

SYLLABUS
for
Choice Based Credit System
(CBCS)

On the basis of
Outcome Based Education
(OBE)

B.A. HOME SCIENCE



PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58/4
"College with Potential for Excellence" (CPE) Status Accorded by UGC

Vision

Rooted in the life, vision and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a centre of academic excellence in higher education, social responsibility, and empowerment of women.

Mission Statement

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

To this end, we strive

- To become a center of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere on the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value-based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value-based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To form young women who are 'always wise' and who will dare to 'go ahead and conquer knowledge' through, competence, commitment, delicate conscience, and compassion.

Syllabus for Choice Based Credit System (CBCS)

B.A. Home science Honours

PROGRAMME OUTCOMES

After the completion of B.A. Honours Degree Programme, the students will be able to achieve the following outcomes:

- PO1: Professional knowledge:** Acquire profound knowledge of humanities/Arts, its concepts and principles such as literary, philosophical, sociological, political, historical, economic foundations of education etc.
- PO2: Critical and Cognitive skills:** Develop and Demonstrate the ability to insightful response and analysis of a work of art in order to participate in discussions.
- PO3: Environment and sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO4: Effective Communication:** Demonstrate familiarity with and ability to analyze both verbally and in writing issues and forms of contemporary art with a clear understanding of historical precedents.
- PO5: Research and Analysis:** Demonstrate analytical skill and proficiency in a range of tools and techniques used in research in social science.
- PO6: Employability and higher Education:** Show proficiency in professional, employability and develop soft skills required for higher education and placements.
- PO7: Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the humanitarian practice.
- PO8: Arts and Society:** Apply humanities knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional arts practice.

PO9: Interdisciplinary Learning: Integrate academic curriculum with other co- curricular goals, such as career development, life-long learning, develop interdisciplinary learning and opportunity to extend their knowledge across all disciplines.

PO10: Nation Building: Introspect and evolve into dynamic and creative individuals capable of socially productive, constructive actions that positively impact our Nation and the World at large.

PROGRAMME SPECIFIC OUTCOME

Upon completion of these courses the graduates would

PSO1: Acquire knowledge in physiology and analytical principles of food and nutrients in diet formulation for all age groups; develop skills in organization and management of food service institutions

PSO2 Understand the principles and patterns of growth and development of humans from conception to old age and know the role of family, society and government to ensure development and protection of the rights of vulnerable groups

PSO3 Utilize and manage resources and contribute to community development; assess consumer problems and protection, and learn the application of management process in Event Planning & Execution

PSO4 Learn the principles, methods and approaches of communication and develop practical skills in Communication Process to reach out to the wider community.

PSO5 Understand and appreciate the textile – modern and traditional.

PSO6 Acquire academic skills with an aptitude for higher studies / research/entrepreneurship in any branch of the programme

Syllabus for Choice Based Credit System (CBCS)

B.A. Home science Honours

Note: 1 credit = 15 hours

1. Theory paper: 6 credits each (5Theory and 1 Tutorial).
2. Tutorial group of each theory paper should have a group size of 8 students.
3. Practical paper: 6 credits each (4Theory and 2 Practical).
4. Practical paper will not have tutorials.

Core Courses (6 credits each)

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

Semester I

1. Human Development I: The Childhood Years (Theory + Practical)
2. Food and Nutrition (Theory + Practical)

Semester II

3. Dynamics of Communication & Extension (Theory + Practical)
4. Resource Management (Theory + Practical)

Semester III

5. Introduction to Textiles (Theory + Practical)
6. Communication Systems & Mass Media (Theory)
7. Personal Finance and Consumer Studies (Theory + Practical)

Semester IV

8. Human Development II: Development in Adolescence and Adulthood (Practical)
9. Nutrition: A Life Cycle Approach (Theory + Practical)
10. Fashion Design Concepts (Theory + Practical)

Semester V

11. Research Methodology in Home Science (Theory + Practical)
12. Entrepreneurship for Small Catering Units (Theory + Practical)

Semester VI

13. Public Nutrition (Theory + Practical)
14. Study of Indian Socio Economic Environment (Theory)

Generic Elective Papers (GE) (6 credits each)

Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/ subject and vice versa and such electives may also be referred to as Generic Elective.

Semester I

1. Care and Well Being in Human Development

Semester II

2. Appreciation of Textile Crafts

Semester III

3. Current Concern in Public Health

Semester IV

4. Child Rights and Social Action

Discipline Specific Elective (DSE) (6 credits each)

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

Semester V

DSE-1

1. Physiology and Promotive Health (Theory + Practical)
2. Childhood disability and social Action (Theory + Practical)

DSE-2

3. Indian Textile Heritage (Theory + Practical)
4. Resources and sustainable Development (Theory + Practical)

Semester VI

DSE-3

5. Basics of Interior Design & Hospitality Management (Theory + Practical)
6. Extension for Development (Theory + Practical)

DSE-4

7. Dissertation/Project based on field study (Practical)
8. Gender and Social Justice (Theory)

Skill Enhancement Course (SEC) (2Credits)

Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Semester III

1. Inter Religious Studies (Value based)

Semester IV

2. NGO Management and CSR

Home Science (Hons.) CBCS Syllabus

Sem	Core Course (14) <u>6 Credits</u> <u>each</u>	Ability Enhancement Compulsory Course AECC (2) <u>2 Credits</u> <u>each</u>	Skill Enhancement Course SEC (2) <u>2 Credits</u> <u>each</u>	Discipline Specific Elective DSE (4) <u>6 Credits</u> <u>each</u>	Generic Elective GE (4) <u>6 Credits</u> <u>each</u>
I	HSC CC101: Human Development 1: The Childhood Years	English/ MIL Communication / Environmental Science			HSC GE101: Care and Well Being
	HSC CC102: Food and Nutrition				
II	HSC CC203: Dynamics of Communication & Extension	English/ MIL Communication / Environmental Science			HSC GE202: Appreciation of Textile Crafts
	HSC CC204: Resource Management				
III	HSC CC305: Introduction to Textiles		IRS SEC301: Inter-Religious Studies (Value based)		HSC GE303: Current Concern in Public Health

	HSC CC306: Communication Systems & Mass Media HSC CC307: Personal Finance & Consumer Studies				
IV	HSC CC408: Human Development II: Development in Adolescence and Adulthood HSC CC409: Nutrition: A Life Cycle Approach HSC CC410: Fashion Design Concepts		HSC SEC402: NGO Management & CSR		HSC GE404: Child Rights and Social Action
V	HSC CC511: Research Methodology in Home Science HSC CC512: Entrepreneurship for Small Catering Units			HSC DSE501: Physiology & Promotive Health HSC DSE201: Childhood disability and social Action HSC DSE502: Indian Textile Heritage HSC DSE502: Resources and sustainable Development	
VI	HSC CC613: Public Nutrition HSC CC614: A Study of Indian Socio Economic Environment			HSC DSE603: Basics of Interior Design & Hospitality Management HSC DSE603: Extension for Development HSC DSE604: Dissertation/Project on Topics Related to the Papers of Home Science HSC DSE604: Gender and Social Justice	

Course Structure for B.A. Home Science (Hons.)

Semester – I	Semester – II
HSC CC101: Human Development I : The Childhood Years	HSC CC203: Dynamics of Communication & Extension
HSC CC102: Food and Nutrition	HSC CC204: Resource Management
ENG AEC101: English Communication HIN AEC101: हिन्दी व्याकरण और सम्प्रवेश	EVS AEC202 : Environmental Science
HSC GE101: Care and Well Being in Human Development	HSC GE202: Appreciation of Textile Crafts
Semester – III	Semester – IV
HSC CC305: Introduction to Textiles	HSC CC408: Human Development II: Development in Adolescence and Adulthood
HSC CC306: Communication Systems & Mass Media	HSC CC409: Nutrition : A Life Cycle Approach
HSC CC307: Personal Finance and Consumer Studies	HSC CC410: Fashion Design Concepts
IRS SEC301: Inter Religious Studies	HSC SEC402: NGO Management & CSR
HSC GE303: Current Concern in Public Health	HSC GE404: Child Rights and Social Action
Semester – V	Semester – VI
HSC CC511: Research Methodology in Home Science	HSC CC613: Public Nutrition
HSC CC512: Entrepreneurship for Small Catering Units	HSC CC614: A Study of Indian Socio Economic Environment
HSC DSE501: Physiology & Promotive Health HSC DSE201: Childhood disability and social Action	HSC DSE603: Basics of Interior Design & Hospitality Management HSC DSE603: Extension for Development
HSC DSE502: Indian Textile Heritage HSC DSE502: Resources and sustainable Development	HSC DSE604: Dissertation/Project on Topics Related to the Papers of Home Science HSC DSE604: Gender and Social Justice

Details of Credits for Courses under B.A., B.Sc., B.Com. Honours, Home Science

Semester	Course	Theory	Practical	Tutorial	Total Credits
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I. Core Course (14 Papers) – 06 credits each

