

# University of Mumbai

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विद्याविषयक प्राधिकरणे  
सभा आणि सेवा विभाग(ए.ए.एम.एम)  
रूम नं. १२८ एम.जी.रोड, फोर्ट,  
मुंबई - ४०० ०३२  
टेलिफोन नं - ०२२ - ६८३२०३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी  
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क.वि.प्रा.स.से./आयसीडी/२०२५-२६/१३२

दिनांक : १० ऑक्टोबर, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक १९ ऑगस्ट, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२  
१० ऑक्टोबर, २०२५

  
(डॉ. प्रसाद कारडे)  
कुलसचिव

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
4	The Deputy Registrar, Appointment Unit, Vidyanagari <a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>
5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a> He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
12	The Deputy Registrars, Finance & Accounts Section, fort <a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>
13	The Deputy Registrar, Election Section, Fort <a href="mailto:drelection@election.mu.ac.in">drelection@election.mu.ac.in</a>
14	The Assistant Registrar, Administrative Sub-Campus Thane, <a href="mailto:thanesubcampus@mu.ac.in">thanesubcampus@mu.ac.in</a>
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, <a href="mailto:ar.seask@mu.ac.in">ar.seask@mu.ac.in</a>
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, <a href="mailto:ratnagirisubcentar@gmail.com">ratnagirisubcentar@gmail.com</a>
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, <a href="mailto:director@idol.mu.ac.in">director@idol.mu.ac.in</a>
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha <a href="mailto:pinkumanno@gmail.com">pinkumanno@gmail.com</a>
19	Director, Department of Lifelong Learning and Extension (DLLE), <a href="mailto:dlleuniversityofmumbai@gmail.com">dlleuniversityofmumbai@gmail.com</a>

<b>Copy for information :-</b>	
1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

**To,**

1	The Chairman, Board of Deans <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
2	<p><b>Faculty of Humanities,</b></p> <p><b>Offg. Dean</b></p> <p>1. Prof.Anil Singh <a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prof.Manisha Karne <a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a></p> <p>3. Dr.Suchitra Naik <a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a></p> <p><b>Faculty of Commerce &amp; Management,</b></p> <p><b>Offg. Dean,</b></p> <p>1 Prin.Ravindra Bambardekar <a href="mailto:principal@model-college.edu.in">principal@model-college.edu.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Dr.Kavita Laghate <a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a></p> <p>3. Dr.Ravikant Balkrishna Sangurde <a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a></p> <p>4. Prin.Kishori Bhagat <a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a></p>

	<p><b>Faculty of Science &amp; Technology</b></p> <p><b>Offg. Dean</b></p> <p>1. Prof. Shivram Garje  <a href="mailto:ssgarje@chem.mu.ac.in">ssgarje@chem.mu.ac.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Dr. Madhav R. Rajwade  <a href="mailto:Madhavr64@gmail.com">Madhavr64@gmail.com</a></p> <p>3. Prin. Deven Shah  <a href="mailto:sir.deven@gmail.com">sir.deven@gmail.com</a></p>
	<p><b>Faculty of Inter-Disciplinary Studies,</b></p> <p><b>Offg. Dean</b></p> <p>1. Dr. Anil K. Singh  <a href="mailto:aksingh@trcl.org.in">aksingh@trcl.org.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo  <a href="mailto:cachakradeo@gmail.com">cachakradeo@gmail.com</a></p> <p>3. Dr. Kunal Ingle  <a href="mailto:drkunalingle@gmail.com">drkunalingle@gmail.com</a></p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in">dsd@mu.ac.in</a> <b>DSW</b> <a href="mailto:direcotr@dsw.mu.ac.in">direcotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

As Per NEP 2020

# University of Mumbai



## Syllabus for Major Vertical – 1 & 4

<b>Name of the Programme – B.Sc. (Home Science)</b>		
<b>Faulty of Interdisciplinary</b>		
<b>Board of Studies in Home Science</b>		
<b>U.G. Second Year Programme</b>	<b>Exit Degree</b>	<b>U.G. Diploma Home Science - Foods Nutrition and Dietetics</b>
<b>Semester</b>	<b>III &amp; IV</b>	
<b>From the Academic Year</b>	<b>2025-26</b>	

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	<b>B.Sc. (Home Science)</b>
2	Exit Degree	<b>U.G. Diploma Home Science - Foods Nutrition and Dietetics</b>
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	<b>40%</b>
5	Credit Structure R. IMU-535C R. IMU-535D	<b>Attached herewith</b>
6	Semesters	<b>Sem. III &amp; IV</b>
7	Program Academic Level	<b>5.00</b>
8	Pattern	<b>Semester</b>
9	Status	<b>New</b>
10	To be implemented from Academic Year	<b>2025-26</b>

Sd/-

Sign of the BOS  
Chairman  
Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science

Sd/-

Sign of the  
Offg. Associate  
Dean  
Dr. C.A.Chakradeo  
Faculty of  
Interdisciplinary  
Studies

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Sign of the  
Offg. Associate Dean  
Dr. Kunal Ingle  
Faculty of  
Interdisciplinary  
Studies

Sd/-

Sign of the  
Offg. Dean  
Prof. A. K. Singh  
Faculty of  
Interdisciplinary  
Studies



		(2 cr)								
<b>Cum Cr.</b>		28		10	12	6+6	8+4+2	8+4	88	
<b>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b>										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CE – Continuing Education Program, CC – Co-Curricular, RP – Research Project ]

**Sem. - III**

# **Vertical – 1 Major**

**Syllabus**  
**B.Sc. (Home Science)**  
**(Sem.- III)**

**Title of Paper Nutritional Biochemistry I**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Nutritional Biochemistry I</b> This course provides an understanding of the fundamental concepts in cell membrane and metabolism of nutrients, describing the various biochemical pathways in health and disease. It enables the learners to Analyze the role of metabolic or biochemical reactions in maintaining homeostasis and in evaluating the biochemical changes in blood parameters, physiological and clinical signs and symptoms related to disease diagnosis
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>400 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b>  <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Acquire knowledge of various fundamental concepts in cell membrane structure, movements of substances across cell membrane and metabolism.</li> <li>2. Outline the different metabolic pathways in carbohydrate and protein metabolism and the role of the enzymes in the biochemical reactions</li> <li>3. Compare the metabolic processes in health and disease with reference to carbohydrate and protein</li> <li>4. Analyze the relation of biochemical reactions as a component of human nutrition.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )****Course Outcomes****At the successful completion of the course, the learner will be able to:**

