
	3. Acquire knowledge about human ecology and Community Science
	4. Appreciate and analyze the scope for career opportunities and higher studies and research in each of the areas.
Module 1 (Credit 1) - Introduction to Home Science	
Learning Outcomes	After learning the module, learners will be able to
	1. Acquire knowledge about basics of Home Science and it's core subjects 2. Understand relevance of Human Ecology & Community Science in society
Content Outline	Unit 1: Introduction to Home Science • Definition • Concept • History • Branches Unit 2: Development of Human Ecology & Community Science & it's Relevance to: • Family • Society • Commercial & technological revolution • Nation

Module 2 (Credit 1) - Introduction to Human Ecology and Community Science	
Learning	After learning the module, learners will be able to
Outcomes	1. Gain in depth understanding about Human Ecology and Community Science 2. Analyze career opportunities in Human Ecology & Community Science
Content Outline	Unit1: Introduction to Human Ecology and Community Science • Definition of Human Ecology • Relation with other discipline • Scope of Human Ecology and Community Science • Relevance to quality life Unit 2: Career opportunities in Human Ecology & Community Science • As an entrepreneur • Industry • Professional practitioner • Research & development • Government, Semi Government and Private Sector

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1 – Introduction to Home Science

Assignment on relevance of Human Ecology and Community Science to quality life

Module 2 – Career Opportunities in Home Science and Human Ecology & Community Sciences

Project and presentation on Career opportunities in Home Science and Human Ecology & Community Sciences

References:

1. A Textbook of Home Science. (1990). Rev. Edn Publisher: Orient BlackSwan
2. Bhargav Priya (2004). Teaching of Home Science. Commonwealth Publishers
3. Jaiswal, A. (2017). Concept of human ecology: Human Ecology PG e-Pathshala, (An Ministry of Human Resource Development Project under its National Mission on Education through ICT (NME-ICT))
4. Mullick Premlata. (1995). Textbook of Home Science. Kalyani Publishers
5. Human Ecology and Family Sciences Part II Revised Edition February 2023 Publication by the Secretary, National Council of Educational Research and Training

Semester – I**.1.4 Open Elective Courses/ Generic (OEC)**

Course Title	Applied Science (Theory & Practical)
Course Credits	4 (2+2)
Course Outcomes	After going through the course, learners will be able to
	1.Understand the importance of science in daily life
	2.Develop analytical attitude.
	3.Acquire knowledge to develop scientific way of thinking.
	4.Impart knowledge to apply.
Module 1 (Credit 1) - Applied Chemistry	
Learning Outcomes	After learning the module, learners will be able to
	1. Inculcate scientific temper in the students and develop scientific, analytical attitude. 2. Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals & industries. 3. Understand the use and importance of chemistry in day-to-day life.

Content Outline	Review of Basic Chemistry • Important definitions • Difference between Organic & Inorganic compounds • Functional groups • Bohr's model of atom • Atomic number & electronic configuration 2) Soaps & Detergents • Saponification reaction • Cold and hot process of soap making • Difference between soaps and detergents • Cleansing action 3) Drugs and Pharmaceuticals • Properties of good drug • Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs • Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide 4) Dyes • Definition, important terms like chromophore, Auxochrome, chromogen • Classification based on application • e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. & their hazards
	5) Polymers • Introduction • Define-monomer, polymer, polymerization Some important polymers and their structure & use polyethylene, polyester, polyvinyl chloride
Module 2 (Credit 1) - Applied Biology	
Learning Outcomes	After learning the module, learners will be able to
	1. Acquire the basic knowledge of the fundamentals of biological sciences. 2. Apply the knowledge of the biological processes to everyday life.

Content Outline	Cell • As the basic unit of life • Types of cells • Salient features of animal cell Introduction to Micro-organism • Bacteria-Structure, Classification based on response to O₂ , nutrition, Importance of bacteria • Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects • Virus- Morphology, Classification based on nucleic acid content and hosts Genetics and Heredity • Origin of the term gene • Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance • Mutation and its type, abnormalities in chromosome number Genetic Engineering and Biotechnology • Definition of the terms • Methodology of gene cloning-in brief 1. Application of genetic engineering in plants- insects & virus-resistant plants, plants with improved characters. Application in human medicine- pharmaceuticals, thalassemia ontogenesis, interferon, production of growth hormone, human insulin ELISA.
Module 3 (Credit 1) - Applied Chemistry (Practical)	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop in students the ability to work systematically in laboratory. 2. Develop in them the skill for simple chemical procedures.

Content Outline	1) Introduction to chemistry lab & apparatus. 2) Neutralization of strong acid with strong base (HCl & NaOH) 3) Neutralization of weak base with strong acid (Na₂CO₃ & H₂SO₄) 4) Neutralization of weak acid with strong base (Oxalic acid & NaOH) 5) Oxidation- reduction reaction (Oxalic acid & KMnO₄) 6) pH determination of various solutions: acid, base and neutral (two household example for each) 7) Preparation of soap bar 8) Viscosity measurement: water, oil, shampoo by Oswald's viscometer
Module 4 (Credit 1) - Applied Biology (Practical)	
Learning Outcomes	After learning the module, learners will be able to
	1. Acquire knowledge of various micro-organisms and the required skills to study them. 2. Apply this knowledge in day-to-day life.
Content Outline	1) Study and care of microscope 2) Observation of motility of bacteria by Hanging drop method (<i>E. coli</i> / <i>Proteus</i>) 3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk) 4) Gram staining of bacteria in buttermilk 5) To observe common pathogenic bacteria (any 6 – permanent slides) 6) Observation of fungi on different food materials 7) To observe common pathogenic protozoa (permanent slides of <i>Entamoeba histolytica</i> and <i>Plasmodium vivax</i>) 8) Study of medicinally important plants (projects)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1 – Applied Chemistry

Assignment / Quiz

Module 2 – Applied Biology

Assignment / Quiz

Module 3 – Applied Chemistry (Pr)

Daily Work Journal

Performing Experiment

Module 4 – Applied Biology (Pr)

Daily Work Journal

Performing Experiment

References:

1. George A. (1984): Shreeve's Chemical Process Industries
2. Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.
3. K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.
4. Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.
5. Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York
6. Nicholl D.S.T. (1994) An Introduction to Genetic Engineering- Cambridge University, Press.
7. Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow Hill.
8. Person D. (1983): The Chemical Analysis of Food, Churchill Livings Tone, Edunburgh, London, New York.
9. Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues, Lea & Blanchard, Philadelphia.
10. Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevsk Publications.
11. Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher
12. Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp
13. Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

Semester – I

.1.5 Vocational Skill Course (VSC)

Course Title	Introduction to Human Ecology and Community Science (Practical)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Apply and analyze basic skills in textile and clothing
	2. Apply and analyze basic skills in Food Science and Nutrition
	3. Evaluate basic skills in the area of Human Ecology and Community Science
Module 1 (Credit 1) - Skills in Textile and clothing	
Learning Outcomes	After learning the module, learners will be able to
	1. To identify different types of fibers 2. Apply knowledge of care and maintenance of clothes 3. Acquaint with basic stitching skills 4. Apply basic skills for garment finishing
Content Outline	• Basic skills in Human Ecology and Community Science ▪ Identification of fibers ▪ Care and maintenance of clothes ▪ Basic Stitching skills ▪ Basic skills of garment finishing
Module 2 (Credit 1) - Skills in Food Science and Nutrition	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply knowledge of various methods in cooking 2. Create decorative vegetables and fruit cutting
Content Outline	• Cooking methods: Boiling, Baking, Grilling, Roasting, Steaming, Poaching, Broiling, Frying • Decorative vegetables and fruit cutting

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1 - Skills in Textile and clothing

Project on basic stitching

Project on garment finishing

Module 2 - Skills in Food Science and Nutrition

Preparing and presenting one recipe using cooking method

Preparing Decorative vegetables and fruit cutting

References:

1. Gohl E.P. and Velensky L.D. (1983) Textile Science, Melbourne: Longman Cheshire Pvt. Ltd.
2. Kefgan & Phyllis T. (2000) Individuality in Clothing Selection and Personal
3. Mudambi, S.R. and M.V. Rajgopal (2006). Fundamentals of Foods and Nutrition. Wiley Eastern Ltd.
4. Shadaksharaswamy, M, Manay, S, (2010): Food facts and Principles, 3rd Edition, New Age International Publishers
5. Srilakshmi, B: (2010). Food Science, 5th Edition, New Age International Pvt Ltd Publishers
6. Zarapkar K.R. (1999). Zarapkar system of cutting. Navneet Publications (India) Ltd.