I	1. Human Development I: The Childhood Years	4	2	-	6
	2. Food and Nutrition	4	2	-	6
II	3. Dynamics of Communication & Extension	4	2	-	6
	4. Resource Management	4	2	-	6
III	5. Introduction to Textiles	4	2	-	6
	6. Communication Systems & Mass Media	5	-	1	6
	7. Personal Finance & Consumer Studies	4	2	-	6
IV	8. Human Development II: Development in Adolescence and Adulthood	5	-	1	6
	9. Nutrition : Life Cycle Approach	4	2	-	6
	10. Fashion Design Concepts	4	2	-	6
V	11. Research Methodology in Home Science	4	2	-	6
	12. Entrepreneurship for Small Catering Units	4	2	-	6
VI	13. Public Nutrition	4	2	-	6
	14. A Study of Indian Socio Economic Environment	5	-	1	6

II. Elective Course – 06 credits each

	A. 1. Discipline Specific Elective- DSE (4 Papers)				
V	1A. Physiology and Promotive Health	4	2	-	6
	1B. Childhood disability and social Action	4	2	-	6
VI	2A. Indian Textile Heritage	4	2	-	6
	2B. Resources and sustainable Development	4	2	-	6
	3A. Basics of Interior Design & Hospitality Management	4	2	-	6
	3B. Extension for Development	4	2	-	6
	4A. Dissertation/ Project based on Field Study	5	6	-	6
	4B. Gender and Social Justice	5	6	-	6
	B. 1. Generic Elective/ Interdisciplinary (4 Papers)				

I	1. Care and Well Being in Human Development	5	-	1	6
II	2. Appreciation of Textile Crafts	5	-	1	6
III	3. Current Concern in Public Health	5	-	1	6
IV	4. Child Rights and Social Action	5	-	1	6

III. Ability Enhancement Courses – 02 credits each

	1. Ability Enhancement Compulsory (AECC)				
I	1. English / Hindi Communication	2			2
II	2. Environmental Science	2			2
	II. Skill Enhancement Course (SEC)				
III	1. Inter Religious Studies	2	-	-	2
IV	2. NGO Management & CSR	2	-	-	2
	TOTAL				140

Institute should evolve a system/policy about ECA / General Interest / Hobby / Sports / NCC / NSS / related courses on its own.

***wherever there is practical there will be no tutorial and vice-versa.**

SEMESTER – I

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

HSC CC101 : Human Development I: The Childhood Years

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Recall and recognize the concepts, scope and nature of human development	PSO-2	R
CO2.	Relate and explain prenatal development and care of the new born	PSO-2	U
CO3.	Describe, record and identify the various developmental milestones during infancy, preschool and middle childhood years	PSO-2	C, Ap

CO4.	Demonstrate activities to facilitate development in different domains from birth to middle childhood years	PSO-2	R, Ap
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(Remember, understand, create, apply, analyse)

HSC CC101 : Human Development I: The Childhood Years PWC (Theory: 4 credits + Practical: 2 credits)		
Unit	Topics to be covered	No. of Hours
1	Introduction to Human Development: Definition, History and Interdisciplinary nature of Human Development, Scope of Human Development in contemporary society, Domains, Stages and Contexts of development, Principles of Growth and Development	15
2	Prenatal Development, Birth and the Neonate: Reproductive health, Conception, Pregnancy and Birth, Capacities and care of the new born	15
3	Infancy and Preschool years: Physical and Motor development, Social and Emotional development, Cognitive and Language development	15
4	Middle Childhood years, Physical and motor Development, Social and Emotional development, Cognitive and Language development	15
	Practical : Methods of interview, observation and narratives and their use; audio – video sources of studying prenatal to middle childhood period, developing activities to facilitate development in different domains etc.	30
	TOTAL	90

Practical Record: Project File

Reading List :

1. Bee. H. (1995). The Developing Child. Harper Collins.
2. Berk, L. E. (2007). Development through the lifespan. Delhi, Pearson Education.

3. Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey, Prentice Hall.
4. Santrock, J. W. (2007). A topical approach to life-span development. New Delhi, Tata McGraw- Hill.
5. Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi, Orient Black Swan.
6. Cole, M. & Cole, S. (1993). The Development of Childre, 2nd Edition. New York, Scientific American Books Freeman & Co.

SEMESTER – I

Core Course 2 : HSC CC102 : Food and Nutrition

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Recall the basic concepts of food and nutrition and explain the nutrients, their functions, sources and clinical manifestation	PSO-1	R, U, An
CO2.	Discuss and analyse the effects of cooking and processing techniques on nutritional properties of food	PSO-1	U, An
CO3.	Outline the nutritional contribution and selection of various food groups	PSO-1	An.
CO4.	Explain and demonstrate the principles involved in weighing, portion size and nutritional quality of food	PSO-1	U, Ap

HSC CC102 : Food and Nutrition

PWC

(Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Basic concepts in food and nutrition: Basic terms used in study of food and nutrition, Understanding	5

	relationship between food, nutrition and health, Functions of food - Physiological, psychological and social	
2	Nutrients: Functions, Dietary Sources and clinical manifestations of deficiency/ excess of the following nutrients: Energy, Carbohydrates, lipids and proteins; Fat soluble vitamins - A, D, E and K; Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B12 and vitamin C; Minerals – calcium, iron, zinc and iodine	20
3	Cooking and processing of foods: (a) Methods of cooking and effects of cooking: Dry, moist, frying and microwave cooking; Advantages, disadvantages and the effect of various methods of cooking on foods (b) Enhancing the nutritional quality of foods: Supplementation, germination, fermentation, fortification and GM foods	10
4	Food Groups: Structure, composition, Products, nutritional contribution, selection and changes during cooking of the following food groups: Cereals, Pulses, Fruits and vegetables, Milk & milk products, Eggs, Meat, poultry and fish, Fats and Oils, Spices and herbs, Beverages	25
	Practical : Weights and measures; preparing market order and table setting; food preparation, understanding the principles involved, nutritional quality and portion size, Sensory evaluation	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Bamji, M.S., Krishnaswamy, K., Brahman, GNV, (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd.

2. Srilakshmi, B., (2007). Food Science, 4th Edition. New Age International Ltd.
3. Wardlaw and Insel, M.G., (2004). Perspectives in Nutrition, Sixth Edition. Mosby.
4. Chadha, R. and Mathur, P., (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi.
5. Khanna, K., Gupta, S., Seth, R., Mahna, R., Rekhi, T., (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt. Ltd.
6. Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., Chopra, S., (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.

SEMESTER – II

Core Course 3

HSC CC203 : Dynamics of Communication and Extension

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Describe the basic Principle of Communication.	PSO-4	R
CO2.	Explain various Communication methods, approaches and illustrate communication process	PSO-4	U
CO3.	Outline the relationship between Communication Extension and Development.	PSO-4	An
CO4.	Demonstrate skills in Communication Process.	PSO-4	Ap

HSC CC203 : Dynamics of Communication and Extension PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Communication: Concepts, Historical background, concept and nature, Functions of Communication, Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Scope of Communication; Communication process; ICTs and web based communication; Communication for social change	20
2	Understanding Human Communication: Culture and communication- Signs, symbols and codes in communication, Postulates/Principles of Communication, Elements of Communication and their characteristics, Models of Communication, Barriers to Communication	18
3	Communicating Effectively: Concept, nature and relevance to communication process: Empathy, Persuasion, Perception, Listening; Characteristics of successful communication: The 7C's and 4S's	8
4	Communication for Extension: Concept, nature and philosophy of Extension, Principles of Extension, Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope	14
	Practical : Developing skills in planning and conducting small group communication; review of media on selected issues; Comprehension with TAT (Thematic Apperception Test), Classroom communication in Home Science Trends. Organize a health education session for a group of people in the community. Follow the steps involved in communication.	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Barker, L., (1990). Communication. New Jersey, Prentice Hall.
2. Brown et al (1983). Audio Visual Instruction Technology, Media and Methods, 6th Edition. Mc Graw Hill Book Co., New York
3. Devito, J., (1998). Human Communication. New York, Harper & Row.
4. Joshi, Uma (1997). Text book of Mass Communication and Media. Anmol Publications, New Delhi
5. Joshi, Uma (2001). Understanding Development Communications. Domincent Publishers, New Delhi
6. Patri and Patri, (2002). Essentials of Communication., Greenspan Publications

SEMESTER – II

Core Course 4

HSC CC204 : RESOURCE MANAGEMENT

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the fundamentals of resource management in a changing scenario	PSO-3	U
CO2.	Inculcate skills in identifying, creating, selecting and using available resources judiciously with emphasis on maximization and conservation	PSO-3	U, C, Ap
CO3.	Know the scientific application of the process of management in the right use of resources and apply the management process in event planning and execution	PSO-3	U, Ap

CO4.	Understand self as a resource – SWOT analysis, building decision making abilities;	PSO-3	U, An
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HSC CC204 : Resource Management PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Introduction to Resource Management: Concept, universality and scope of management, significance and principles of management; Approaches to management; Motivation Theory	18
2	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	20
3	Functions of Management: An overview: Decision Making, Planning, Supervising, Controlling, Organizing, Evaluation	17
4	Management Process: Application of management process in Event Planning & Execution	5
	Practical : Resource conservation and optimization/green technologies: Portfolio; Identification and development of self as a resource – SWOT analysis, building decision making abilities; Event planning, management and evaluation.	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Casio, Wayne F. (1985). Managing Human Resource. Mc Graw Hill Book Co., New York

2. Koontz, H. and O'Donnel, C., (2005). Management – A Systems and Contingency Analysis of Managerial Functions. New York, McGraw-Hill Book Company
3. Kreitner, (2009). Management Theory and Applications. Cengage Learning, India
4. Rao, T.V. (1992). Appraising and Developing Managerial Performances, Academy of Human Resource Development. B. K. Publications, Delhi
5. Rao, V.S. and Narayana, P. S., (2007). Principles and Practices of Management. Konark Publishers Pvt. Ltd.