<b>CO1</b>	Understand fundamental concepts in cell membrane and metabolism
<b>CO2</b>	Describe the metabolism of nutrients
<b>CO3</b>	Differentiate between various biochemical pathways in health and disease
<b>CO4</b>	Analyze the role of metabolic or biochemical reactions in maintaining homeostasis
<b>CO5</b>	Evaluate the biochemical changes in blood parameters, physiological and clinical signs and symptoms related to disease diagnosis

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****I. Cell membrane structure and transport mechanism across cell membrane (Passive and active)****II. Carbohydrates:**

- i. Types of chemical bonds, significance of asymmetric C atom (isomerism)
- ii. Classification of carbohydrates:
  - Monosaccharides - reactions of glucose (oxidation, reduction, enediol formation)
  - Disaccharides: structure and properties
  - Oligosaccharides: structure and properties
  - Polysaccharides: Homoglycans and Heteroglycans (structure of starch and cellulose only)
- iii. Carbohydrate Metabolism: Reactions of EMP, TCA (with structures), HMP, Cori's cycle, Gluconeogenesis (no structures), Glycogen metabolism (no structures), Galactose and fructose metabolism
- iv. Blood Glucose Homeostasis
- v. Disorders of carbohydrate metabolism

**III. Energy rich compounds: ATP, Creatine phosphate, Oxidative phosphorylation, Electron Transport Chain****Module 2: 15 Hours****I. Protein Chemistry**

- i. Classification of amino acids, classification of proteins (both based on structure and function)
- ii. Protein structure: four levels of protein organization, bond stabilizing the structure, structure of  $\alpha$ -helical and  $\beta$ -pleated sheet.
- iii. Amino Acid metabolism (general reactions of amino acids)- Transamination, deamination, transamidation and decarboxylation.
- iv. Detoxification of  $\text{NH}_3$ : Krebs-Hensleit cycle
- v. Inborn errors of phenylalanine, tyrosine, branched chain amino acids and tryptophan metabolism
- vi. Protein degradation: lysosomal, ubiquitin and proteasome system (an overview)

**II. Enzyme Chemistry**

- i. Definition and classification IUB (up to 1 digit) of enzyme, enzyme specificity, turnover number Definition of Holoenzyme, Coenzyme, cofactor, Allosteric site, active site, prosthetic group, isoenzyme
- ii. Units to measure enzyme activity: Katal, IU

- iii. Factors affecting enzyme activity
- iv. Definition of  $K_m$  and significance
- v. Enzyme inhibition

**10 & 11 Text Books & Reference Books:**

1. Berg, Jeremy Mark, Tymoczko, John L and Stryer. (2002). *Biochemistry 5th Ed.* New York. W.H. Freeman and Co.
2. Brody Tom. (2004). *Nutritional Biochemistry 2nd Ed.* New Delhi. Elsevier/Reed. Elsevier. India Pvt. Ltd. Chatterjee, M.N. Shinde and Rana. (2012). *Textbook of Medical Biochemistry, 8th Ed.* New Delhi, Jaypee Brothers. Medical Publisher.
3. Dandekar Sucheta P. (2002). *Medical Biochemistry (Prep Manual for U.G.) 2nd Ed.* New Delhi B-1 Churchill Livingstone Pvt. Ltd.
4. David L. N., Michael M. C., (2013) *Lehninger Principles of Biochemistry 6th Ed.* W. H. Freeman and Co.
5. Rastogi, S. C. *Biochemistry.* 4th ed. New Age International Publishers, 2019.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal  
and External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem.- III)

**Title of Paper Food Microbiology**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Food Microbiology</b>  This course provides a foundational understanding of the role of microorganisms in the food industry, covering both their beneficial applications and their role in food spoilage and safety concerns. Learners will explore major microbial groups—including bacteria, fungi, algae, protozoa, and viruses—focusing on their classification, morphology, growth requirements, and reproduction. The course also examines intrinsic and extrinsic factors affecting microbial growth in foods, such as pH, moisture, temperature, and storage conditions. Key topics include microbial contamination and spoilage in various food groups like cereals, fruits, vegetables, milk, meat, fish, poultry, and processed foods. Additionally, the course highlights foodborne illnesses, their causative pathogens, common sources, symptoms, and essential preventive measures to ensure food safety and public health.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