Semester – I**.1.6 Skill Enhancement Course (SEC)**

Course Title	Professional and Presentation Skills (Practical)
Course Credits	2
Course Outcomes	The course will enable the students to: 1. Acquire professional skills to pursue in a successful career path 2. Apply knowledge for preparing professional resume, interviews and group discussions 3. Acquire presentation Skills 4. Design and develop effective presentation for professional purposes 5. Function as a better team member for collaborative work
Module 1 (Credit1) – Professional Skills	
Learning Outcomes	This will enable students to:
	1. Prepare their resume in an appropriate format
	2. Actively participate and perform in a practice interview
	3. Embrace good listening skills
	4. Perform appropriately and effectively in group discussions
	5. Function manners and etiquette in social and cultural settings
Content Outline	Resume Skills Interview Skills Social and Cultural Etiquette Listening Skills Group Discussion Skills Collaborative Skills
Module 2 (Credit1) – Presentation Skills	
Learning	This will enable students to:

Outcomes	1. Acquire knowledge related with the purpose and skills of presentation
	2. Develop various skills required for presentation
	3. Apply presentation skills for personal professional development
	4. Create effective presentation for professional usage.
Content Outline	Purpose Types: Presentations, Skills Stages of presentation Factors affecting presentation Tools for presentation Handling Open Discussion Characteristics of good presenter Ways to improve presentation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
Module - 1

Resume writing Mock Interview Group Discussion

Module - 2

Preparing presentation Individual Presentations

References:

1. Ellen. M. G and Loewy. D, (2022) "The Essentials of Business Communication" Cengage Learning, Australia
2. Locker. K and Kaczmarek. S., (2014) -"Business Communication : Building Critical Skills". ISBN-9781259089091
3. Murphy. H, Hildebrandt. H, and Thomas. J.(2011) - "Effective Business Communication". McGraw-Hill, New York
4. Chesebro. J. L and Goss. T.P. (2018): "Professional Communication at Work: Interpersonal Strategies for Career Success". Routledge, US
5. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.

Couse Syllabus

Semester - II

.2.1 Major (Core)

Course Title	Introduction to Human Ecology and Community Science – II (Theory)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1.understand and analyze the significance of nutrition, health and being, growth and development, education and communication, management suggestions and resources necessary to enhance the life of self, family, community and society.
	2. Develop a holistic understanding of life in the home and outside.
Module 1 (Credit 1) - Introduction to Food Science, Nutrition and Human Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand Meaning, Scope and Area of specialization in Food Science & Nutrition 2. know the meaning, Scope and Area of specialization in Human Development
Content Outline	Unit 1: Meaning, Scope and Area of specialization in Food Science & Nutrition • Food Science • Nutrition • Meal Management in Health and Disease • Food Service Management • Food Safety, Sanitation and Hygiene • Public Health Nutrition Unit 2: Meaning, Scope and Area of specialization in Human • Early Childhood Care & Education • Human Development • Marriage and Family studies • Guidance and counseling
Module 2 (Credit 1) - Introduction to Textile Science, Resource Management and Extension & Communication	
Learning	After learning the module, learners will be able to

Outcomes	1.Understand Meaning, Scope and Area of specialization in Textile science; Resource management and Extension and communication
Content Outline	Unit 1: Meaning, Scope and Area of specialization in Textile Science • Textile Science • Clothing and apparel • Accessories design • Fabric ornamentation • Fashion Designing Unit 2: Meaning, Scope and Area of specialization in Resource Management • Resource Management • Interior Designing • Entrepreneurship Development • Interior designing Unit 3: Meaning, Scope and Area of specialization in Extension and Communication ▪ Extension ▪ Media & Communication ▪ Community Development ▪ Programme Planning

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
Module 1 – Introduction to Food Science, Nutrition and Human Development**

Assignment on areas of specialization and its scope

Module 2 – Introduction to Textile Science, Resource Management and Extension & Communication

Assignment on areas of specialization and its scope

References:

1. A Textbook of Home Science. (1990) .Rev. Edn Publisher :
Orient BlackSwan
2. Bhargav Priya and Chand Tara (2018). Principles of
Home Science. Commonwealth Publishers.
3. Mullick Premlata. (1995). Textbook of Home Science. Kalyani Publishers
4. Sharma S. R. and Kaushik Vijay. (2002). Encyclopedia of
Home Science. Anmol Publication PVT. LTD.

Semester – II

.2.6 Open Elective Courses/ Generic (OEC)

Course Title	Human Physiology (Theory & Practical)
Course Credits	4 (2+2)
Course Outcomes	After going through the course, learners will be able to
	1. Understand the basic structure and functions of the human body
	2. Acquainted with common diseases/disorders of each system
Module 1 (Credit 1) - Human Physiology I	
Learning Outcomes	After learning the module, learners will be able to
	1.Introduce students to basic terminologies
	2.Understand the basic structure of human body
	3. Understand the functioning of cardio vascular, respiratory, gastro intestinal
	4. Brief knowledge about common diseases affecting each system.
	5. To create awareness about interdependence and co-ordination between different systems of the body for normal functioning.
Content Outline	<u>INTRODUCTION</u> • General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/inferior, anterior/posterior. • Basic human tissues. • Introduction to human skeleton. • Structure of bone and cartilage. • Classification of various types of muscle. <u>BLOOD AND LYMPHATIC SYSTEM</u> • Physical characteristics of blood • Blood volume, composition of plasma and functions of plasma protein • RBC formation and functions • Information about anaemia and thalessemia. • Blood groups, their importance , Rh-incompatibility.

	• WBC- types, functions, importance of CBC • Platelets and mechanism of coagulation • Lymph and lymphatic system, spleen and its functions. <u>HEART</u> • Its structure and circulation of blood. • Cardiac cycle • Information about hypertension & ischemic heart disease <u>RESPIRATORY SYSTEM</u> • Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various lung volumes and capacities. • Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis. <u>GASTRO - INTESTINAL SYSTEM</u> • Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions. • Liver, gall bladder, pancreas structure and functions. • Common disorders- Dental caries, vomiting, diarrhoe Hyperacidity, diabetes
Module 2 (Credit 1) - Human Physiology II	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the functioning of excretory system and brief knowledge about common diseases affecting this system.
	2. Know more about the nervous system
	3. Know more about the endocrine system
	4. Have knowledge of reproductive system and importance of reproductive health