SEMESTER – III

Core Course 5

HSC CC305 : INTRODUCTION TO TEXTILES

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the structure, properties and production techniques of various natural and manmade fibres, yarn spinning	PSO-5	U
CO2.	Demonstrate an understanding of various types of fabric construction methods	PSO-5	Ap
CO3.	Understand and apply various dyeing, printing and finishing techniques	PSO-5	U, Ap
CO4.	Identify fabrics and relate it to specific products keeping in mind fabric properties and characteristics	PSO-5	An, Ap

HSC CC305 : Introduction to Textiles PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Introduction to textile fibres: Morphology of textile fibres, Primary and secondary properties, Fibre classification	8
2	Production, chemistry, properties and usage of fibres: Natural fibre - Cotton, Flax, Silk and Wool; Man-made fibers - Rayon, Polyamides, Polyester, Acrylic, Olefins (Polyethylene and Polypropylene) and elastomeric fibres	16
3	Production and properties of Yarns: Yarn construction - Mechanical Spinning (Cotton system, Wool system, Worsted system); Chemical Spinning (Wet, Dry, Melt); Types of yarns - Staple and Filament, Simple yarns, Complex yarns; Yarn Properties-Yarn Numbering, Yarn Twist; Textured yarns - Types and properties; Difference between Threads and Yarns; Blends: Types of blends and purpose of blending	10
4	Techniques of fabric construction and Wet Processing: Weaving - Parts of a loom, Operations and motions of the loom, Classification of weaves- construction, characteristics, usage; Knitting -Classification of knits, Construction and properties of warp and weft knits; Non-wovens – Types, Construction, Properties and usage; Fundamentals of dyeing and printing	26
	Practical : Fibre identification tests; yarn identification; thread count and balance; weave identification; fabric analysis; Tie and Die, Block Printing and spray printing	30
	TOTAL	90

Practical Record: A Project File and specimen

Reading List :

1. Corbman, P.B., (1985). Textiles - Fiber to Fabric (6th Edition). Gregg Division, McGraw Hill Book Co., US.
2. Joseph, M.L., (1988). Essentials of Textiles (6th Edition). Holt, Rinehart and Winston Inc., Florida.
3. Vilensky , G., (1983). Textile Science. CBS Publishers and Distributors, Delhi.
4. Tortora, G. Phyllis, Understanding Textiles. McMillan Co. USA.
5. Sekhri, S., (2013). Textbook of Fabric Science: Fundamentals to Finishing. PHI Learning, Delhi

SEMESTER – III

Core Course 6

HSC CC306 : COMMUNICATION SYSTEMS AND MASS MEDIA

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the role of self in communication, Intrapersonal Communication	PSO-4	U
CO2.	Illustrate Interpersonal Communication	PSO-4	U
CO3.	Describe Public and Mass Communication concept and techniques and types and impact of mass media in communication	PSO-4	R, An
CO4.	Understand and apply group dynamics in organizations and content analysis of mass media.	PSO-4	U, Ap

HSC CC306 : Communication Systems and Mass Media PWC (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Topics to be covered	No. of Hours
1	Self and Communication: Awareness of self in communication, Intrapersonal Communication, Self-concept and self esteem	10
2	Interpersonal Communication: Concept, types and functions of interpersonal communication; Dyadic, small and large group communication.	20
3	Organization, and Public Communication: Organizational communication - concept, types, functions and network – Types of communication networks in organizations; Public communication - concept and techniques.	25
4	Mass Communication: concept, need, functions and elements; theories of mass communication; Barriers in communication Mass Media: Types, characteristics, reach and access.	20
	Tutorial : Know yourself exercises; studying group dynamics in organizations; audience analysis; content analysis of mass media.	15
	TOTAL	90

Reading List :

1. Devito, J., (1998). Human Communication. New York, Harper & Row.
2. Barker, Larry Lee, (1990). Communication. Eaglewood Cliffs, New Jersey, Prentice Hall.
3. McQuail, D., (2000.) Mass Communication Theories. London, Sage Publications
4. Baran Stanley, J., (2009). Introduction to Mass Communication. McGraw hill medical publishing

5. Baran Stanley, J., (2014). Mass Communication Theory. Wadsworth Publishing
6. Vivian, J., (2012). The Media of Mass Communication. Pearson
7. Dominick, Joseph, R., (2012). Dynamics of Mass Communication: Media in Transition. McGraw hill education

SEMESTER – III

Core Course 7

HSC CC307 : PERSONAL FINANCE AND CONSUMER STUDIES

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Familiarize the students with the changing socio-economic environment and consumer behaviour, consumer problems, consumer movement and consumer protection	PSO-3	U
CO2.	Strengthen the financial management practices for wise consumer behaviour	PSO-3	R, Ap
CO3.	Know the standardization and quality control measures for various consumer products	PSO-3	U
CO4.	Application of knowledge for evaluation and designing of advertisements and food products	PSO-3,6	C, Ap, E

HSC CC307 : Personal Finance and Consumer Studies PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Income and Expenditure: Household Income – Types, Sources, Supplementation of family income, use of family income, budgets, maintaining household accounts; Factors influencing expenditure pattern; Family savings and investments- need ,principles, channels of investment, tax implications	20
2	Consumer in India: Definition of a consumer; Role of consumers in the economy, Types of consumer problems – products and service related, Causes and solutions	10
3	Consumer education and empowerment: Consumer Protection, Consumer rights and responsibilities, Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres	15
4	Standardization and quality control measures - ISI, BIS, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling; FSSAI, Codex, HACCP, Food laws	15
	Practical : Evaluation and designing of advertisements in print media; evaluation and designing of labels for food products; Consumer awareness surveys	30
	TOTAL	90

Practical Record : A Project File

Reading List :

1. East, Robert (1990). Changing Consumer Behaviour. Cassel Educational Limited, Artillery House, Artillery Row, London
2. Engel, J.F. and Black, Well R.D. (1990). Consumer Behaviour, 4th Edition. Holt Sanders International Edition.

3. Khanna, S.R., Hanspal, S., Kapoor, S. & Awasthi, H. K., (2007). Consumer Affairs. Universities Press India Pvt. Ltd.
4. Sawhney, H. K. & Mital, M., (2007). Family Finance & Consumer Studies. Elite Publishing House Pvt. Ltd.
5. Seetharaman, P. and Sethi, M., (2001). Consumerism: Strength and Tactics. New Delhi, CBS Publishers.

SEMESTER – IV

Core Course 8

HSC CC408 : Human Development li: Development In Adolescence And Adulthood

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Recognize the basic concept of puberty, health, family and peer relationship during adolescence	PSO-2	R
CO2.	Describe and identify the various developmental milestones of the adolescent period and the developmental tasks of adulthood	PSO-2	U, An
CO3.	Recall and relate marriage, parenting and grand parenting	PSO-2	R,Ap
CO4.	State and discuss various personality and intelligence tests	PSO-2	U, An

HSC CC408: Human Development II: Development in Adolescence and Adulthood, PWC (Theory: 5 credits + Tutorial: 1credit)

Unit	Topics to be covered	No. of Hours
1	Introduction to Adolescence: Developmental tasks during Adolescence; Puberty, sexual maturity, nutrition, health, and psychological well-being;	20

	Self and identity; Family and peer relationships; Adolescent interface with media	
2	Cognitive, Language and Moral development: Perspectives on cognitive development; Development of intelligence and creativity; Adolescent language; Adolescent moral development Theory – (Kohlberg & Jean Piaget	15
3	Introduction to Adulthood: Definitions, transition from adolescence to adulthood; Developmental tasks of adulthood; Physical and physiological changes from young adulthood to late adulthood Significance of health, nutrition, and well being	25
4	Socio-emotional and Cognitive development: Diversity in roles and relationships; Marriage-contemporary trends; Parenting and grand parenting	15
	Tutorial : Case profile of an adolescent; study of adult roles through interview/ questionnaire method; Intelligence and personality tests	15
	TOTAL	90

Reading List :

1. Berk, L. E., (2007). Development through the Lifespan. Delhi, Pearson Education.
2. Rice. F. P., (1998). Human Development: A lifespan approach. New Jersey, Prentice Hall.
3. Rutter, M. and Rutter, M. (1992). Developing Minds - Challenge and Continuity across the Life span. London, Penguin.
4. Santrock, J. W., (2007). A topical Approach to Life-span Development. New Delhi, Tata McGraw- Hill.
5. Singh, A., (2015). Foundations of Human Development: A life span approach. New Delhi, Orient Blackswan.
6. Tennant, M. and Pogson, P., (1995). Learning and Change in the Adult Year. San Francisco, Jossey-Bass.