7	<p><b>Course Objectives:</b> ( List some of the course objectives )</p> <p><b>The course enables learners to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the major groups of microorganisms relevant to food systems.</li> <li>2. Analyse the intrinsic and extrinsic factors affecting microbial growth in foods.</li> <li>3. Identify sources and types of microbial contamination in various food products.</li> <li>4. Describe food spoilage mechanisms and foodborne illnesses caused by microorganisms and recommend prevention and control strategies to ensure food safety.</li> </ol>																
8	<p><b>Course Outcomes:</b> ( List some of the course outcomes )</p> <table border="1" data-bbox="180 422 1388 848"> <tr> <th colspan="2" data-bbox="180 422 1388 470">Course Outcomes</th> </tr> <tr> <th colspan="2" data-bbox="180 470 1388 512">At the successful completion of the course, the learner will be able to:</th> </tr> <tr> <td data-bbox="180 512 277 590">CO1</td> <td data-bbox="277 512 1388 590">Describe the classification, morphology, and reproduction of major microbial groups (bacteria, fungi, algae, protozoa, viruses).</td> </tr> <tr> <td data-bbox="180 590 277 632">CO2</td> <td data-bbox="277 590 1388 632">Explain growth requirements and beneficial roles of microbes in the food industry.</td> </tr> <tr> <td data-bbox="180 632 277 674">CO3</td> <td data-bbox="277 632 1388 674">Apply knowledge of microbial growth to predict spoilage in various foods.</td> </tr> <tr> <td data-bbox="180 674 277 758">CO4</td> <td data-bbox="277 674 1388 758">Analyze the interaction between food composition and storage conditions in relation to contamination and microbial spoilage.</td> </tr> <tr> <td data-bbox="180 758 277 800">CO5</td> <td data-bbox="277 758 1388 800">Assess the risk of foodborne illness outbreaks from common pathogens.</td> </tr> <tr> <td data-bbox="180 800 277 848">CO6</td> <td data-bbox="277 800 1388 848">Develop a food safety management plan for prevention of foodborne illness.</td> </tr> </table>	Course Outcomes		At the successful completion of the course, the learner will be able to:		CO1	Describe the classification, morphology, and reproduction of major microbial groups (bacteria, fungi, algae, protozoa, viruses).	CO2	Explain growth requirements and beneficial roles of microbes in the food industry.	CO3	Apply knowledge of microbial growth to predict spoilage in various foods.	CO4	Analyze the interaction between food composition and storage conditions in relation to contamination and microbial spoilage.	CO5	Assess the risk of foodborne illness outbreaks from common pathogens.	CO6	Develop a food safety management plan for prevention of foodborne illness.
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9	<p><b>Modules:-</b> Per credit One module can be created</p> <table border="1" data-bbox="164 932 1404 1913"> <tr> <td data-bbox="164 932 613 1016"><b>Module 1:</b></td> <td data-bbox="613 932 1404 1016"><b>15 Hours</b></td> </tr> <tr> <td colspan="2" data-bbox="164 1016 1404 1444"> <p><b>I. Major groups of microorganisms- Bacteria, Fungi (Yeast &amp; Molds), Algae, Protozoa and Viruses.</b></p> <ol style="list-style-type: none"> <li>i. Classification and Morphology</li> <li>ii. Reproduction and growth requirements</li> <li>iii. Beneficial roles in food industry</li> </ol> <p><b>II. Intrinsic and extrinsic parameters of foods that affect microbial growth</b></p> <ol style="list-style-type: none"> <li>i. Intrinsic factors: pH, moisture content, oxidation-reduction potential, nutrient content, antimicrobial constituents and biological structures.</li> <li>ii. Extrinsic factors: Temperature of storage, relative humidity of environment, presence and concentration of gases in the environment</li> <li>iii. Other factors</li> </ol> </td> </tr> <tr> <td data-bbox="164 1444 613 1528"><b>Module 2:</b></td> <td data-bbox="613 1444 1404 1528"><b>15 Hours</b></td> </tr> <tr> <td colspan="2" data-bbox="164 1528 1404 1913"> <p><b>I. Contamination of foods, Microbial flora, spoilage, sources, characteristics in the following foods and their products</b></p> <ol style="list-style-type: none"> <li>i. Cereals and pulses,</li> <li>ii. Fruits and vegetables</li> <li>iii. Milk, Meat, Fish &amp; Poultry</li> <li>iv. Processed and Convenience foods</li> </ol> <p><b>II. Foodborne Illness</b></p> <ol style="list-style-type: none"> <li>i. Definition</li> <li>ii. Foodborne pathogens of bacterial, fungal and viral origin- Disease caused, toxins produced, transmission, common food sources and symptoms.</li> </ol> </td> </tr> </table>	<b>Module 1:</b>	<b>15 Hours</b>	<p><b>I. Major groups of microorganisms- Bacteria, Fungi (Yeast &amp; Molds), Algae, Protozoa and Viruses.</b></p> <ol style="list-style-type: none"> <li>i. Classification and Morphology</li> <li>ii. Reproduction and growth requirements</li> <li>iii. Beneficial roles in food industry</li> </ol> <p><b>II. Intrinsic and extrinsic parameters of foods that affect microbial growth</b></p> <ol style="list-style-type: none"> <li>i. Intrinsic factors: pH, moisture content, oxidation-reduction potential, nutrient content, antimicrobial constituents and biological structures.</li> <li>ii. Extrinsic factors: Temperature of storage, relative humidity of environment, presence and concentration of gases in the environment</li> <li>iii. Other factors</li> </ol>		<b>Module 2:</b>	<b>15 Hours</b>	<p><b>I. Contamination of foods, Microbial flora, spoilage, sources, characteristics in the following foods and their products</b></p> <ol style="list-style-type: none"> <li>i. Cereals and pulses,</li> <li>ii. Fruits and vegetables</li> <li>iii. Milk, Meat, Fish &amp; Poultry</li> <li>iv. Processed and Convenience foods</li> </ol> <p><b>II. Foodborne Illness</b></p> <ol style="list-style-type: none"> <li>i. Definition</li> <li>ii. Foodborne pathogens of bacterial, fungal and viral origin- Disease caused, toxins produced, transmission, common food sources and symptoms.</li> </ol>									
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<p><b>I. Major groups of microorganisms- Bacteria, Fungi (Yeast &amp; Molds), Algae, Protozoa and Viruses.</b></p> <ol style="list-style-type: none"> <li>i. Classification and Morphology</li> <li>ii. Reproduction and growth requirements</li> <li>iii. Beneficial roles in food industry</li> </ol> <p><b>II. Intrinsic and extrinsic parameters of foods that affect microbial growth</b></p> <ol style="list-style-type: none"> <li>i. Intrinsic factors: pH, moisture content, oxidation-reduction potential, nutrient content, antimicrobial constituents and biological structures.</li> <li>ii. Extrinsic factors: Temperature of storage, relative humidity of environment, presence and concentration of gases in the environment</li> <li>iii. Other factors</li> </ol>																	
<b>Module 2:</b>	<b>15 Hours</b>																
<p><b>I. Contamination of foods, Microbial flora, spoilage, sources, characteristics in the following foods and their products</b></p> <ol style="list-style-type: none"> <li>i. Cereals and pulses,</li> <li>ii. Fruits and vegetables</li> <li>iii. Milk, Meat, Fish &amp; Poultry</li> <li>iv. Processed and Convenience foods</li> </ol> <p><b>II. Foodborne Illness</b></p> <ol style="list-style-type: none"> <li>i. Definition</li> <li>ii. Foodborne pathogens of bacterial, fungal and viral origin- Disease caused, toxins produced, transmission, common food sources and symptoms.</li> </ol>																	