Content Outline	<u>EXCRETORY SYSTEM</u> • Structure and function of organs of urinary system (in brief). • Mechanism of urine formation • Common diseases- urinary tract infection and renal stones. • Structure and function of skin • Regulation of body temperature • Common disorders - acne dandruff and burns. <u>NERVOUS SYSTEM</u> • Classification of nervous system • Structure and functions of different parts of brain, spinal cord and reflex action. • Eye - structure and mechanism of vision • Common problems - conjunctivitis, cataract. • Ear - structure and mechanism of hearing Common problems - deafness, vertigo, motion sickness <u>ENDOCRINE SYSTEM</u> • Listing of endocrine glands and their location • Functions of pituitary, thyroid, parathyroid and adrenal.
	<u>REPRODUCTIVE SYSTEM</u> <u>FEMALE REPRODUCTIVE SYSTEM</u> • Structure • Menstrual cycle • Fertilization • Breast- Structure, function, importance of breast hygiene and breast feeding • Physiological changes in pregnancy • Importance of ante-natal care. <u>MALE REPRODUCTIVE SYSTEM</u> • Structure • Sex education • Contraception and infertility Sexually transmitted diseases-syphilis, gonorrhoea, AIDS
Module 3 (Credit 1) - Human Physiology I Practical	
Learning	After learning the module, learners will be able to

Outcomes	1. Introduce the students to human skeleton and enable them to identify various bones in the body
	2. perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure
Content Outline	• Study of human skeleton and identification of bones. • Estimation of hemoglobin • Estimation of blood groups, • Demonstration of peripheral blood smears. Importance of complete blood count. • Measurement of pulse rate and blood pressure. • Discussion of normal components of urine. Test for abnormal components like sugar, albumin and acetone and discussion on diseases in which they are found.
Module 4 (Credit 1) - Human Physiology II Practical	
Learning Outcomes	After learning the module, learners will be able to
	1. Utilize the knowledge learnt to administer first aid for common emergency situations.
	2. Acquaint the students with the basic principles of home nursing.
Content Outline	• FIRST AID • -Definition, aims, qualities of first aider, contents of first aid box. • -Different types of bandages and bandaging techniques. • WOUNDS • -Classification, dressing and management of hemorrhage- basic principles and discussion about bleeding from various parts of body.
	• FRACTURE • -Types, symptoms, management. • Sprain and dislocation • First Aid for- foreign bodies in eye, ear, nose, skin. • First Aid for - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack. • First Aid for - common poisoning, dog bite, snake bite, bee-sting and scorpion bite. • BASIC PRINCIPLES OF HOME NURSING-

	• Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema. • Cardio pulmonary resuscitation
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

Multiple choice questions, Short notes, Display, Quiz

Module 2

Multiple choice questions, Short notes, Display, Quiz, PPT Presentation

Module 3 Practical exam

Module 4 Practical exam

References:

1. Guyton, A.C., Hall J.E.- Textbook of Medical Physiology - Prism Books Pvt Ltd., Bangalore.
2. Concise Medical Physiology - Chaudhari.
3. API Text Book of Medicine.
4. Textbook of Gynaecology - Datta.
5. Winwood - Sear's Anatomy and Physiology for Nurses - London, Edward Arnold.
6. Wilson -Anatomy and Physiology in Health and Illness, Edinburgh, Churchill Livingstone.
7. Chatterjee Chandi Charan -Textbook of Medical Physiology - London. W.B. Saunder's company.
8. Glynn M. (2013) Hutchinson's Book of Clinical Medicine (23rd ed). Saunders Ltd.
9. First Aid St .John's Ambulance Association (2002) (8th Revised edition). Dorling Kindersley Publishers Ltd

Semester – II

.2.7 Skill Enhancement Course (SEC)

Course Title	Life Skills (Practical)
Course Credits	2
Course Outcomes	The course will enable the students to: 1. Identify universal human values 2. Develop life skills 3. Apply life skills consciously to be a good human being
Module 1 (Credit1) – Introduction to Life Skills	
Learning Outcomes	This will enable students to:
	1. Understand meaning and significance of life skills
	2. Gain Self Competency and Confidence
	3. Practice Emotional and social Competency
	4. Implement and analyze various techniques for developing life skills
Content Outline	Meaning and significance of life skills Life skills identified by WHO: Decision making, creative thinking, communication, self-awareness, coping with emotions, problem solving, critical thinking, interpersonal skills, empathy, coping with stress Techniques for developing life skills
Module 2 (Credit1) –Human values	
Learning Outcomes	This will enable students to:
	1. Gain Knowledge about universal human values
	2. Understand the importance of human values in personal, social, professional and national life.
	3. Instill human values in their core personality
	4. Apply human values and bring awareness in their surrounding

Content Outline	Human values (In brief) : Love and Compassion, Truth, Non-violence , Righteousness, Peace, Service, Renunciation (Sacrifice), Constitutional Values, Justice, and Human Rights
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Assignment/Activities towards Comprehensive Continuous Evaluation (CCE):

Module - 1

Conducting a Case study with predesigned questionnaire and its presentation

Module - 2

Analyzing and presenting a case study by identifying different human values (Recognized personalities who followed and practiced human values)

References:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
2. Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.
3. A Nagraj, 1998, JeevanVidyaEkParichay, Divya Path Sansthan, Amarkantak.
4. A N Tripathy, 2003, Human Values, New Age International Publishers.
5. Shiv Khera, You Can Win, Macmillan Books, New York, 2003.
6. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression,
7. 2017.
8. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
9. Shalini Verma, "Development of Life Skills and Professional Practice"; First Edition; Sultan
10. Chand (G/L) & Company, 2014.
11. Butterfield Jeff, "Soft Skills for Everyone", Cengage Learning India Pvt Ltd; 1 edition, 2011.
12. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India; 6 editions, 2015.
13. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education; 1 edition, 2013.

Course Syllabus

Semester – III

.3.1 Major (Core)

Course Titles	Community, Family and Marriage Studies (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to...
	1. Create awareness about the concept of marriage family and parenthood
	2. Apply knowledge in selecting life partner and managing family life
	3. Develop basic skills future parent food
	4. Appreciate, analyze and enhance views of youth and young parents about successful marriage and family life
Module 1 (Credit 1): Families in different communities and it's structure	
Learning Outcomes	After learning the module, learners will be able to...
	1. Acquire knowledge about concept of family it's structure in different communities
	2. Create awareness about changing trends in family life
	3. Recognize potential reasons for family crisis and finding way outs for resolving them.
Content Outline	● Unit 1: Meaning of the term family, it's history, composition and structure ○ Practices patterns and types of families ○ Changing family patterns and changing roles of husband and wife in family ○ Family life cycle meaning and different stages of family life cycle. ● Unit II: family life and adjustments ○ Family responsibilities ○ Adjustments and crisis within family: areas and patterns of adjustment within family ○ Alternate family patterns cause characteristics and implications ● III: Crises in family and role of counselling ○ Meaning of crisis and, types and causes for different family crises ○ Family counselling: need and objectives

Module 2 (Credit 1): Parenthood	
Learning Outcomes	After learning the module, learners will be able to...
	1. Gain in depth understanding about plant parenthood
	2. Develop right attitude towards right parenting styles
	3. Seek professional helps when he need for resolving issues related to child upbringing
Content Outline	● Unit I: Introduction to planned parenthood ○ Concept and significance of planned parenthood ○ Joys and hazards of parenting ● Unit II: Birth control for couples ● Unit III: Parenting ○ Parenting styles and impact ○ Parenting at different ages ○ Challenges of parenting in contemporary society.
Module 3 (Credit1): Marriage	
Learning Outcomes	After learning the module, learners will be able to...
	1. implement criteria or guidelines for mate selection
	2. equip with available modes of meet selection
	3. analyze views of youth about marriage and ready is required for successful marriage
Content Outline	● Unit 1: Introduction to marriage ○ Meaning history and. Concept of marriage as an institution ○ Mate selection: meaning, guidelines and modes of mate selection. ● Unit 2: Marriage preparations ○ Goals of modern marriage ○ Preparing oneself for marriage
Module 4 (Credit1)	Marriage family and legal perspective
Learning Outcomes	After learning the module, learners will be able to...
	1. equip with legal provisions for healthy happy and safe marriage and family life
	2. Analyse role of mass media in educating youth about marriage and family life
	3. write attitude towards elderly members in family