SEMESTER – IV

Core Course 9

HSC CC409 : NUTRITION: A LIFE CYCLE APPROACH

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand balanced diet and meal planning	PSO-1	U
CO2.	Describe the nutritional requirements and concerns of children, adolescents and adulthood	PSO-1	An
CO3.	Acquaint about the physiological, metabolic conditions and nutritional need during old age	PSO-1	U, Ap
CO4.	Gain skills in planning diet during various stages of life	PSO-1,5	Ap

HSC CC409 : Nutrition: A Life Cycle Approach PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Principles of meal planning: Food exchange list; Factors affecting meal planning; Dietary guidelines for Indians, RDA, Balanced diet, Low cost food	12
2	Nutrition during infancy, importance of breast feeding, human milk composition, complementary food, nutrition for preschool children, school children & adolescents; RDA, nutritional guidelines, nutritional concerns, and healthy food choices.	20
3	Nutrition during adulthood: RDA, nutritional concerns and guidelines, healthy food choices - Adults, Pregnant women, Lactating mothers,	20

4	Geriatric Nutrition: The ageing process – physiological, metabolic changes and impact on health, nutritional concerns and needs.	08
	Practical : Diet planning and calculation of important nutrients for various age groups: Preschool, school going, adolescence, adult, pregnancy, lactation and old age.	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Bamji, M. S., Krishnaswamy, K., Brahmam, GNV. (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Khanna, K., Gupta, S., Passi, S.J., Seth, R., Mahna, R., Puri, S., (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House.
3. Wardlaw, G. M., Hampl, J.S., DiSilvestro, R. A., (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.
4. Chadha, R., and Mathur, P., (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi.
5. Gopalan, C., Rama Sastri. B. V., Balasubramanian, S. C., (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad.

SEMESTER – IV

Core Course 10

HSC CC410 : FASHION DESIGN CONCEPTS

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the role of fashion and clothing in communication of cultural practices	PSO-5	U
CO2.	Understand the functions of a garment and to explore meaning of fashion and clothing	PSO-5	U, C
CO3.	Analyse the contribution of fashion designers to the world	PSO-5	An
CO4.	Express the social and psychological reason for fashion changes, fashion cycle and forecasting	PSO-5	Ap

HSC CC410 : Fashion Design Concepts

PWC

(Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Fashion: Terminology, Fashion cycle, Sources of fashion, Factors favouring and retarding fashion, Role of a designer, Leading Fashion centres and designers	16
2	Importance of clothing: Clothing functions and theories of origin, Clothing terminology, Individuality and conformity, conspicuous consumption and emulation, Selection of clothes for self, Selection and Evaluation of ready-made garments	16
3	Components of garment: classification and application; Fabric, seams, stitches, thread,	20

	shaping methods, dart equivalents, Sleeves, cuffs, necklines, collars, plackets, yokes, pockets and trims, Style variation: bodice, skirts, trousers in various silhouettes	
4	Design: Elements and principles of design; Structural and applied design	08
	Practical: 1. Flat sketching of garment component 2. Development and identification – (i) Basic stitches (ii) Seams (iii) Fasteners (iv) Plackets (v) Edge finishes (bindings and finishes) (vi) Pleats and Gathers	30
	TOTAL	90

Practical Record: A Project File and specimen

Reading List :

1. Brown, Patty, Rice J., (1998). Ready to Wear Apparel Analysis. Prentice Hall.
2. Castelino, M. (1994). Fashion Kaleidoscope. Rup & Co.
3. Carr, H. and Pomery, J. (1992). Fashion Design and Product Development. Blackwell Scientific Publications, London
4. Marshall, S. G., Jackson, H. O., Stanley, M. S., Kefgen, M. & Specht, T., (2009). Individuality in Clothing & Personal Appearance, 6th Edition. Pearson Education, USA.
5. Tate S.L., Edwards M.S., (1982). The Complete Book of Fashion Design. Harper and Row Publications, New York.

SEMESTER – V

Core Course 11

HSC CC511 : RESEARCH METHODOLOGY IN HOME SCIENCE

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the background and need of research and discuss the research process	PSO-6	U, R
CO2.	Compose and appraise the methods for data collection and their analysis	PSO-6	U, R, An
CO3.	Write and choose appropriate technique for reporting studies	PSO-6	U, An
CO4.	Hands-on experience for different steps of research process	PSO-6	Ap

HSC CC511 : Research Methodology in Home Science PWC (Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Research- Meaning, Objectives, types, approaches and significance; Criteria of good research.	20
2	The Research Process: Selecting and defining the problem, hypotheses, objectives, Review of related literature, Research design and sampling techniques.	20
3	Data: Types, collection methods and analysis (Frequency distribution, Mean, Standard Deviation and Student's t-test)	10
4	Report Writing	10
	Practical : Exercise in sampling, random number table;	30

	designing tools and their analysis; data collection process: interview, FGDs, case studies.	
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Bulmer, M.C. (1984). Sociological Research Methods : An Introduction. Macmillan, Hong Kong
2. Black, J.A. & Champion, D. J., (1976). Methods and Issues in Social Research. New York, John Wiley and Sons.
3. Holloway, I. (1997). Basic Concepts of Qualitative Research. Blackwell Science, London
4. Kumar, R., (2005), Research Methodology: A Step by Step Guide for Beginners. Sage Publications, New Delhi.
5. Kerlinger, F. N. and Lee, H.B. (2000). Foundations of Behavioural Research, 4th Edition. Harcourt College Publishers
6. Kothari, C. R., (2008). Research Methodology: Methods and Techniques, 2nd Edition. New Age International Pvt. Ltd., New Delhi.

SEMESTER – V

Core Course 12

HSC CC512 : ENTREPRENEURSHIP FOR SMALL CATERING UNITS

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the concept of entrepreneurship	PSO-1	U
CO2.	Get familiarized with the process & procedures for establishing an enterprise.	PSO-1	R,U

CO3.	Understand the art of food service system planning, organising and management	PSO-1	U
CO4.	Hands-on experience in planning of a small food service unit	PSO-5,6	C, Ap

HSC CC512 : Entrepreneurship for Small Catering Units
PWC (Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Introduction to Food Service Units: Origin of Food Service units, Kinds of food service units	4
2	Food Service System Planning and Management: (A)Planning - Types of kitchen areas, Flow of work and work area relationship, Equipment - Factors affecting selection of equipment; (B) Organization & Management, Functions of management, Personnel Management, Financial Management.	15
3	Food Service Operations: (A) Food Management - Importance of menu and Types of menu (B) Food Production Process - Food purchase and receiving, Storage; Quantity food production: Standardization of recipes, Recipe adjustments and portion control, Quantity food production techniques, Food service, Food hygiene and sanitation	29
4	Planning of a Small Food Service Unit: Preliminary Planning, Survey of types of units, identifying clientele, menu, operations and delivery,	12
	Practical : Market survey of food items; survey of food service units; standardization of a recipe; planning menus for catering units	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. West, Bessie & Wood, Levelle (1988). Food Service in Institutions 6th Edition. Macmillian Publishing Company, New York.
2. Sethi, Mohini (2005). Institution Food Management. New Age International Publishers
3. Knight, J. B. & Kotschevar, L. H., (2000). Quantity Food Production Planning & Management, 3rd Edition. John Wiley & Sons
4. Dessler, Gary (1987). Personnel Management, Modern Concepts & Techniques. Prentice Hall, New Jersey
5. Tripathi, P. C., (2000). Personnel management, 15th Edition. Sultan Chand, New Delhi
6. Kazarian, E. A., (1977). Food Service facilities Planning, 3rd Edition. Von Nostrand Reinhold, New York
7. Kotas, Richard & Jayawardardene, C., (1994). Profitable Food and Beverage Management. Hodder & Stoughton Publications
8. Longree, K., Langree, K., Longrie, K., (1996). Quantity Food Sanitation. John Wiley & sons
9. Roday,S., (2003). Food Hygiene & Sanitation. Tata Mc Graw Hill publication Ltd.
10. Taneja, S. and Gupta, S. L., (2001). Entrepreneurship development. Galgotia Publishing

SEMESTER – VI**Core Course 13****HSC CC613 : PUBLIC NUTRITION****COURSE OUTCOME:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Recognize insight into concept, scope and role of public nutrition	PSO-1	R
CO2.	Know the different ways to assess the nutritional status of the community	PSO-1	U

CO3.	Sketch the nutritional problem in vulnerable section of a community and gain skills in planning and conducting food demonstration	PSO-1	U, An, Ap
CO4.	Understand the agencies involved in betterment of public health	PSO-1	U

HSC CC613 : Public Nutrition PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Concept and scope of public nutrition: Definition and multidisciplinary nature of public nutrition; Role of public nutritionist	5
2	Assessment of nutritional status: Objectives and importance, Methods of assessment – (a) Direct – clinical signs, nutritional anthropometry, biochemical tests, biophysical tests (b) Indirect – Diet surveys, vital statistics	18
3	Nutritional problems, Etiology, prevalence, clinical features and preventive strategies of Protein energy malnutrition, nutritional anemia, vitamin A deficiency, iodine deficiency disorders	22
4	National Nutrition Policy and Programmes - Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders	15
	Practical : Planning of low cost nutritious recipes for deficiency diseases – anemia, PEM & Vitamin A deficiency; conducting food demonstration; visit to NHP Programme	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Wadhwa, A. and Sharma, S., (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd., New Delhi.
2. Park, K., (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3. Bamji, M. S., Krishnaswamy, K. and Brahman, GNV, (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. ICMR (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
5. ICMR (2011). Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Jelliffe, D. B., Jelliffe, E. R.P., Zervas, A. and Neumann, C. G., (1989). Community Nutritional Assessment with special reference to Less Technically Developed Countries. Oxford University Press. Oxford.
7. World Health Organization (2006). WHO Child Growth Standards: Methods and Development