iii. Key measures for prevention

**10 & 11 Text Books & Reference Books:**

1. Adams, M. R., & Moss, M. O. (2015). *Food Microbiology* (3rd ed.). The Royal Society of Chemistry.
2. Frazier, W. C., & Westhoff, D. C. (1998). *Food Microbiology*. New Delhi: Tata McGraw-Hill.
3. James, M. J. (2000). *Modern Food Microbiology* (4th ed.). New Delhi: S. K. Jain for C.B.S. Publishers and Distributors.
4. Manay, N. S., & Shadaksharaswamy, M. (2023). *Food Facts and Principles*. New Delhi: New Age International Ltd. Publishers.
5. Pelczar, M. J., Reid, R. D., & Chan, E. C. S. (2023). *Microbiology*. New Delhi: Tata McGraw-Hill.
6. Potter, N. N., & Hotchkiss, J. H. (2012). *Food Science* (5th ed.). Springer.

**12 Internal Continuous Assessment: 40%** **External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem.- III)

**Title of Paper Nutrition in Adulthood, Pregnancy and Lactation**

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Nutrition in Adulthood, Pregnancy and Lactation</b> This course offers a detailed understanding of nutritional needs during key life stages—adulthood, pregnancy, and lactation. It covers the role of balanced nutrition in maintaining health and preventing chronic diseases in adults, as well as the critical dietary requirements for supporting maternal health, fetal development, and optimal lactation outcomes. Learners will explore practical dietary strategies, nutrient rich meal plans and guidelines and nutritional and lifestyle interventions to ensure well-being across these vital phases of life.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Understand and explain physiological changes and nutritional needs in adulthood, pregnancy and lactation.</li> <li>2. Identify the factors influencing food habits across the life cycle stages in adulthood.</li> <li>3. Understand the significance of lifestyle habits in health promotion in adulthood, pregnancy and lactation.</li> <li>4. Critically analyse the impact of lifestyle, societal, and physiological factors on nutritional adequacy and common health issues across adulthood including stages of pregnancy and lactation.</li> <li>5. Develop practical nutritional and lifestyle strategies and meal plans to promote health and prevent nutrition-related issues throughout stages of adulthood.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )****Course Outcomes****At the successful completion of the course, the student will be able to:**

<b>CO1</b>	Understand, define and list, key physiological changes and nutritional requirements across adulthood, pregnancy and lactation.
<b>CO2</b>	Explain health promoting strategies of meal planning across the adulthood stages.
<b>CO3</b>	Demonstrate an understanding of the importance and applications of, correct lifestyle choices in health promotion across adulthood stages, including pregnancy and lactation.
<b>CO4</b>	Apply knowledge of dietary guidelines to address specific health and nutritional challenges across stages of adulthood, pregnancy and lactation.
<b>CO5</b>	Assess the effectiveness of existing eating patterns to meet the nutritional requirements in adulthood, pregnancy and lactation.
<b>CO6</b>	Create sustainable, culturally appropriate nutritional and lifestyle strategies to improve health in adulthood stages, pregnancy and lactation.

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****Nutrition in Adulthood**

- i. Overview of concepts of Balanced Diet, recommended dietary allowances and the Food Guide Pyramid.
- ii. Physiological changes, nutritional requirements, lifestyle recommendations and common health issues in adulthood
- iii. Nutrition concepts for preventive nutrition and lifestyle plan for the adult  
Factors affecting meal planning and planning of a healthy meal for the individual and families

**Module 2: 15 Hours****Nutrition in Pregnancy and Lactation**

- I. Nutrition in Pregnancy
  - i. Physiological changes in pregnancy
  - ii. Nutritional requirements in pregnancy
  - iii. Lifestyle recommendations and common health issues and complications in pregnancy.
  
- II. Nutrition during Lactation
  - i. Lactation physiology
  - ii. Physiological changes during lactation
  - iii. Benefits of breastfeeding and optimum breastfeeding practices.
  - iv. Nutritional requirements and lifestyle recommendations for the Lactating woman
  - v. Common health issues in lactating mothers

**1 Text Books & Reference Books:**

1. Agostoni C.(ed) and Brunser O. (ed). (2007). *Issues in Complementary Feeding* (Nestle Nutrition Workshop Series-Pediatric Programme, vol 60). Nestec Ltd./ S. Karger Ag.: Vevey. (Switzerland).
2. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
3. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leonberg, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
4. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
5. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
6. Mudambi R and Rajagopal M.V. (2012). *Fundamentals of Foods, Nutrition and Diet Therapy*. New Age International: New Delhi.
7. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
8. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
9. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
10. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1 Internal Continuous Assessment: 40%**

**2**

**External, Semester End Examination 60%  
Individual Passing in Internal and External  
Examination**

**1 Continuous Evaluation through:**

**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem.- III)

## Title of Paper Meal Planning for Health

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Meal Planning for Health</b> This course provides a basic comprehension of the meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages. It enables the learners to examine the dietary needs of different age groups and life stages preventing common nutritional problems and diseases and disorders caused due to nutrient deficiencies. It trains learners to develop appropriate recipes and meal plans for various life cycle stages.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>400 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> The course enables learners to: <ol style="list-style-type: none"> <li>1. Understand the fundamentals of meal planning and the factors influencing meal planning.</li> <li>2. Analyze the nutritional needs of the members of the family based on the life cycle stages</li> <li>3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans.</li> <li>4. Assess and select recipes for their nutritional content for various life cycle stages and to ensure optimal nutrient availability.</li> <li>5. Reflect on community and cultural food choices and incorporate it into meal plans.</li> <li>6. Design and create nourishing meal plans across life cycle stages and for ensuring adequacy of specific nutrients.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, the learner will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages.
<b>CO 2</b>	Examine the dietary needs of different age groups and life stages
<b>CO3</b>	Understand the role of proper meal planning in preventing common nutritional problems and diseases at different life stages as well as disorders due o nutrient deficiencies.
<b>CO 4</b>	Analyze the nutritional and lifestyle requirements in relation to the physiological needs of a particular life cycle stage.
<b>CO 5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for various life cycle stages focusing on their specific nutritional requirements and ;for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Introduction to Meal Planning, Nutrition in Adulthood and Nutrient Focused Recipes and Meal Plans**