Content Outline	Unit1 : laws related to marriage Unit 2: legal provision for family life and working women Unit 3: legal provisions for elderly protection Unit 4: Functions of National commission for women Unit 5: Role of media on marriage and family dynamics
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Views of youth about marriage readiness required for successful marriage
2. Class debate on self-choice/ love marriage and parent choice/ arranged marriage: Merits and demerits
3. Premarital rituals of any one community -Assignment
4. Preparing family profile: Atleast four generations
5. Class debate on nuclear family and joint family: merits and demerits
6. News collection and anecdotes of alternate family patterns and management strategies.
7. Survey on challenges faced by parents while up bringing their children
8. Marital conflicts and causes : remedial measures adopted by the married couples
9. Scrap book on legal provisions for marriage and family life and elderly protection
10. Role of mass media in educating youth about facts for successful marital life: Critical analysis and class discussion on Film viewing : e.g. ki and ka, Thappad, secret superstar, toilet - ek Prem Katha, lapata ladies etc.

References:

1. Benokraitis, V. N. (2011). Marriages and Families: Changes, Choices and Constraints, 7th edition, prentice hall, New Jersey.
2. Blood, Robert and Wolfe (1960). Husband and Wife: Dynamics of Married Life, Free Press, New York.
3. Coleman, C.J. (1988) Intimate Relationships, Marriage & Family (2nd Ed.). New York: Macmillan Publishing Company.
4. Duvall, E.M. (1977). Marriage and Family Development, 5th edition, Lippincott Co. Philadelphia.
5. Dyer, E.D. (1983). Courtship, Marriage and Family, American Style, the Dorsey Press, Illinois.
6. Edward, N.J. & Demo, H.D. (1991). Marriage and family transition. London: Allyn & Bacon.
7. Gore, (1969). Urbanization and Family Change, Popular Prakashan, Bombay.
8. Henslin, J. M. (ed.) (1989). Marriage and Family in a Changing Society, The free press, U.S.A.

Semester – III**.3.2 Major (Core)**

Course Titles	Applied Dietary Management in Human Health (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Develop dietary care approach based on individual needs and diet-related disorders
	2. Evaluate unique nutritional needs of specific life stages
	3. Reviewing and applying dietary recommendations for various age groups and life stages
	4. Apply principles of dietary management to improve health and well-being in community settings
	5. Design and implement health and dietary initiatives to promote healthy eating and life styles as future professionals working in ICDS, KVK, NGO etc.
Module 1 (Credit 1): (Th)Introduction to Dietary management and Health	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the role of dietary management in health promotion and disease prevention
	2. Develop skills to understand diet and its application to human health across the life span
Content Outline	● Unit 1: Dietary Management ○ Balanced Diet ○ Food Pyramid, Food Groups , My plate for the Day - Nutrient Requirements, RDA, EAR, TUL ○ Dietary Guidelines Diet Planning ● Unit 2: Health ○ Relationship between diet and health Diet related health issue ○ Dietary nutritional disorders: Under nutrition, Obesity, ○ Anemia, PEM, Lifestyle Diseases: Diabetes, Heart Disease
Module 2 (Credit 1): Dietary needs for different age groups and life stages (Th)	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the dietary requirements across various life stages and physiological conditions
	2. Relate dietary requirements to biological requirements of human at different life stages

Content Outline	● Unit 1: Age Groups ○ Infancy ○ Childhood ○ Adolescence ○ Adulthood ○ Old Age ● Unit 2: Physiological stages ○ Pregnancy ○ lactation
Module 3 (Credit 1): Dietary management for different age groups and life stages (Pr)	
Learning Outcomes	After learning the module, learners will be able to
	1. Developing Practical skills ,techniques and competencies in dietary management different age groups and life stages
	2. Role of future professionals working for the community to address dietary needs and manage
Content Outline	● Unit 1: Age Groups ○ Infant: Diet chart, Complementary food , Healthy snacks ○ Childhood :Diet for children ○ Adolescence : Balanced diet for Girls and Boys ○ Adulthood : Balanced diet for adult woman and man ○ Old Age: Balanced diet for elderly woman and man ● Unit 2: Physiological stages ○ Pregnancy : Balanced diet for additional dietary requirement ○ Lactation: Balanced diet for additional dietary requirement
Module 4 (Credit 1): (Pr) Dietary management for Specific Health conditions	
Learning Outcomes	After learning the module, learners will be able to
	1. Developing Practical skills, techniques and competencies in dietary management for Specific Health conditions
	2. Role of future professionals working for the community to address Specific Health conditions.

Content Outline	● Unit 1: Dietary nutritional disorders ○ Dietary modifications for Under nutrition ○ Dietary modifications for Anemia ○ Dietary modifications for PEM ○ Dietary modifications for Obesity
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
Module 1 (Credit 1)

(Th)Introduction to Dietary management and Health

1. Survey on Dietary pattern and diet related health issues

Module 2 (Credit 1)

(Th) Dietary needs for different age groups and life stages

2. Project on dietary requirements across various age groups and physiological conditions

Module 3 (Credit 1)

(Pr) Dietary management for different age groups and life stages

3. Formulate and implement dietary plans to address nutritional needs and manage health for different age groups and life stages

Module 4 (Credit 1)

(Pr) Dietary management for Specific Health conditions

4. Formulate and implement dietary plans to address nutritional disorders

Summative Evaluation:

Health Awareness Individual /Group Activity: Demonstration /Exhibition for the community

References:

1. Mudambi, S.R. and Rajgopal, M.V. (2020), *Fundamentals of Foods, Nutrition and Diet Therapy*, New Age International Pvt. Ltd.
2. Joshi, S (2021), *Nutrition and Dietetics* (5th Edition), McGraw Hill.
3. Bamji, M.S. (2019), *Textbook of Human Nutrition* (4th Edition), Oxford.
4. Agarwal, A and Udipi, S. A. (2022). *Textbook of Human Nutrition* (2nd Edition), Jaypee Brothers Medical Publishers (P).
5. B. Srilaxmi (2014) *Dietetics*, 7th Edi. New Age International Publication, Mumbai.
6. Dietary Guideline for Indians, (2024) NIN, Hyderabad.
7. Nutrition Requirements for Indians, A Report of the Expert Group, 2020, ICMR-NIN, MoHFW

Semester – III

.3.3 Major (Core)

Course Titles	Human Clothing and Apparel Design (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Students will get acquainted with human clothing
	2. To Inculcate the knowledge about clothing.
	3. To acquire knowledge of organic textiles.
	4. Provide an extensive overview of developing apparel design.
Module 1 (credit 1): Introduction to Human Clothing.	
Learning Outcomes	After learning the module, learners will be able to
	1. To learn about care labels and brands.
	2. To know about human clothing.
	3. To acquire knowledge about ecofriendly textiles
Content Outline	● Introduction to human clothing ○ Meaning of Human clothing. ○ Importance of clothing ● Eco friendly textiles/clothing ○ Organic textiles ○ Care labels and brands.
Module 2 (Credit 1): Aspects of Human Clothing	
Learning Outcomes	After learning the module, learners will be able to
	1. To acquire knowledge about various aspects of human clothing
	2. To groom personality using knowledge of clothing.
Content Outline	● Aspects of Human clothing. ● Physical aspects. ● Psychological aspects. ● Cultural aspects. ● Social aspects. ● Role of clothing in personal grooming.
Module 3 (Credit 1): Introduction to Apparel design.	
Learning Outcomes	After learning the module, learners will be able to
	1. To understand the concept related to elements & principles of design.