SEMESTER – VI**Core Course 14****HSC CC614 : A STUDY OF INDIAN SOCIO
ECONOMIC ENVIRONMENT****COURSE OUTCOME:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Create an awareness of Indian society, culture and diversity in sociological perspective.	PSO-2	U

CO2.	Understand the sociological study of children, youth, women and the aged population and problems faced by them.	PSO-2	U, An
CO3.	Learn about different sectors of Indian economy and various government policies and programmes.	PSO-3	U, R
CO4.	Understand and analyse dynamics of Indian society, changing socio-economic role of individual in society, challenges of exclusion in society.	PSO-3,6	U, An

HSC CC614 : A Study of Indian Socio Economic Environment
PWC (Theory: 5 credits + Tutorial: 1 credit)

Unit	Topics to be covered	No. of Hours
1	Part I: Sociological Concerns and Orientation Sociological Orientation: Society, Culture and Institutions; Family, Kinship and Relationships; Social Groups and multiplicity; Cultural diversity in contemporary life.	15
2	Social mobility and social change; Emergent Cultural Stereotypes; Ethnographic approaches to the study of groups; Appreciating cultural plurality, Sociological Studies of Children, Youth and Women and the aged	15
3	Part II : Economic Theory and Environment Definition and scope of Economics, Central problems of an economy - Wants – Classification and Characteristics; Utility – Law of Diminishing Marginal Utility; Demand – Law of Demand, Elasticity of Demand; Engel’s Law of Consumption, consumer’s surplus; Supply – Law of Supply, Elasticity of Supply, equilibrium of Demand and Supply; Factors of Production– land,	25

	labour and capital; Types of Markets; Types & functions of money, value of money.	
4	Indian Economic Environment: Structure of Indian Economy, Changing structure of Indian Economy; Constraints on growth - issues of population, income distribution, poverty, unemployment, inequality and migration, food security; Role, importance and organization of Indian Agriculture; Role, importance and problems of Indian industries; Resent developmental programmes of the Government of India - Jana Dhana Yojna, Sarva Siksha Yojana; Issues related to health, education, environmental problems and gender.	20
	Tutorial : Changing status and roles in varied spaces in family, work, the elderly and its implication on the individual and society across cultures; study of experiences of exclusion on the individual: caste, minority, disability, violence and immigration	15
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Abhraham, M. F., (2006). Contemporary Sociology: An introduction to Concepts and Theories. New York, Oxford University Press.
2. Beattie, J., (1964). Other cultures. Cohen and West.
3. Das, V., (2003). The Oxford Companion to Sociology and Social Anthropology: volume 1 and 2. New Delhi, Oxford University Press.
4. Johnson, M.H., (2001). Sociology: A Systematic Introduction. New Delhi, Allied Publishers Limited.
5. Rawat, H. K., (2007). Sociology: Basic Concepts. New Delhi, Rawat Publications.
6. Srinivas, M. N., (1996). Caste: Its Twentieth Century Avatar. New Delhi, Viking Penguin.

7. Ahuja, H. L., (2010). Modern Micro Economics. Sultan Chand & sons
8. Dhingra, I. C. and Garg, V.K., (2010). Introductory Economic Theory. Sultan Chand & Sons
9. Mishra & Puri, (2014). Indian Economy. Himalaya Publishing House.
10. Mithani, D. M., (2010). Macro-Economics. Himalaya Publishing House
11. Sundaram, K. P. M., (2010). Introduction to Economics. Ratan Prakashan

Generic Elective Papers (GE) (6 credits each)

SEMESTER – I

Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/ subject and vice versa and such electives may also be referred to as Generic Elective.

Generic Elective 1

HSC GE101 : CARE AND WELL-BEING IN HUMAN DEVELOPMENT

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the principles and components of care and know the factors and experience that promote well being	PSO-2	U, R
CO2.	Acquaint with the various stages of lifespan development.	PSO-2	U

CO3.	Understand and analyse the policies, services and programs of the government to promote health.	PSO-2	U, An
CO4.	Get exposure to the concept of Human Development as a field of study.	PSO-2,6	U, Ap

HSC GE101 : Care and Well-Being in Human Development PWC (Theory: 5 credits + Tutorial: 1credit)		
Unit	Topics to be covered	No. of Hours
1	Human Development: Definition, concepts and stages of human development	15
2	Well-being: meaning, concept, benefits and dimensions of well-being; Factors & experiences that promote well-being	20
3	Care & well-being at different stages of life: Childhood years, Adolescence, Adulthood and old age, principles and components of care, Well-being of caregivers	25
4	Policies, Services & Programs: School health programs, Nutrition & health for all; Counselling & yoga	15
	Tutorial : Observation of children to understand their care needs; interview of persons from various age groups to understand their perspectives of well-being; lecture on significance of counselling; participation in yoga.	15
	TOTAL	90

Practical Record: A Project File

Reading List :

1. IGNOU., (2011). Positive psychology-2. MCFT-006 Applied social Psychology, New Delhi, IGNOU.

2. Santrock, J.W., (2007). Life Span Development (3rd ed.). New Delhi, Tata McGraw-Hill.
3. Seligman, M.E.P., (2002). Authentic Happiness: Using the New Positive Psychology to Realize your Potential for Lasting Fulfillment. New York, Free Press.
4. Sriram, R. (2004). Ensuring Infant and Maternal Health in India. In J. Pattnaik (Edition.).
5. Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.
6. Singhi, P. (1999). Child Health & Well-being: Psychosocial Care Within and Beyond Hospital Walls.
7. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi, Sage.

SEMESTER – II

Generic Elective 2

HSC GE202 : APPRECIATION OF TEXTILE CRAFTS

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Recognize and appreciate the design effects in textile masterpieces of India.	PSO-5	R, An
CO2.	Understand the role of artisan and craft persons	PSO-5	U
CO3.	Identify traditional and modern textile crafts; gain skills in traditional textile craft techniques of India	PSO-5	An, Ap
CO4.	Explain cultural and economic significance of textile crafts in national economy	PSO-5	U, R

HSC GE202 : Appreciation of Textile Crafts PWC (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Topics to be covered	No. of Hours
1	Introduction to Textile Crafts: Types and classification; Craftsperson- role and responsibilities; Indigenous and contemporary textile crafts	10
2	Traditional needle craft techniques – Kashida, Kasuti, Kantha, Chikankari, Cutch work and Phulkari	10
3	Dyed, Painted and Printed Textiles - Kalamkari ,Bandhani, Ikats, Pichwais, Ajrakh, Bagru;	45
4	Woven Saris of India - Brocades, Jamdani, Baluchar, Paithani, Chanderi, Kanjeevarams; Shawls and Carpets of various centres	10
	Tutorial : Interaction with artisans, Visit to craft centre/museum; demonstration of traditional hand stitches, block printing/mud resist printing/bandhani and leharia	15
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Chattopadhyaya, K.D., (1995). Handicrafts of India. Wiley Eastern Limited, New Delhi
2. Das, Shukla, (1992). Fabric Art- Heritage of India. Abhinav Publications, New Delhi

SEMESTER – III

Generic Elective 3

HSC GE303 : CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Outline different public health challenges and distinguish preventive approaches	PSO-1	U, R
CO2.	Outline and restate nutrition policies and programmes	PSO-1	R,U
CO3.	Classify and outline different approaches for food and nutrition security	PSO-1	U, An
CO4.	Formulate low cost nutritional recipes	PSO-1,6	C

HSC GE303 : Current Concerns in Public Health Nutrition PWC (Theory: 5credits + Tutorial: 1credit)

Unit	Topics to be covered	No. of Hours
1	Nutritional problems affecting the community: Etiology, prevalence, clinical features and preventive strategies of Undernutrition (Protein energy malnutrition; Nutritional Anemia, Vitamin A Deficiency, Iodine Deficiency Disorders) and Overnutrition – obesity	30
2	Strategies for improving nutrition and health status of the community: Appropriate interventions involving different sectors such as Food , Health and Education	10
3	Nutrition Policy and Programmes: National Nutrition Policy, Integrated Child Development	25

	Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anemia, Vitamin A deficiency, Iodine Deficiency Disorders	
4	Food and Nutrition Security: Concept, components, determinants and approaches.	10
	Tutorial : Planning and evaluation of low cost nutritious recipes for vitamin A deficiency; Protein Energy Malnutrition and Anemia; conducting food demonstration; visit to an ongoing MMP	15
	TOTAL	90

Reading List :

1. Wadhwa, A. and Sharma, S., (2003). Nutrition in the Community - A Textbook. Elite Publishing House Pvt. Ltd., New Delhi.
2. Park, K., (2011). Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
3. Bamji, M.S., Krishnaswamy K. and Brahman, GNV. (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Gibney M.J., (2005). Public Health Nutrition.
5. Vir, S. (2011). Public Health Nutrition in Developing Countries, Vol 1 and 2
6. ICMR (1989). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
7. ICMR (2011). Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