**I. Introduction to Meal Planning**

- i. Meaning and importance of meal planning, use of basic food groups, meal patterns and food selection according to different activities & socio economic levels
- ii. Application of exchange lists and Indian Food Composition Tables in meal planning
- iii. Introduction into different life cycle stages requirements

**II. Focused Nutrient Dense Recipes and Meal Plans**

- i. Protein
- ii. Omega 3
- iii. Fiber
- iv. Calcium
- v. Iron
- vi. Vitamin A
- vii. Vitamin C
- viii. B Complex Vitamins
- ix. Other key nutrients - Overview

**III. Meal Planning, recipe selection and meal preparation for adult men and women – with focus across body frames, activity levels (Heavy, moderate and sedentary workers) and life and professional situations**

**IV. Meal Planning, recipe selection and meal preparation for pregnant and lactating mothers – with special focus on meal plans across the three trimesters**

- i. Calcium and iron rich recipes
- ii. Meal plans to manage nausea, vomiting and gastro esophageal reflux in the first trimester
- iii. Small frequent energy dense meals in the third trimester
- iv. Meal plans for 0 – 6 months of lactation
- v. Meal plans for 7 months to 2 years of lactation
- vi. Galactogogue rich recipes

**Module 2: 30 Hours**

**Meal Planning through Childhood, Adolescence and Geriatric Life Cycle Stages**

- I. Meal Planning, recipe selection and meal preparation for infancy**
  - i. Liquid, semi-solid and solid foods
  - ii. Preparation of Amylase Rich Foods (ARF)- Demonstration
- II. Meal Planning, recipe selection and meal preparation for childhood – with special focus on healthy packed lunches and nutrient dense snacks.**
  - i. Toddlerhood
  - ii. Early childhood
  - iii. Middle Childhood
  - iv. Late childhood
- III. Meal Planning, recipe selection and meal preparation for adolescent boys and girls – with special focus on nutrient dense meals**
  - i. Nutrient dense snacks
  - ii. Blending palatability with nutrition
  - iii. Snacks designed to better performance and cognitive health
- IV. Meal planning and meal preparation for Geriatric population with focus on effects of physiological changes**
  - i. Change of consistency
  - ii. Loss of muscle and sarcopenia
  - iii. Gastrointestinal well being
  - iv. Cognitive well being
  - v. Visual Well being

**1 Text Books & Reference Books:**

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1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leoberg, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1 Internal Continuous Assessment:**  
**2 40%**

**External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**1** **Continuous Evaluation through:**  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Vertical - 4**

**VSC**

# Syllabus B. Sc. (Home Science) (Sem.- III)

Title of Paper Parent and Community Education

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Parent and Community Education</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps the learners to gain an understanding of the key terms and emphasis the importance of parent and community education. It enables the learners to demonstrate techniques to engage parents in school activities and decision-making and to design a community outreach project promoting educational awareness.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables learners to:</b>	<ol style="list-style-type: none"> <li>1. To understand the role of parents and community in child development and education.</li> <li>2. To develop effective strategies to engage families and communities in the educational process.</li> <li>3. To demonstrate skills in organizing and conducting community-based education programs.</li> <li>4. To reflect on cultural and socioeconomic factors influencing parent and community involvement.</li> <li>5. To collaborate with stakeholders to enhance educational outcomes for children.</li> </ol>

**8 Course Outcomes: ( List some of the course outcomes )**

Course Outcomes:	
At the successful completion of the course, students will:	
CO1	Define key terms related to parent and community education.
CO2	Explain the importance of parent and community involvement in the educational process.
CO3	Demonstrate techniques to engage parents in school activities and decision-making.
CO4	Examine barriers to effective parent-community-school partnerships.
CO5	Design a community outreach project promoting educational awareness.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Understanding Parent and Community Education**

- A. Importance of Parental Involvement in Children’s Academic and Emotional Development**
  - i. Students analyze real-life case studies of high and low parental involvement and its impact on student performance.
  - ii. Visit a school and observe a parent-teacher meeting. Prepare a reflective report on the nature and quality of interactions.
  - iii. Conduct interviews with 2–3 parents from diverse backgrounds about their role in supporting their child’s education.
  - iv. Role-play scenarios where a teacher conducts a home visit to discuss academic progress with parents.
- B. Parenting Styles and Their Impact on Learning Outcomes**
  - i. Role-Playing Different Parenting Styles: Simulate authoritative, authoritarian, permissive, and neglectful parenting in various educational contexts. Discuss implications.
  - ii. Reflection Journal: Keep a journal reflecting on one’s own upbringing and how it influenced learning behaviour.
  - iii. Design a simple parenting style survey and administer it to a small sample (e.g., peers or relatives). Analyse and present results.
  - iv. Group Discussion: Conduct peer-led discussions on how different parenting styles impact student motivation and discipline.
- C. Communication Strategies for Effective Parent-Teacher Interaction**
  - i. Mock Parent-Teacher Meetings: Students take turns playing roles of teacher, parent, and observer. Focus on empathy, active listening, and conflict resolution.
  - ii. Design a Parent Communication Plan: Create a monthly communication plan using newsletters, WhatsApp groups, or learning management systems (e.g., ClassDojo).
  - iii. Workshop Facilitation: Conduct a mini-workshop on “Effective Communication Skills for Educators.”
  - iv. Feedback Practice: Develop constructive written and verbal feedback for parents on a child’s progress and behaviour.

**Module 2: 30 Hours**

**Planning and Organizing Educational Programs**

- A. Conducting Surveys and Needs Assessments**
  - i. Design and distribute a questionnaire to parents, students, and teachers to identify educational gaps.
  - ii. Conduct focus group discussions with stakeholders (e.g., school leaders, community elders).
  - iii. Analyse the data using simple tools (Excel, Google Forms).
- B. Organizing Workshops, Seminars, and Parent-Teacher Meetings**
  - i. Create a checklist for event planning (venue, materials, invitations).
  - ii. Role-play conducting a parent-teacher meeting to address learning issues.

iii. Invite guest speakers (e.g., local education officers, successful alumni).