	2. To equip the students with the skills of pattern making.
	3. To enhance the knowledge of fabric types.
Content Outline	● Meaning of Apparel. ● Scope of Apparel designing. ● Elements and principles of design. ● Principles of clothing construction. ● Fabric types. ● Clothing selection.
Module 4 (Credit 1):	
Learning Outcomes	After learning the module, learners will be able to
	1. Foster personal inspiration to design apparels.
	2. To experience basic fashion drawing
	3. To aware about fabric garment construction techniques.
Content Outline	● Basic Silhouette types ○ Basic fashion drawing techniques. ○ Fundamentals of apparel design. ○ Garment construction techniques.

Assignment:

1. To collect samples for care labels and brands (Mod-1).
2. Make a fabric swatch file (Mod-3).
3. Portfolio for apparel design (Mod-4).
4. Continuous evaluation and presentation (Mod-2).

References:

1. *Concepts of Apparel Manufacturing* by Dr. Jyoti Bhasin Chaudhary, 2019, Evinco Pub Publishers.
2. *Fashion Design and Technology, Theory & Practical* by Kapil Dev, Meenakshi Singh, 2006.
3. *Textbook of Fabric Science* by Seema Sekhri, 2022.
4. *Textile Science* by E.P.G. Gohi, L.A. Vilensky, 2005.
5. *Indian Textiles* by John Gillow, Themes and Hudson.

Semester – III

.3.4 Minor Stream

Course Titles	Introduction to Digital Marketing and Customer Relationship Management (Pr)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Understand the fundamentals of Digital Marketing.
	2. Learn essential digital marketing skills – including promotion of products/services through websites, social media, email marketing, and basic tools like Canva and Google Ads.
	3. Gain practical experience through content creation, campaign planning, and hands-on assignments.
	4. Explore potential career opportunities in the field of digital marketing.
	5. Understand the fundamentals of Digital Marketing.
Module 1 (Credit 1): Introduction to Digital Marketing and Customer Relationship Management for Business Growth	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the basics of digital marketing, essential skills, and platforms used.
	2. Learn how different digital platforms contribute to business marketing and growth.
	3. Recognize the link between effective customer relationships and business success.
Content Outline	● Definition and growing relevance of digital marketing ● Difference between traditional marketing (TV, print media) and digital marketing ● Key digital platforms: Websites, Social Media, Email, YouTube ● Understanding customer relationship management: ○ Collecting and managing customer data ○ Importance of customer feedback ○ Role of customer care in business growth
Module 2 (Credit 1): Popular Digital Marketing Platforms and Integration of AI Tools for Business Growth	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify and understand key digital marketing platforms.
	2. Learn how to use popular tools and platforms effectively for

	business marketing.
	3. Explore the role of AI tools in enhancing digital marketing strategies
Content Outline	● Digital marketing via: ○ Websites and Blogs ○ Facebook, Instagram, YouTube, WhatsApp ○ Paid Advertising (Google Ads) ○ Email and Mobile Marketing ○ Video Marketing (YouTube, Reels) ○ E-commerce Marketing ○ Digital Branding ○ Introduction to AI integration in digital marketing

Assignments / Activities for Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Create a sample blog post on a topic of your interest.
2. Design an Instagram or Facebook post using Canva.
3. Research and list three well-designed websites – mention what you liked in each.
4. Draft a short promotional email for a product sale or special offer.
5. Analyze a YouTube advertisement – describe its key features and message.

Module 2:

1. Create a sample customer profile – include name, age, interests, and buying habits.
2. Write a brand story for a hypothetical small business you would like to start.

References:

1. Ryan, D. (2016). *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*.
2. Chaffey, D. & Ellis-Chadwick, F. (2019). *Digital Marketing*. Pearson Education.
3. Kotler, P., Kartajaya, H., & Setiawan, I. (2017). *Marketing 4.0: Moving from Traditional to Digital*.
4. Google Digital Garage – *Fundamentals of Digital Marketing (Free Online Certification Course)*
5. HubSpot Academy – *Free Courses on Email Marketing, Social Media Marketing, and Content Creation*

Semester – III

.3.5 Open Elective Courses/ Generic (OEC)

Course Titles	Applications of Basic Biotechnology for Community Development-I (Th) Sericulture I: Mulberry Silkworm Rearing
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Articulate the basic concept of Sericulture, its importance, history and present status. Describe the taxonomy, morphological sex differences in pupa, larvae and adult of silkworm.
	2. Differentiate between different life stages of silkworm and explain their life cycle. Discuss control and prevention of pests and diseases.
	3. Demonstrate and discuss the culture methods of B.mori. Outline the silkworm rearing technology.
	4. Differentiate diseases of silk worms and different methods for control. Outline the important tools and equipment's used in sericulture
	5. Write about judicious use of their by-products and moriculture. Evaluate, appreciate and specify the importance of embarking on self-employment through rearing of silkworms.
Module 1 (Credit 1): (Th) Introduction to Sericulture	
Learning Outcomes	After learning the module, learners will be able to
	1. Articulate the basic concept of Sericulture, its importance, history and present status. Describe the taxonomy, morphological sex differences in pupa, larvae and adult of silkworm.
	2. Differentiate between different life stages of silkworm and explain their life cycle. Discuss control and prevention of pests and diseases.
	3. Demonstrate and discuss the culture methods of B.mori. Outline the silkworm rearing technology.

Content Outline	● Introduction to Sericulture ○ Definition, history and present status; ○ Silk route Types of silkworms, Distribution and Races. ○ Study of different classifications ○ Biology of Silkworm: - 1.5 Life cycle of Bombyxmori Structure of silk gland and secretion of silk ● Rearing of Silkworms
	○ Selection of mulberry variety and establishment of mulberry garden ○ Rearing house and rearing appliances ○ Disinfectants: Formalin, bleaching powder ○ Silkworm rearing technology: Early age and Late age rearing ○ Types of mountages Spinning, harvesting and storage of cocoons
Module 2 (Credit 1): (Th)	
Learning Outcomes	After learning the module, learners will be able to
	1. Differentiate diseases of silk worms and different methods for control. Outline the important tools and equipment's used in sericulture
	2. Write about judicious use of their by-products and moriculture. Evaluate, appreciate and specify the importance of embarking on self-employment through rearing of silkworms.

Content Outline	● Cultivation of mulberry: ○ Varieties for cultivation ○ Rainfed and irrigated mulberry cultivation- Fertilize schedule, Pruning methods and leaf yield ● Harvesting of mulberry: ○ Leaf plucking ○ Branch cutting ○ Whole shoot cutting ● Silk worm rearing: ○ Varieties for rearing ○ Rearing house ○ Rearing techniques ● Pests of silkworm ○ Silkworm diseases: Protozoan, viral, fungal and bacterial (any two). ○ Control and prevention of pests and diseases
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Assessment Criteria:

Unit. No. 1 Introduction to Sericulture:

1. Project work: Collection of different types of silkworms (preserved/photographs)
2. Presentation on Life cycle of Bombyx mori
3. Preparation of posters on silk gland and secretion of silk

Unit. No. 2 Rearing of Silkworms

1. Field visit and report making on Rearing house and rearing appliances
2. Survey and analysis of Disinfectants used in Sericulture
3. Assignment on Spinning, harvesting and storage techniques of cocoons

Unit. No. 3 Cultivation of mulberry

1. Assignment on cultivation practices in the field
2. Rearing house visits and report making
3. Group activity on Rearing techniques

Unit. No. 4 Pests of silkworm

1. PowerPoint presentation on Pests of silkworm
2. Data Collection on Control and prevention of pests and diseases

References:

1. Handbook of Practical Sericulture: S.R. Ullal and M.N. Narasimhanna CSB, Bangalore
2. Appropriate Sericultural Techniques; Ed. M. S. Jolly, Director, CSR & TI, Mysore. Handbook of Silkworm Rearing: Agriculture and Technical Manual-1, Fuzi Pub. Co. Ltd., Tokyo, Japan 1972.
3. Manual of Silkworm Egg Production; M. N. Narasimhanna, CSB, Bangalore 1988.
4. Silkworm Rearing; Wupang—Chun and Chen Da-Chung, Pub. By FAO, Rome 1988.
5. A Guide for Bivoltine Sericulture; K. Sengupta, Director, CSR & TI, Mysore 1989.
6. Improved Method of Rearing Young age silkworm; S. Krishnaswamy, reprinted CSB, Bangalore, 1986.