SEMESTER – IV

Generic Elective 4

HSC GE404 : CHILD RIGHTS AND SOCIAL ACTION

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Describe the rights of child and role of community in protection of child rights	PSO-2	U, R
CO2.	Summarise the causes and consequences of vulnerable group	PSO-2	U
CO3.	Discuss the national and international laws related to children and Evaluate the policies and programmes for children	PSO-2	U,R, An
CO4.	Recognize and record the documentaries related to violence against children	PSO-2	R, Ap

HSC GE404 : Child Rights and Social Action PWC (Theory: 5 credits + Tutorial: 1credit)

Unit	Topics to be covered	No. of Hours
1	Introduction to Child Rights: Definitions of child and child rights, Key philosophical concepts in the discourse on child rights, Factors of exclusion - socio-economic, disability, geo-political and others, Role of family, community and child herself in protecting rights	25
2	Vulnerable Groups: Causes and Consequences, Street and working, destitute, homeless, institutionalized children; Living with: chronic illness, HIV/AIDS, disabilities; Affected by war, conflict, riots, disasters; Victims of child-trafficking,	25

	abuse, dysfunctional families Children in conflict with law	
3	Framework for Social Action: Role of state in protection of child rights; Laws for children- Indian & international; Constitutional provisions in India	20
4	National policies and programmes, Institutional & non-institutional services	5
	Tutorial : Screening of documentaries related to violence against children; lecture/workshop on Child rights and Indian and International Laws for children	15
	TOTAL	90

Reading List :

1. Bajpai, A., (2006). Child rights in India: Law, policy and practice. New Delhi, Oxford University Press.
2. Bhargava, V., (2005). Adoption in India: Policies and experiences. New Delhi, Sage.
3. Virani, (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi, Penguin
4. Weiner, M., Burra, N., Bajpai, A. (2007). Born Unfree: Child Labour, Education, and the State in India. New Delhi, Oxford University Press.

Discipline Specific Elective (DSE) (6 credits each)

SEMESTER – II

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

Discipline Specific Elective 1

HSC DSE501 : PHYSIOLOGY AND PROMOTIVE HEALTH

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the functioning of various organ systems in the human body.	PSO-1	U
CO2.	Compare the action of different hormones and the effect of their imbalances.	PSO-1	U, R, An
CO3.	Understand the reproductive system and its development.	PSO-1	U
CO4.	Acquire competence on the techniques used for identification of different pathogenic microbes.	PSO-1,6	U, Ap

HSC DSE501 : Physiology and Promotive Health PWC (Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Physiology: Cardio- Respiratory Physiology: Blood - Composition and function, Blood circulations (systemic, pulmonary, coronary and portal); Cardiac cycle, Cardiac output, Blood pressure; Structure of lungs and its function	20
2	Gastrointestinal Physiology: Structure of stomach, liver, gallbladder, pancreas and their functions; Composition, function and regulation of GI secretions.	10
3	Neuro- Endocrine Physiology: Organization of nervous system; Hormones and their functions.	10

4	Renal Physiology: Structure of kidney and its function; Human reproductive system.	15
	Practical: Compound Microscope: Use of microscope to see different cells. Blood group: Determination of blood groups; Use of Sphygmomanometer: Measurement of human blood pressure. Estimation of haemoglobin	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Ganong, W. F., (2003). Review of Medical Physiology, 21st Edition. McGraw Hill.
2. J.E. Park and K. Park (2009). Park's Textbook of Preventive and Social Medicine, 20th edition. M/s Banarsi Das Bhanot, Jabalpur.
3. Ross and Wilson (1973). Foundation of Anatomy and Physiology. Medical Division of Longman Group Ltd.
4. Yash Pal Bedi (1980). A Handbook of Social and Preventive Medicine. Atma Ram and Sons.

Discipline Specific Elective

HSC DSE501 : CHILDHOOD DISABILITY AND SOCIAL ACTION

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Identify and describe the attitude of family, school and society towards childhood disability	PSO-2	U, R

CO2.	Recognize the various classifications and characteristics of disability	PSO-2	U
CO3.	Evaluate the prevention therapy, education and management for children with disability	PSO-2,4	An
CO4.	Demonstrate and develop appropriate material for the development of children with disability	PSO-4,6	Ap, C

**HSC DSE501 : Childhood Disability and Social Action
PWC (Theory: 4 credits + Practical: 2credits)**

Unit	Topics to be covered	No. of Hours
1	Understanding Disability and Inclusion, Rights of persons with disability and UNCRPD, Perspective on disability: Individual and Social, Attitudes towards disability – family, school, society and media	12
2	Types of Disability: Identification, assessment and etiology with reference to: physical, intellectual, sensory (visual and auditory) and learning disability and autism.	28
3	Disability and Society: overview of practices and provisioning related to addressing disability in India, Prevention, therapy, education and management, families of children with disabilities	15
4	Policies and laws for the protection of individuals with disabilities	05
	Practical : Visits to Government and Private Institutions and Organizations (CGC/Schools/NGO's / hospitals); Case profile of child with disability; planning developmentally appropriate material for children with disability; Exploring sources of information	30

	about children and their families using print and audio visual media.	
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Chopra, G. (2012). Early Deterction of Disabilities and Persons with Disabilities in the Commuunity. Engage Publications, New Delhi.
2. Chopra, G. (2012). Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide. Engage Publications, New Delhi.
3. Jngira, N.K. (1997). Special Educational Needs of Children and Young Adults: An Unfinished Agenda. Sage Publications.
4. Karna, G.N. (1999). United Nations and Rights of Disabled Persons: A Study in Indian Perspective. A.P.H. Publishing Corporation, New Delhi.
5. Mangal, S.K. (2007). Exceptional Children: An Introduction to Special Education. Prentice Hall of India, New Delhi.
6. Mani, R. (1988). Physically Handicapped in India. Ashish Publishing House, Delhi
7. Mastropieri, M.A., Scruggs, T.E. (2004). The Inclusive Classroom: Strategies for Effective Instruction. Pearson, New York

SEMESTER – V

Discipline Specific Elective 2

HSC DSE502 : INDIAN TEXTILE HERITAGE

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Analyse the traditional textile arts in their historical perspective and	PSO-5	U, An

	discuss sustenance of traditional textile crafts and interventions by organisations		
CO2.	Provide an insight into the evolution and socio economic significance of khadi, handloom and handicraft sectors	PSO-5	U, R
CO3.	Indicate/illustrate care and conservation of traditional textiles	PSO-5	R, Ap
CO4.	Understand the impact of modernisation and their contemporary status on traditional textile crafts.	PSO-5	U

HSC DSE502 : Indian Textile Heritage

PWC

(Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours and products -Woven Textiles- Benaras Brocades , Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir; Embroidered Textiles- Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries; Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan , Ajarakh prints of Gujarat; Dyed textiles – Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal.	44
2	Conservation of Traditional Textiles: Factors influencing degradation of textiles, Care and storage techniques.	8
3	Status of Traditional Textiles in Modern India: Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector.	4

4	Sustenance of traditional textile crafts: Organizations working for the sustenance of textile crafts, Interventions by organizations	4
	Practical : 1. Making samples of traditional embroideries of– (i) Kshida of Kashmir (ii) Kantha of Bengal (iii) Kasuti of Karnataka (iv) Embroideries of Gurat (v) Phulakari of Punjab (vi) Chikankari of Lucknow 2. Batik and Block Printing 3. Visit to craft centres.	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Agarwal, O.P., (1977). Care and Presentation of Museum projects – II. NRL
2. Chattopadhyaya, K.D., (1995). Handicrafts of India. Wiley Eastern Limited, New Delhi
3. Das, Shukla, (1992). Fabric Art- Heritage of India. Abhinav Publications, New Delhi
4. Naik, Shailaja D. (1996). Traditional Embroideries of India. A.P.H. Publishing Corporation, New Delhi

Discipline Specific Elective

HSC DSE 502 : RESOURCES AND SUSTAINABLE DEVELOPMENT

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Able to understand sustainability and identify major sustainability challenges.	PSO-3	U
CO2.	Understanding of the carrying capacity of ecosystems as related to providing for human needs.	PSO-3	U
CO3.	Able to apply concepts of sustainable development to address sustainability challenges.	PSO-3	Ap
CO4.	Identify, and evaluate their actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.	PSO-3	R, An

HSC DSE 502 : Resources And Sustainable Development PWC (Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Introduction to concept and dimensions of sustainable development,	05
2	Major conferences and agreements of sustainable development	15
3	Millennium Development Goals (MDGs) and challenges to sustainable development – climate and global change, energy, water resources, population, economic development	25
4	Strategy for sustainability: World Conservation Strategy	30

	<p>Practical:</p> <p>(1) Experiential learning through field visit: Sewage treatment plant/ Vermicomposting unit/Air Monitoring Laboratory/ Environment Pollution Detecting Laboratory/ National parks/ Sactuaries and prepare file.</p> <p>OR</p> <p>(2) A survey related to environmental issues amongst the citizens: Data to be collected and analyzed statistically with suggestions for environmental management.</p> <p>OR</p> <p>(3) Prepare a case profile of any one Govt. or non-govt. organization that contributed to environmental protection in India.</p>	
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Ahlawat, Ajay (2019). Sustainable Development Goals: Directive Principles for Sustainable India by 2030. Notion Press, Delhi.
2. Dash, M.C. (2019). Concepts of Environmental Management for Sustainable Development. Wiley India Pvt. Ltd., Noida.
3. Goel, Sushma (2016). Textbook on Management of Resources for Sustainable Development. The Orient Blackswan, Hyderabad.
4. Rabie, Mohamed (2016). A Theory of Sustainable Sociocultural and Economic Development. The Orient Blackswan, Hyderabad.