**C. Field Work and Reflective Practice**

- i. Plan and conduct structured observation Field Visits to Community Centers and Schools (with checklists).
- ii. Interview local teachers, students, and community workers.
- iii. Take field notes focusing on strengths, challenges, and opportunities.
- iv. Write a reflective journal after each field visit.

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**Text Books & Reference Books:**

1. Altschuld, J. W., & Watkins, R. (2014). *Needs assessment: Analysis and prioritization* (Vol. 2). SAGE Publications.
2. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
3. Bolton, G. (2014). *Reflective practice: Writing and professional development* (4th ed.). SAGE Publications.
4. Burton, N., Brundrett, M., & Jones, M. (2008). *Doing your education research project*. SAGE Publications.
5. California Department of Education. (2017). *Family engagement toolkit: Continuous improvement through an equity lens*. <https://www.cde.ca.gov>
6. Central Board of Secondary Education (CBSE). (2020). *Handbook on communication for schools*. CBSE Publications.
7. Edutopia. (n.d.). *Parent-teacher communication resources*. George Lucas Educational Foundation. <https://www.edutopia.org>
8. Epstein, J. L. (2018). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
9. Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen & listen so kids will talk*. Scribner.
10. Harvard Family Research Project. (2010). *Family engagement as a systemic, sustained, and integrated strategy to promote student achievement*. Harvard Graduate School of Education.
11. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
12. Kapoor, S. (2005). Parenting styles and their impact on adolescent behavior. *Indian Journal of Social Psychology*, 21(2), 78–86.
13. Macvarish, J. (2016). *Parenting for learning: Evidence, values and everyday parenting*. Palgrave Macmillan.
14. Ministry of Education. (2021). *Samagra Shiksha: Framework for implementation*. Government of India.
15. National Council of Educational Research and Training (NCERT). (2015). *National curriculum framework for teacher education*. NCERT.
16. National Council of Educational Research and Training (NCERT). (2013). *Teacher education curriculum: Field experience handbook*. NCERT.
17. National Institute of Open Schooling (NIOS). (2018). *Community participation in education* (Module 3). NIOS. <https://nios.ac.in>
18. Organisation for Economic Co-operation and Development (OECD). (2017). *Parents as partners in education*. OECD Publishing. <https://doi.org/10.1787/9789264273755-en>
19. Pratham Education Foundation. (2023). *Annual Status of Education Report (ASER) 2023*. ASER Centre. <https://www.asercentre.org>
20. Ramachandran, V. (Ed.). (2004). *Community participation in primary education: Innovations in Rajasthan*. SAGE Publications India.
21. Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63(1), 1–19. <https://doi.org/10.2307/1130897>
22. Swati, P. V. (2016). *Parenting: The Indian way*. Brainfeed Books.

**12**

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13** **Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem. - III)

Title of Paper Fashion Event Management

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p style="text-align: center;"><b>Fashion Event Management</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps in Identifying and describing the various fashion event formats and types to analyses major fashion events, identifying practices in event planning, branding etc. It enables the learners to design a comprehensive fashion show (Fashion Show/ exhibitions, product launches, etc.) plan including timeline, logistics, budgeting, and scheduling etc. It involves developing digital marketing material for promoting fashion events.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables the learners to:**

- Understand the fundamentals of fashion event management.
- analyse different types of fashion events and their formats.
- Plan, organize, manage fashion events.
- Foster creative thinking in assisting to organize fashion events.

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe various fashion event formats and types.	1 and 2
CO2	Analyse major fashion events to identify practices in event planning, branding etc.	4
CO3	Develop a comprehensive fashion show plan including timeline and logistics	6
CO4	Design an event plan (Fashion Show/ exhibitions, product launches, etc.) including budgeting, scheduling etc.	6
CO5	Develop digital marketing material for promoting fashion events.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**A. Introduction to Fashion Event Management**

- Types of fashion events (fashion shows, exhibitions, product launches, etc.) and event formats.
- Key responsibilities of event managers.
- Case study analysis of two major fashion events (e.g., Met Gala, Lakmé Fashion Week, etc.). (Designers, models, theme, coverage and publicity, invitees, sponsorships etc.).

**Module 2: 30 Hours**

**A. Event Planning, Budgeting and Promotion**

- Event Planning and Management
- Planning an event: concept and theme development (Fashion Show, exhibitions, product launches, etc.).
- Creating a timeline and event schedule.
- Create Event planning checklist.
- Prepare a budget for a fashion show and cost management.
- Planning stage layout and seating.
- Coordinating and creating a playlist for fashion sequences.
- Visual storytelling through décor, displays and setups.
- Lighting and sound planning.
- Backstage management.

**B. Marketing and Promotion**

- Design a digital flyer / social media campaign.
- Branding and promotion strategies for fashion event (Fashion Show, exhibitions, product launches, etc.).
- Other collaborations for promotion such as influencers, brands, and vendors etc.

**C. Crisis Management**

- Handling last-minute changes and challenges.

- ii. Managing health, safety, and security issues.
- D. Final Execution of the event.**

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11**

**Text Books & Reference Books:**

1. Bowdin, G. A. J., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2011). *Events management* (3rd ed.). Routledge.
2. Getz, D. (2012). *Event studies: Theory, research and policy for planned events* (2nd ed.). Routledge.
3. Silvers, J. R. (2012). *Professional event coordination* (2nd ed.). Wiley.
4. Tum, J., Norton, P., & Wright, J. (2006). *Management of event operations*. Routledge.
5. Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2012). *Events management: An introduction*. Routledge.
6. Berridge, G. (2007). *Events design and experience*. Routledge.

**12**

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13**

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem. - III)

#### Title of Paper Work Study

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Work Study</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps identifying basic work study symbols, terminology, and charts, and provides deeper understanding of method study and time study through accurate observation and documentation followed by applying various tools like flow charts, time study sheets, and layout maps. It involves analysing real workstations and recommending changes in method or layout for productivity improvement through well designed workflows on basis on the data collected.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

- 7 Course Objectives:** ( List some of the course objectives )
1. To recall work study tools, symbols, and charts used in method and time study.
  2. To understand the principles and steps of method study and time study in industrial applications.
  3. To apply work measurement and analysis tools to real tasks and manual jobs.
  4. To analyze workplace inefficiencies and recommend improvements.
  5. To design and evaluate improved methods based on time, motion, and ergonomic parameters.