Semester – III**.3.7 Major (Core)**

Course Titles	Applied Community Nutrition (Th)
Course Credits	2 Credit's
Course Outcomes	1. After going through the course, learners will be able to:
	2. Explain basic concepts of community nutrition, health, and malnutrition
	3. Analyze causes and consequences of nutritional problems in communities
	4. Assess nutritional status using standard methods
	5. Plan and implement nutrition education programmes
Module 1 (Credit 1 Th): Introduction to Community Nutrition and Health	
Learning Outcomes	1. After learning the module, learners will be able to:
	2. Explain the fundamental concepts of community nutrition, health, and malnutrition
	3. Analyze the causes, consequences, and prevention of major nutritional problems in communities
	4. Evaluate the nutritional status of individuals and groups using standard assessment methods
Content Outline	• Unit 1: Introduction to Community Nutrition ○ Concept and Goal • Unit 2: Community Nutrition and Health ○ Concept of Health ○ Concept of Nutrition and its Relation to Health • Unit 3: Major Nutritional Problems in Communities ○ Malnutrition ○ Macronutrient Deficiency ○ Under nutrition: Protein energy malnutrition ○ Over nutrition ○ Micronutrient Malnutrition ○ Iodine Deficiency Disorder (IDD) ○ Vitamin A Deficiency (VAD)

	○ Iron Deficiency Anemia ○ Other Micronutrient Deficiency: Folate deficiency & Calcium deficiency • Unit 4: Assessment of Nutritional Status in Community ○ Introduction ○ Methods of Assessing Nutritional Status ○ Anthropometric Measurements ○ Clinical Method ○ Biochemical Analysis ○ Diet Survey ○ Growth Monitoring
Module 2 (Credit 1 Th): Strategies to Tackle Nutritional Problems in Community	
Learning Outcomes	After learning the module, learners will be able to:
	1. Apply knowledge to plan and implement nutrition education programmes
	2. Demonstrate the ability to suggest practical solutions to improve community nutrition
	3. Analyze policies and national programs designed to combat malnutrition
	4. Explain and utilize the support of national and international organizations in addressing nutritional issues
Content Outline	• Unit 1: Nutrition Education ○ Objectives and principles ○ Methods • Unit 2: Major Nutrition Policy, National Programmes and Organizations ○ Nutrition Policy ○ National Nutrition Policy (NNP) ○ Major National Nutrition Programmes ○ I – Nutrient Deficiency Control Programme ○ National Programme for Prevention of Nutritional Blindness due to Vitamin A Deficiency ○ National Nutritional Anaemia Control Programme (NNACP) ○ National Iodine Deficiency Disorder Control Programme (NIDDCP) ○ II – Supplementary Feeding Programmes ○ Integrated Child Development Services (ICDS)

	○ Midday Meal Scheme (PM-Poshan Shakti Nirman) ○ Role of National and International Organizations: ○ ICMR ○ NIN ○ ICAR ○ WHO ○ FAO ○ UNICEF
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**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
Theory (Module 1 & 2):**

Module 1 – Introduction to Community Nutrition and Health

1. Project on Major Nutritional Problems prevalent in communities

Module 2 – Strategies to Tackle Nutritional Problems in Community

2. Project on Major Nutrition Policy, National Programmes and Organizations

References:

1. Bamji, MS., Krishnaswamy, K., and Brahman, G.N.V. Eds. (2009) Text book of Human Nutrition. Oxford & IBH Publishing House
2. World Health Organization (2003). Diet, nutrition, and the prevention of chronic diseases. Report of a Joint WHO/FAO Expert Consultation. WHO Technical Report Series No. 916. Geneva
3. Srilakshmi, B. (2005). Nutrition Science (pp 3-14), New Delhi. New Age International (P) Limited
4. Gibson, R. S. (2005). Principles of nutritional assessment (2nd ed.). Oxford University Press
5. Bauer, K. D., & Liou, D. (2015). Nutrition counseling and education skill development (5th ed.). Cengage Learning
6. Indian Council of Medical Research. (2020). Nutrient requirements for Indians: Recommended dietary allowances and estimated average requirements. National Institute of Nutrition. <https://www.nin.res.in>
7. Khadilkar, V., Khadilkar, A., Lohiya, N., & Karguppikar, M. (2021). Growth charts for Indian children. Journal of Pediatric Endocrinology and Metabolism, 34(3), 357–362

Course Syllabus

Semester – IV

.4.1 Major (Core)

Course Titles	Community Extension and Communication (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	The course will enable the students to:
	1. Acquire professional skills about extension activities in community.
	2. Apply knowledge for methods of community contact.
	3. Acquire presentation Skills about communicating peoples.
	4. Design and develop effective techniques for communication.
Module 1 (Credit 1): Concept of Extension:	
Learning Outcomes	This will enable students to:
	1. Develop an understanding about the concept of Extension.
	2. Become aware of the significance of Home Science Extension.
Content Outline	● Concept, Need and Scope of Extension. ● Principles, philosophy and trends of Extension Education. ● Home Science Extension- Need and Significance. ● Qualities of an extension worker ● Introduction to Right to information Act (RTI).
Module 2 (Credit 1): Communication for Extension:	
Learning Outcomes	This will enable students to:
	1. Develop an understanding of different audio-visual aids available for communication and extension
Content Outline	● Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication. ● Importance of communication for Extension Work. ● Models of communication. ● Communication Methods: ○ Individual Methods- Interview, Home and Farm visits. ○ Group Methods- Demonstration, Lecture, Workshop and Discussions.
Module 3 (Credit 1): Audio visual aids and Preparation of Graphic Aids:	
Learning	This will enable students to:

Outcomes	1. Acquire knowledge of communication.
	2. Comprehend the different models of communication.
	3. Identify and use different methods of communication
Content Outline	● Audiovisual aids-Meaning, Different Audio-Visual aids, importance and selection ● Classification –Edgar dales cone of experience ● Importance of the cone of experience in learning ● Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group.
Module 4 (Credit 1): Need Assessments of Community	
Learning Outcomes	This will enable students to:
	1. Explore the community for Extension activities.
	2. Apply the skills for enhancing the Extension Work.
	3. Explore the community for Extension activities.
Content Outline	● Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc. ● Conducting a survey on different issues and preparing a report ● Planning and preparing ● Compilation of data collected utilizing it for preparing.