Discipline Specific Elective 3

HSC DSE603 : BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand the objectives of design and recognize the elements and principles of design and their applications.	PSO-3	U, R
CO2.	Demonstrate competency in interior designing.	PSO-3	Ap
CO3.	Understand the significance of hospitality industry.	PSO-1,3	U
CO4.	Demonstrate competency in the use of design fundamentals as principal tools in establishing design criteria and developing the overall design process.	PSO-3	C

HSC DSE603 : Basics of Interior Design and Hospitality Management PWC (Theory: 4 credits + Practical: 2credits)

Unit	Topics to be covered	No. of Hours
1	Introduction to foundation of art and design: Objectives of design - Beauty, Functionalism and Expressiveness; Types of Design - Structural and decorative (Naturalistic, stylized, abstract and geometric); Modern and traditional design	10
2	Introduction to Elements and Principles of Design: Elements of design - Line, Shape and form, Space, Pattern, Texture, Light, Color; Principles of design - Balance, Harmony, Scale, Proportion, Rhythm, Emphasis	10

3	Introduction to components of Interior Design: Surface in Interior - wall finishes, floor finishes, ceiling finishes; Types of Furniture and furnishings; Flower arrangements	20
4	Introduction to Hospitality Industry: Importance & functions of housekeeping department in hospitality industry; Functions and management of Food Service Department	20
	Practical : Making drawing sheet on – types of lines, patterns, textures, colour, types of designs; demonstration of flower arrangement, napkin folding, table setting in restaurants & banquets.	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Andrews, S., (1982). Hotel Front Office Training Manual. Tata McGraw Hill Publishing Co. Ltd, New Delhi.
2. Andrews, S. (2000). Food and Beverage Management. Tata McGraw Hill Publishing Co. Ltd, New Delhi.
3. A. K. Bhatia, (1983). Tourism Development: Principles and Practices, 2nd Edition. Stealing Publishing Co., (Unit I-VII, IX), New Delhi.
4. Andrew, Sudhir (1985). Hotel Housekeeping - Training Manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
5. Botter and Lockart (1961). Design for you. John Willey & Sons Inc., New York.
6. Bhatt, Pranav and Goenka, Shanita (1990). The Foundation of Art and Design. Lakhani book Depot, Bombay.
7. Duncan, Miller (1949). Interior Decoration. London, The Publications, New York
8. Faulkner, Sarah and Faulkner, Ray (1960). Inside Today's Homes. Holt Rinchart and Winston Inc., New York.

9. Goldstein, H. and Goldstein, V. (1967). Art in Everyday Life. Oxford & IBH Publishing Co., New Delhi
10. Gravas, Maitland (1951). The art of Color and Design (2nd Edition). McGraw Hill books Comp. Ltd., New York.
11. Halse, Albert O., (1978). The Use of Color in Interior (2nd Ed.). McGraw Hill books Comp. Ltd., New York.
12. Rutt, Anna Hong, (1949). Home Furnishing. John Willey and Sons Inc., New York.
13. Gandotra, V., Shukul, M. and Jaiswal, N., (2010). Introduction to Interior Design and Decoration. Dominant Publishers and Distributors, Delhi.
14. Seetharaman, P, and Pannu, P., (2005). Interior Design & Decoration. CBS Publishers & Distribution, New Delhi.

Discipline Specific Elective

HSC DSE 603 : EXTENSION FOR DEVELOPMENT

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Recognize the concept of extension systems.	PSO-4	U, R
CO2.	Describe extension methods and approaches.	PSO-4	U, An
CO3.	Understand and analyse the National Developmental Programmes.	PSO-4	U, An
CO4.	Outline the relationship between communication and extension.	PSO-4	U, An

HSC DSE 603 : Extension for Development PWC (Theory: 4 credits + Practical: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Extension: Concept, goals and history; Adult learning components of Extension Extension systems - types, advantages and disadvantages	10
2	Extension Methods and Approaches: Stakeholders in development; People's participation and social mobilization in development; Leadership and extension- concept theories styles and types of leadership; Diffusion of innovation and adoption; Extension methods and approaches - classification, characteristics and selection	20
3	Development Programmes: Development issues and goals- national and international perspectives; National Development Programmes – goals, strategies, structure and achievements; Analysis of contemporary national development programmes- objectives, clients, salient features, outcomes and communication support; Behaviour Change Communication strategies in development programmes	25
4	Relationship between communication and extension; Role of extension in development	05
	Practical: Analysis of development programmes, Evaluate strategies used by development agencies for implementation of development programmes, Develop skills in planning and using individual and small group methods in extension.	30
	TOTAL	90

Practical Record: A Project File

Reading List :

1. Bhagwat, Nikhila & Pant, Alka (2014). Extension and Communication. Kalyani Publications.
2. Dale, R. (2004). Evaluating Development Programmes and Projects. Sage Publications, New Delhi.
3. Kumar & Hansra (1997). Extension Education for Human Resource Development. Concept Publishers, New Delhi.
4. Mikkelsen, Britha, (2002). Methods for Development Work and Research. Sage Publications, New Delhi.
5. Mondal, Sagar & Mishra, Om Prakash (2018). Extension Education and Rural Development. Kalyani Publications.
6. Singh, Ranjit (2015). Extension Education. Kalyani Publications

SEMESTER – VI**Discipline Specific Elective 4****HSC DSE604 : DISSERTATION/PROJECT ON TOPICS
RELATED TO THE PAPERS OF HOME SCIENCE
(Practical : 06 credits)****HSC DSE 604 : GENDER AND SOCIAL JUSTICE****COURSE OUTCOME:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Understand and appreciate gender, know the determinants and appreciate the uniqueness	PSO-2	U
CO2.	Gain insight regarding gender roles, identity and various influences on gender	PSO-2	U
CO3.	Understand and recognize atrocities meted out to girl child and women in our society.	PSO-2	U, R

CO4.	Familiarize and utilize the laws, policies and programmes for protection and empowerment of females in all age group.	PSO-2	R, Ap
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HSC DSE 604 : Gender and Social Justice PWC (Theory: 5 credits + Tutorial: 1credit)		
Unit	Topics to be covered	No. of Hours
1	Understanding Gender: Sex and gender; Masculinity and femininity; Biological and cultural determinants of being male and female	18
2	Social Construction of Gender: Socialization for gender, Gender roles, stereotypes and identity; influences on gender, mythology, literature, work, media, popular culture and caste	20
3	The girl child and women in India: Demographic profile; status of health, nutrition and education; Female foeticide, infanticide and violence against Women	18
4	Gender Justice: Women's movement in India; Laws, policies and programmes for female children and women.	19
	Tutorial: Group discussion on - atrocities towards women and girl child, role of media in empowerment/ discrimination of women and girl child; Laws and gender justice.	15
	TOTAL	90

Reading List :

1. Chawla Monica (2006). Gender Justice: Women and Law in India. Deep & Deep Publications.
2. Gupta K. Vijay (2009). Women, Social Justice and Human Rights. M.D. Publications Pvt. Ltd., New Delhi.

3. Kantaria, Kanta & Parihar, Mahesh (2017). Women Empowerment Gender Equality and Social Justice. Books Treasure,
4. Menon, N. (2008): Issues in contemporary Indian feminism. New Delhi: Sage
5. Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage
6. Saika, N. (2008), Indian Women: A socio-legal perspective. New Delhi: Serials publications.

Ability Enhancement Compulsory Courses (AECC)

English (2 Credits)

“AECC” courses are the courses based upon the content that leads to Knowledge enhancement; i. English/Hindi communication, ii. Environmental Science

SEMESTER – I

COURSE OUTCOME:

On completion of the course, the students will be able to:

- CO1.** Communicate effectively using the techniques in the area of spoken as well as written communication.
- CO2.** Hone their LSRW skills within their communication.
- CO3.** Design and answer job interview questions
- CO4.** Demonstrate the ability to craft professional messages that are clear yet courteous.