**8 Course Outcomes:** ( List some of the course outcomes )

CO. No.	At the successful completion of the course, students will be able to
CO1	identify basic work study symbols, terminology, and charts.
CO2	demonstrate understanding of method study and time study through accurate observation and documentation.
CO3	apply various tools like flow charts, time study sheets, and layout maps to analyze manual tasks..
CO4	analyse real workstations and recommend changes in method or layout for productivity improvement.
CO5	Design improved workflows using data collected and justify suggestions through final presentations/reports.

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Method Study and Workplace Analysis**

- 1.1 Introduction to Work Study
  - a. Definition, objectives, scope.
  - b. Types of Work Study
  - c. Symbols used in work study techniques
  
- 1.2 Method Study - Drawing & analyzing sample charts in manufacturing/service setups
  - a. Process chart - Steps / Procedure, Recording present method
  - b. Operation chart - Steps / Procedure, Recording present method for small manual tasks (e.g. packing, folding, etc)
  
- 1.3 Principles of motion economy in lab task (simulation/observation)
  - a. Application in workstation analysis
  - b. Study of unnecessary motions
  
- 1.4 Workplace Layout Analysis
  - a. Identification of waste, rearrangement for efficiency
  - b. Demonstration using models or field observation
  
- 1.5 Field Visit / Lab Simulation
  - a. Observation of live workstation (e.g., textile unit, packaging station, kitchen)

- b. Preparation of complete method study report

## Module 2: 30 Hours

### Time Study, Workload & System Design

- 2.1 Time Study
  - a. Concepts and Equipment - Stopwatches, time study board, cumulative and flyback timing
- 2.2 Basic Time Study Process
  - a. Breaking task into elements, timing, and performance rating
  - b. Normal time and standard time calculation
- 2.3 Work Sampling and Activity Logs
  - a. Random observations, percentage of activity/non-activity
  - b. Setting Time Standards - PMTS, MTM, and pre-determined motion standards
- 2.4 Workload Analysis - Physical and mental workload (NIOSH Lifting Equation, Borg Scale)
- 2.5 Fatigue and Rest Allowance Planning
  - a. Constructing rest schedules, time allowances
- 2.6 Field Visit / Lab Simulation – II
  - a. Detailed time study and workload evaluation at field site
- 2.7 Project Work: Method + Time Integration - Redesign and presentation of improved work methods

### 10 & 11 Text Books & Reference Books:

1. Bridger, R. S., Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. United Kingdom: CRC Press, Taylor & Francis Group.
2. ChorKow.D. (1988). *Posture, Sitting, Standard Chair, Design & Exercising*. Thomas Spring Field.
3. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
4. Dul, Jan and Weerdmeester Bernard (2001): *Ergonomics for Beginners*, Taylor & Francis, London
5. Eastman Kodak Company (1986): *Ergonomic Design for People at Work*, Vol. 1 & 2, Van Nostrand Reinhold, New York
6. *Ergonomic Guidelines for Manual Material Handling*. (2007). United States: Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health.
7. *Ergonomics Of Working Postures: Models, Methods And Cases: The Proceedings Of The First International Occupational Ergonomics Symposium, Zadar, Yugoslavia, 15-17 April 1985*. (2003). United Kingdom: Taylor & Francis.
8. *Evaluating Mental Workload for Improved Workplace Performance*. (2019). United States: IGI Global.
9. Grandjean, E. (1980): *Fitting the Task of the Man; A Textbook of Occupational Ergonomics*, Taylor and Francis, London.
10. *Introduction to Work Study*. (1969). Switzerland: International Labour Office.
11. *Introduction to Work Study*. (1979). India: International Labour Office.
12. *Introduction to Work Study*. (1992). Switzerland: International Labour Office.
13. *Introduction to Work Study*. (2015). India: CBS Publishers & Distributors.

14. Konz, S. (2018). *Work Design: Occupational Ergonomics*. United Kingdom: CRC Press.
15. Kroemer, K. H. (2017). *Fitting the Human: Introduction to Ergonomics / Human Factors Engineering*, Seventh Edition. United Kingdom: CRC Press.
16. McArdle, D. W. Katch, F. I. and Katch, V. L. (1981 & 1991): *Exercise Physiology*, 4th edition, Henry Kempton Publishers, Baltimore
17. McCormick, E. J., Sanders, M. S. (1982). *Human Factors in Engineering and Design*. Taiwan: McGraw-Hill.
18. Mukhopadhyay, P. (2019). *Ergonomics for the Layman: Applications in Design*. United States: CRC Press.
19. Murell, K. F. H. (1965): *Ergonomics*, Chapman Hall, London
20. Murray, S. L., Thimgan, M. S. (2016). *Human Fatigue Risk Management: Improving Safety in the Chemical Processing Industry*. Netherlands: Elsevier Science.
21. Nag, P.K (1996): *Ergonomics and Work Design: Emerging Issues in Organizational Science*, New age international (P) Ltd. New Delhi
22. *NEP Home Science Resource Management Concepts and Contexts* (MJC-3) Human Physiology (MJC-4) B. A. 3rd Sem. (2024). (n.p.): SBPD Publications.
23. Rao, R. (2018). *Introduction to Ergonomics*. ISBN 978-93-5321-4500
24. Rao, R. (2024). *Fundamentals of Ergonomics*. ISBN 978-93-341-3235-9
25. Singh, L. P. (2018). *Work Study and Ergonomics*. India: Cambridge University Press.
26. Stack, T., Ostrom, L. T. (2023). *Occupational Ergonomics: A Practical Approach*. United States: Wiley.
27. Tewari, P. C. (2018). *Work Study and Ergonomics*. India: Ane Books Pvt. Limited.
28. *Visual Ergonomics Handbook*. (2005). United States: CRC Press.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN (External and Internal)