Evaluation:

1. Continuous Evaluation = 25 Marks per Module
2. Internal: (Theory -15 + Practical - 10) = 25 marks
3. External: (Theory -50 + Practical – 25) =75 marks
4. Total: Internal - 25 + External – 75 = 100 marks

References:

1. Chandra, A., A. Shah, U. Joshi (1989) *Fundamentals of Teaching Home Science*, Sterling Publication, New Delhi.
2. Dahama, O.P., O. P. Bhatnagar (1995) *Education and Communication for Extension, Communication and Management*, Naya Prakash, Calcutta Development, Oxford and IBH Publication, New Delhi.
3. Ray G. L. (2003) *Extension Communication and Management*. Kalyani Publishers 23, Daryaganj, New Delhi 110002

Semester – IV

.4.2 Major (Core)

Course Titles	Resource Management And Accessories Design (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Identify and describe resources
	2. Analyze the importance of management process.
	3. Develop and apply the different roles and skills required for effective management
	4. Students can differentiate the roles of accessories for home and fashion
	5. Develop conceptual thinking about designing
Module 1 (Credit 1): (Th)Introduction to Resource management	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify and describe resources
	2. Analyze the importance of management process
Content Outline	● Unit 1: Resources Definition ○ Types ○ Factors affecting Use of resources ○ Management of household resources ● Unit 2 Management process Planning ○ Organizing ○ Controlling ○ Evaluating ○ Management process ○ Time management ○ Energy management
Module 2 (Credit 1): (Th) Accessory Design Concepts	
Learning Outcomes	After learning the module, learners will be able to
	1. Students will gain awareness about types of designing.
	2. The program will develop conceptual thinking about designing.
	3. Students will be able to express their designs through presentations.
Content Outline	● Elements and principles of design ● Types of designs

	• Types of accessories for home • Types of accessories for apparel • Functionality and aesthetics
Module 3 (Credit 1): (Pr) Resource management Application	
Learning Outcomes	After learning the module, learners will be able to
	1. develop the different skills required for effective management
	2. Apply management process for successful event
Content Outline	• Unit 1: Resource management Application ○ Identification of human and non human resources Identifying community resources ○ Application of management process – planning, organization, evaluation. ○ Time management Activity.
Module 4 (Credit 1): (Pr) Designing Various Accessories	
Learning Outcomes	After learning the module, learners will be able to
	1. Students will be able to present their own accessory ideas.
	2. Students can differentiate the roles of accessories for home and fashion.
Content Outline	• Unit 1: Accessories for Home Decor: ○ Lighting, Wall hangings, Tabletop items, Furniture tops, Sculptures, Flowers and plants, Wall art and, and planters, etc. • Accessories for Fashion ○ Jewelry, Scarves, Stoles, Bags, Headwear, Footwear, Belts, Bows, Watches, Sunglasses, etc

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1 (Credit 1) (Th)

Project on Identification of human and community resources

Module 2 (Credit 1) (Th)

Making portfolio by of any accessories (fashion or home)

Module 3 (Credit 1) (Pr)

Plan a programme applying management process.

Module 4 (Credit 1) (Pr)

Making file for sketching of accessories

References:

1. Saksena S.C., (1977): Business Administration and Management Sahitya Bawan, Agra.
2. Chatterjee S.S. (1980): 'An introduction to management- Its principles and
3. techniques' World Press Pvt. Ltd, Calcutta.
4. Gross, Crandall and Knoll. (1980) Management for Modern Families. Prentice Hall Inc.
5. Interior design and decoration. byPremavathySeetharaman 2019.Indian Interiors.
6. Angelika Taschen, Deidi Von Schaewen. 2007. Basics Fashion Design og Designing Accessories. 2021. John Lau.
7. Fashion accessories. Sourcebook. John Peacock 2000.

Semester – IV

.4.3 Minor Stream

Course Titles	Value Added Product Development (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Analyze the process of producing value-added products and market needs
	2. Develop creativity, critical thinking and innovative solutions for new products considering market trends
	3. Participate in hands-on projects to apply learned concepts and develop practical skills
	4. Develop skills of transforming raw materials, adding features, improving aesthetics, or enhancing convenience.
	5. Develop strategic approach for greater business success
Module 1 (Credit 1): (Th) Introduction to value added product	
Learning Outcomes	After learning the module, learners will be able to
	1. Evaluate a product's value through various means and industry insights
	2. Enhance ability to understand concept of value addition and products development
Content Outline	● Unit 1: Value added product ○ Definition Attributes Purpose Benefits Limitations ● Unit 2: Value Addition ○ Need Approaches Types
Module 2 (Credit 1): (Th) Types of value added products	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze types of value added products with its associated problems.
	2. Critically evaluate and find practical solutions for problems related with value added products.
Content Outline	● Unit 1: Conventional ○ Value-added products ○ Problems associated with conventional value-added products. ● Unit 2: Emerging ○ Value-added products ○ Waste Utilization in Value-Added Products especially farm

	waste ○ Recommendations for successful value-added product development
Module 3 (Credit 1): (Pr) Value added food products development	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop ability to participate in hands-on activities
	2. Apply entrepreneurial skills
Content Outline	● Current market trends Food processing ● Scaling of food for commercial production Food Safety and regulatory information ● Marketing and business planning
Module 4 (Credit 1): (Pr) Value added food products development	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply knowledge of the product development process
	2. Develop practical skills and knowledge that make them more competitive.
	3. equip with the necessary expertise for industry readiness
Content Outline	● Conventional value-added products : Dairy Products ○ Butter ○ Cheese/ Paneer ● Grain Products ○ Cereal grains: Wheat germ Millet: Flour ● Cottage Foods ○ Pickle Spices ○ Dehydrated produce ● Preserved/Canned goods ○ Jams Jellies Syrup Sauces ● Emerging value-added products ○ Organic products ○ Locally available product / Specialty products

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
Module 1 (Credit 1) Introduction to value added product

1. Market survey on value added products

2. Module 2 (Credit 1) Types of value added products

Project on problems associated with value added products

3. Module 1 (Credit 1) Value added food products development

Project on preparation of value added food product business plan

4. Module 2 (Credit 1) Value added food products development

Planning and preparing value added food products

References:

1. Bachmann J, 1999. "Adding value to farm products".
2. Millet Production, Processing and Value-added Products Handbook" by P. K. Chattopadhyay:
3. Value Addition of Horticultural Crops: A Handbook For Rural Foodpreneurs" by Y.Prabhabati Devi, Heikham Naresh Singh, and Subhra Saikat Roy:
4. "Value Addition of Horticultural Crops: Recent Trends and Future Trends" by S.K. Acharya and K.K. Acharya
5. Girdhari Lal, G.S. Siddappa and G.L. Tandon (1959) ICAR publication, New Delhi.
6. Jood, S. and Khetarpaul, N. (2002). Food Preservation. Geeta Somani Agrotech Publishing Academy, Udaipur.