ENG AEC101 : English Communication PWC (Theory :2 credits)		
Unit	Topics to be covered	No. of Hours
1	Communication (a) Definition of Communication (b) Stages of Communication (c) Barriers of Communication (d) Verbal and Non-verbal Communication	5

	(e) Skills of Communication – Listening, Reading, Writing, Speaking	
2	Listening Skill (a) Meaning and Importance of Listening (b) Principles of Good listening	5
3	Writing Skills (a) Notice, Agenda, Minutes of the meeting (b) Report writing, Circulars (c) Writing Resume (d) Building vocabulary	15
4	Speaking Skill (a) Interview (b) Meeting (c) Situational Conversation	5
	TOTAL	30

Suggested Readings:

1. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

SEMESTER – I

HINAECC101 – हिन्दी-व्याकरण और सम्प्रेषण

परिणाम:

1. विभिन्न प्रतियोगी परीक्षाओं के लिए तैयार करना।
2. सम्प्रेषण-क्षमता की वृद्धि करना।
3. कार्यालयी-पत्र लेखन की क्षमता विकसित करना।
4. हिन्दी के व्याकरणिक एवं सैद्धांतिक स्वरूप की जानकारी हासिल करना।

HINAECC101 PWC हिन्दी व्याकरण और सम्प्रेषण (Theory: 2 credits)		
Unit	Topics to be covered	No. of hours
1	हिन्दी व्याकरण और रचना : संज्ञा, सर्वनाम, विशेषण, क्रिया, अव्यय, उपसर्ग, प्रत्यय, समास, सन्धि, पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, मुहावरे एवं लोकोक्तियाँ, पल्लवन, संक्षेपण, शब्द शुद्धि, वाक्य शुद्धि, विविध प्रकार के पत्र-लेखन	15
2	सम्प्रेषण: भाषिक सम्प्रेषण : स्वरूप और सिद्धांत, संप्रेषण की अवधारणा और महत्व, संप्रेषण की प्रक्रिया, संप्रेषण के विभिन्न मॉडल, संप्रेषण की चुनौतियाँ	05
3	सम्प्रेषण के प्रकार : मौखिक और लिखित, वैयक्तिक और सामाजिक, व्यावसायिक, भ्रामक संप्रेषण, संप्रेषण बाधाएँ और रणनीति	05
4	सम्प्रेषण के माध्यम : एकालाप, संवाद, सामूहिक चर्चा, प्रभावी संप्रेषण	05
	TOTAL	30

SEMESTER – II

EVS AEC 202 : ENVIRONMENTAL SCIENCE

COURSE OUTCOME:

After completion of the course, the students will be able to:

- CO1.** Understand multidisciplinary nature of environmental studies.
- CO2.** Understand the concept and types of natural resources and environmental pollution.
- CO3.** Evaluate the anomalies created due to haphazard population growth and its impact on environment.
- CO4.** Understand about the organizations, conventions and legislations working on mitigation of environmental issues.

EVS AEC 202 : Environmental Science (2 Credits) PWC		
Unit	Topics to be covered	No. of Hours
1	(a) Multidisciplinary Nature of Environmental Studies: Definition, Scope and Importance. (b) Concept of Ecosystem: - Components, Elementary Idea of Major Ecosystem:	07
2	(a) Natural Resources : Land, Water, Forest And Mineral Resources : Introduction; Earth's Resources and Man; Renewable and Non-Renewable Resources ; Natural Resources and Associated Problems ; Non-Renewable Resources ; Renewable Resources ; Non-Renewable Energy; Renewable Energy, Conservation of Natural Resources (b) Biodiversity and its conservation: Hotspots and threats to Biodiversity : Biodiversity ; Definition ; Keystone Species ; Conservation of Biodiversity ; Methods For The Conservation of Wildlife ; Hot Spots ; Types of	10

	<p>Biodiversity ; Genetic, Species and Ecosystem Diversity, Threats to Biodiversity ; Endangered And Endemic Species ; Conservation of Biodiversity: In Situ And Ex-Situ ; Wildlife Sanctuaries and National Parks of India ; The Need for An Integrated Protected Area System (IPAS) ;; Beej Bachao Andolan ; List of Biosphere Reserves in India ; Tiger Reserves in India.</p>	
3	<p>Environmental Pollution:</p> <p>(a) Causes, Effects, and Control Measures ; Types and sources of Pollution.</p> <p>(i) Air Pollution ; Sources of air pollution and its impact on human health.</p> <p>(ii) Water Pollution and contamination: Introduction, Types and sources; Classification of Water Pollutants. Impact on human health</p> <p>(iii) Soil Pollution : Introduction: Contaminants and Degradation; Impact on human health.</p> <p>(iv) Noise Pollution: Effects of Noise Pollution on Physical Health; Permitted Noise Levels; Noise-Control Techniques. Impact on human health.</p> <p>(b) Public Awareness about Greenhouse Effects; Acid Rain; Effects; Ozone Layer Depletion, Ganga Action Plan (GAP); Chipko Movement; Chernobyl disaster; Bhopal Gas Tragedy.</p> <p>(c) Environment and Human Health: Outcome of Unhygienic Environmental Conditions</p>	05
4	<p>Human Population and Environment and Important Organizations:</p> <p>(a) Population Growth, Variation Among Nations : Global Population Growth ;</p>	08

	<p>Population Explosion – Family Welfare Program ; Urban Poverty and The Environment ; Environment and Human Health ; Environmental Health ; Examples of Linkages ; Definition of Health Impact Assessment (HIA) by WHO ; Climate and Health ; Infectious Diseases; Water borne and water related diseases, Mitigation Strategies to control adverse health impact, Role of Information Technology in Environment and Human Health.</p> <p>(b) Important Organizations: IUCN ; WWF ; BNHS ; PETA; Important Dates and Years; Some Important Environmental Conventions ; Atmospheric conventions ; Biodiversity conventions ; Land conventions ; Hazardous wastes ; Some important Acts and Notifications in India ; Environment Action Programme – India (EAP) ; Environment Protection Act ; Penalties ; Air (Prevention and Control of Pollution) Act 1981 ; Penalties ; Water (Prevention and control of Pollution) Act ; Penalties ; Wildlife Protection Act ; Penalties ; Forest Conservation Act ; Penalties ; Issues involved in enforcement of environmental legislation.</p>	
	TOTAL	30

Reading List :

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani Publications, Ludhiana.
2. UNEP, 2007: *Global Environment Outlook: GEO4: Environment for Development*, United Nations Environment Programme
3. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Cengage Learning India.
4. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan. Allahabad.
5. Baskar Sushmita and Baskar R. 2007 : *Environmental studies for Undergraduate Courses*, Unicorn Books, Bangalore

Skill Enhancement Course (SEC) (2Credits)

SEMESTER – III

Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

COURSE OUTCOME:

After completion of the course, the students will be able to:

- CO1.** Develop Inter-religious harmony & better understanding of other religions.
- CO2.** Interpret the different religions of the world.
- CO3.** Identify the common elements that bind different religions together.
- CO4.** Acquaint with the salient features of different religions.

IRS SEC301 : Inter-Religious Studies (Value Based) (02credits) PWC		
Unit	Topics to be covered	No. of Hours
1	Nature and Need of Inter-Religious study, Scope of Comparative Religion.	05
2	Salient Features of Hinduism, Jainism and Buddhism, Salient Features of Christianity, Islam and Sikhism.	10
3	Similarities and Differences among Religions, Conflicting Truth claims of different religions and inter-religious Harmony.	10
4	Religious Tolerance, Secularism.	05
	TOTAL	30

Reading List :

1. Chaudhary, C. Neeraj (1979). "Hinduism", B.I. Publication, New Delhi.

2. Devraj,N.K.,(1917)-“Hinduism and Christianity”Asian Publishing House.
3. Gordh, Geo rge, -“Christian Faith and its Cultural Exoperssion”, Printed in USA.
4. Hick, John,- “Philosophy of Religion”, Prentice Hall of India.
5. Hopfe, M.Lewis(1983)- “Religion of the World”, Macmillan Publishing Co. Inc, New York
6. Masih,Y. (1990)- “Comparitive study of Relgion”,Motilal Banarasidass.
7. Sethi,S. Arijit, Pummer, Reinhard, (1979)-“Comparitive Religion”, Vikas Publishing House pvt. ltd, Delhi.
8. Singh, B.N.,(1994)-“Vishwa Dharma Darshan ki Samasyain”, Ratna Printing Works.
9. Tiwari, Nath Kedar,(1983)-“Comparative Religion”, Motilal Banarasidass.
10. Ward, CHS (1998) – ‘Early Buddhism”, Caxton Publication, Delhi.

SEMESTER – IV

Skill Enhancement Course 2

HSC SEC402 : NGO MANAGEMENT & CSR

COURSE OUTCOME:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO1.	Describe and represent concept of NGO	PSO-3	R, U
CO2.	Illustrate Start up of NGO	PSO-3,6	U, An
CO3.	Know management of NGO and learn the importance of resource mobilization and documentation	PSO-3	U, R
CO4.	Classify problems of NGO	PSO-3	U

HSC SEC402 : NGO Management & CSR PWC (Theory: 2credits)		
Unit	Topics to be covered	No. of Hours
1	Concept of NGO: Meaning of NGO and GO, Difference between Government Organizations and NGO, Characteristics of good NGO, Structure of NGO, Functions of NGO, Historical Perspective of NGO, Advantages of NGO	10
2	Starting of NGO: Steps for starting NGO, Registration of NGO, Selection of Personnel, Training of Personnel, Proposal writing under NGO, Identifying Funding agencies, Resource Mobilization.	10
3	Planning, implementation and Evaluation strategy under NGO, Documentation, PR in NGO.	5
4	Problems of NGO: Training, Recruitment, Funding, Resource Mobilization, Documentation	5
	TOTAL	30

Reading List :

1. S. Chandra, (2003). Guidelines for NGO Management in India. Kanishka Distributors, New Delhi
2. D. Lewis, (2001). Management of Non Governmental Development Organization, 2nd Edition. Routledge, Newyork.
3. A. Abraham, (2003). Formation and Management of NGOs, 3rd Edition. Universal Law Publishing Co. Pvt Ltd., New Delhi.
4. Sundar, P., (2013). Business and Community: The Story of Corporate Social Responsibility in India. New Delhi, Sage Publication.
5. Aggarwal, S., (2008). Corporate Social Responsibility in India. Sage publication Pvt. Ltd.

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