Semester – IV**.4.4 Open Elective Courses/ Generic (OEC)**

Course Titles	Applications of Basic Biotechnology for Community Development-II (Pr) Sericulture II: Mulberry Silkworm Rearing
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. To make the students aware about the significance of sericulture as a profit-making enterprise.
	2. To help the students to understand the biology of silkworms and its nutritional requirement to secrete quality silk.
	3. To give an understanding about the techniques of silkworm rearing, reeling of silk and various measures to be taken to maximize the benefits.
	4. To help the students to know about various uses of silk and develop entrepreneurial skills required for self-employment in sericulture and silk production sector.
Module 1 (Credit 1): (Pr) Introduction to sericulture. Life cycle of silkworm and its characteristic features	
Learning Outcomes	After learning the module, learners will be able to
	1. Learn about the history of sericulture and silk route.
	2. Recognize various species of silk moths in India, and exotic and indigenous races.
	3. Be aware about the opportunities and employment in sericulture industry- in public, private and government sector.
	4. Gain thorough knowledge about the techniques involved in silkworm rearing and silk reeling.
Content Outline	● Study of models of rearing houses, appliances used in silkworm rearing ● Preparation and application of disinfectants in rearing house and appliances ● Technique for hot and cold acid treatment of silkworm eggs, its advantages and disadvantages ● Rearing Techniques: Harvesting and preservation technique; leaf selecting for different instants; mulberry leaf estimation; Identification of moulting larva, care during moulting, mounting and mounting density, types of mountages; Harvesting of cocoons, assessment of cocoons.
Module 2 (Credit 1): (Pr) Introduction to sericulture. Rearing of mulberry silk	

worm	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop entrepreneurial skills necessary for self-employment in mulberry and seed production and be apprised about practicing sericulture as a profit-making enterprise.
	2. Enhance collaborative learning and communication skills through practical sessions, team work, group discussions, assignments and projects.
Content Outline	● Selection of moth, pairing and despairing, preparation of eggs (loose and sheet, surface sterilization of eggs ● Visit to seed cocoon markets, commercial grain age and cold storage centre to know activities of cocoon markets, preparation of laying and cold storage of eggs. ● Mulberry Crop Cultivation: Preparation of nursery beds, Different propagation methods – grafting and layering, Planting System and Intercultural Operations: - pit and row system, mulching, irrigation. ● Visit to Sericulture research institute

Assessment Criteria:

1. Field visit to a local sericulture unit and study of all essential practices
2. Field visit to a local mulberry cultivation farm and study of different practices
3. Report making on Harvesting and preservation techniques
4. Preparation of brief study report on Sericulture after Visit to Sericulture research institute.

References:

1. Manual on Sericulture (1976); Food and Agriculture Organisation, Rome Ullal, S.R. and Narasimhanna M.N. (1987) Handbook of Practical Sericulture; 3rd Edition, CSB, Bangalore
2. Yonemura, M. and Rama Rao, N. (1951) A Handbook of Sericulture. I. Rearing of silk-worms. Government Branch Press, Mysore.
3. Ananthanarayanan, S. K. (2008) Silkworm Rearing. Daya Publishing House Aruga, H. (1994). Principles of Sericulture. CRC Press

Semester – IV

.4.5 Skill Enhancement Courses (SEC)

Course Titles	Surface Embellishment and Accessory Design (Pr)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Learn basic hand embroidery stitches.
	2. Cope with embellishment materials like beads, sequins, and mirrors.
	3. Analyze traditional and contemporary surface ornamentation techniques
	4. Create fashion accessories such as jewelry, bags, and belts using appropriate tools and methods
	5. Create unique, market-ready fashion products using a combination of surface ornamentation techniques.
Module 1 (Credit 1): Surface Embellishment	
Learning Outcomes	After learning the module, learners will be able to
	Get acquainted with Surface Embellishment techniques
	1. Learn and apply hand embroidery for various articles.
	2. Develop basic skills in fabric layering and decorative stitching.
Content Outline	● Introduction to surface ornamentation techniques. ● Traditional vs. modern methods: Embroidery, printing, dyeing, embellishments ● Embroidery: Basic Hand embroidery techniques ● Intricate Embroidery : Aari work and Jardozi ● Appliqué & Patchwork: Fabric layering for decoration& its types
Module 2 (Credit 1) : Accessory Design	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify and analyse different fashion accessories and their significance.
	2. Analyze various materials and tools used in accessory making.
	3. Apply various accessory making techniques to create wearable designs.
Content Outline	● Overview of accessories and their role in fashion. ● Types of accessories: Jewellery, bags, belts, hair accessories, and headwear ● Handmade Jewellery and accessories making using beads,

	wires, thread, fabric, resin, etc.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1: Surface Ornamentation Techniques

1. Assignment: Swatch Making
2. Create a small fabric swatch (6x6 inches) using Embroidery, Appliqué, or Beadwork.
3. Material Swatch Book – Collect and document different accessory-making materials.

Module 2: Introduction to Accessory Making

1. Project on Jewellery Making – Create one handmade jewellery piece (earrings, necklace, or bracelet)
2. Project on Accessory making Project- Create one accessory (Bags, belts, hair accessories, and headwear)

References:

1. Khounnoraj, A. (2019). *Punch needle: Master the art of punch needling accessories for you and your home*. Quadrille Publishing.
2. Brown, D. (2013). *Embroidery: A step-by-step guide to more than 200 stitches*. DK Publishing.
3. Brown, C. (2013). *Embroidered & embellished: 85 stitches using thread, floss, ribbon, beads & more*. C&T Publishing.
4. Parker, M., & Gill, R. (2009). *Fabric embellishing: The basics and beyond*. Landauer Publishing.
5. Black, S. (2021). *The Sustainable Fashion Handbook*. Thames & Hudson.
6. Caspary, P. (2021). *Modern Jewelry Made Easy: A Step-by-Step Guide to Creating Stunning Handmade Pieces*. Rockport Publishers.

Semester – IV

.4.7 Minor Stream

Course Titles	Community Health (Th)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to:
	1. Explain the concept, scope, and importance of community health.
	2. Identify major determinants influencing community health.
	3. Describe common communicable and non-communicable diseases and preventive measures.
	4. Apply principles of nutrition, hygiene, and sanitation in daily life.
	5. Demonstrate awareness of national health programs and community participation.
Module 1 (Credit 1): Introduction to Community Health	
Learning Outcomes	1. Understand the concept, definition, and dimensions of health in a holistic manner.
	2. Explain the scope and importance of community health in improving population well-being.
	3. Identify and analyze various determinants affecting health at individual and community levels.
	4. Interpret key health indicators such as mortality, morbidity, and life expectancy.
	5. Apply community health concepts for disease prevention, health promotion, and better quality of life.
Content Outline	• Unit 1: Definition and concept of health • Unit 2: Dimensions of health – Physical, Mental, Social, Environmental • Unit 3: Concept and scope of community health • Unit 4: Determinants of health – Biological, Environmental, Socio-economic, Lifestyle • Unit 5: Health indicators – Mortality, Morbidity, Life expectancy
Module 2 (Credit 1): Diseases and Preventive Healthcare	
Learning Outcomes	1. Explain the meaning, causes, and types of communicable and non-communicable diseases.
	2. Describe various modes of disease transmission and their impact on public health.
	3. Identify common diseases such as tuberculosis, malaria, dengue, diarrhea, diabetes, and hypertension.

	4. Recognize preventive measures and control strategies for both communicable and non-communicable diseases.
	5. Apply healthy lifestyle practices to prevent diseases and promote overall well-being.
Content Outline	• Unit 1: Communicable diseases – Meaning and causes • Unit 2: Modes of disease transmission • Unit 3: Prevention of Tuberculosis, Malaria, Dengue, Diarrhea • Unit 4: Non-communicable diseases – Diabetes, Hypertension • Unit 5: Prevention through healthy lifestyle practices ○ Personal hygiene and environmental hygiene ○ Safe drinking water and sanitation practices ○ Waste disposal methods and importance of sanitation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- **Module 1:** Project on Dimensions, Determinants, and Indicators of Health
- **Module 2:** Project on Preventive Measures and Healthy Lifestyle Practices to Prevent Diseases

References:

1. Park, K. (2023). *Preventive and Social Medicine*. Banarsidas Bhanot Publishers.
2. Suryakantha, A. H. (2022). *Community Medicine with Recent Advances*. Jaypee Brothers Medical Publishers.
3. Mudambi, S. R., & Rajagopal, M. V. *Fundamentals of Foods and Nutrition*. New Age International.
4. Swaminathan, M. *Principles of Nutrition and Dietetics*.