B.Sc. SEMESTER III

## Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

## Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sign of the  
BOS  
Chairman**

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Offg. Associate  
Dean**

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Offg. Associate  
Dean**

**Sign of the  
Offg. Associate Dean**

**Sign of the  
Offg. Dean**

**Board of  
Studies in**

**Sem. - IV**

# **Vertical – 1 Major**

# Syllabus B.Sc. (Home Science) (Sem.- IV)

## Title of Paper Nutritional Biochemistry II

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Nutritional Biochemistry II</b> This course provides an understanding of fundamental concepts of metabolism related to lipid, nucleic acids, acid-base balance and fluid balance and their metabolic pathways including lipid metabolism, DNA, RNA structure and protein synthesis. It enables learners to analyze the biochemical pathways for health and disease management. It trains the learners to evaluate the biochemical changes in blood parameters, physiological and clinical signs and symptoms related to disease diagnosis.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives )  <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Acquire knowledge of various fundamental concepts in nucleic acids (DNA &amp; RNA), lipid metabolism, acid-base balance and fluid balance.</li> <li>2. Outline the different metabolic pathways in lipid and nucleic acid metabolism</li> <li>3. Compare the metabolic processes in health and disease with reference to lipid and nucleic acid metabolism</li> <li>4. Analyze the relation of biochemical reactions as a component of human nutrition.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )****Course Outcomes****At the successful completion of the course, the learner will be able to:**

<b>CO1</b>	Understand fundamental concepts of metabolism related to lipid, nucleic acids, acid-base balance and fluid balance
<b>CO2</b>	Describe the metabolic pathways and processes of lipid metabolism, DNA, RNA structure and protein synthesis
<b>CO3</b>	Differentiate between various biochemical pathways in health and disease
<b>CO4</b>	Analyze the role of metabolic or biochemical reactions in maintaining homeostasis
<b>CO5</b>	Evaluate the biochemical changes in blood parameters, physiological and clinical signs and symptoms related to disease diagnosis

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****I. Lipids**

- i. Definition
- ii. Classification of lipids:
  - a. Simple lipids
  - b. Compound lipids (Phospholipids, Lipoproteins, Sulfolipids, Glycolipids, Sphingolipids)
  - c. Derived Lipids: Fatty acids – EFA, w-3, w-6, Eicosanoids and Prostaglandins (biosynthesis and functions), Cholesterol: Structure, functions, synthesis (without structure) and degradation
- iii. Lipid Metabolism: Knoop's  $\beta$ -oxidation of even C fatty acid (no structures), ketone body formation and utilization, fatty acid biosynthesis of Palmitic acid (no structure), triglyceride synthesis
- iv. Lipid uptake and mobilization from adipose tissue
- v. Lipid storage disorders

**II. Hormones:**

- i. Definition, classification, mode of action of Hormones.
- ii. Secretion, functions and common disorders of hormones with reference to hormones of the Pituitary gland (GH, TSH,  $\alpha$ -MSH, oxytocin and ADH), Thyroid gland (T3 & T4) in brief synthesis of T3 and T4 without structure, pancreas (insulin, glucagon), adrenal cortical hormones and adrenal medullary hormones (synthesis in brief without structure), G.I. hormones (gastrin, secretin, CCK, ghrelin), Male and female sex hormones, adipose tissue hormones (Leptin, adiponectin)

**Module 2: 15 Hours****I. Nucleic acid Chemistry**

- i. Structures of purines, pyrimidines, Nucleosides, Nucleotides
- ii. DNA- Watson and Crick model
- iii. DNA replication - a brief outline
- iv. RNA – structure and types
- v. Protein synthesis: Transcription, Translations
- vi. Disorders of purine metabolism

**II. Acid-Base balance**

- i. Buffers: definition, types of buffers

- ii. Role of lungs, kidneys and haemoglobin in Acid-Base balance
- iii. Chloride shift mechanism
- iv. Disorders of Acid-Base imbalance

**III. Fluid and electrolyte balance:**

- i. Fluid compartments of the body, Regulation of fluid and electrolyte balance (Hormonal Mechanism)

**10  
&  
11**

**Text Books & Reference Books:**

1. Berg, Jeremy Mark, Tymoczko, John L and Stryer. (2002). *Biochemistry 5th Ed.* New York. W.H. Freeman and Co.
2. Brody Tom. (2004). *Nutritional Biochemistry 2nd Ed.* New Delhi. Elsevier/Reed. Elsevier. India Pvt. Ltd.
3. Chatterjee, M.N. Shinde and Rana. (2012). *Textbook of Medical Biochemistry, 8<sup>th</sup> Ed.* New Delhi, Jaypee
4. Brothers. Medical Publisher.
5. Dandekar Sucheta P. (2002). *Medical Biochemistry (Prep Manual for U.G.) 2nd Ed.* New Delhi B-1 Churchill
6. Livingstone Pvt. Ltd.
7. David L. N., Michael M. C., (2013) *Lehninger Principles of Biochemistry 6<sup>th</sup> Ed.* W. H. Freeman and Co.
8. Rastogi, S. C. Biochemistry. 4<sup>th</sup> ed. New Age International Publishers, 2019.

**12**

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal  
and External Examination**

**13**

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Food Preservation

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Food Preservation</b>  This course offers an in-depth exploration of food spoilage mechanisms and modern preservation technologies to maintain food quality and safety. Learners will understand the classification of foods based on perishability and examine both microbial and non-microbial factors responsible for food deterioration, including enzymatic reactions, infestations, and environmental influences. The course emphasizes the importance of food quality, covering its sensory, nutritional, microbiological, chemical, and physical aspects. It provides a comprehensive overview of traditional and advanced food preservation techniques such as fermentation, the use of food additives, thermal processing, refrigeration, freezing, dehydration, and concentration. Emerging preservation methods like ionizing radiation, high-pressure processing, microwave and ohmic heating, ozone treatment, and hurdle technology are also discussed. This course equips students with practical knowledge to enhance food shelf life, safety, and consumer satisfaction.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>

6	<b>Marks Allotted:</b>	50 Marks/100 Marks																
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Understand the causes of food spoilage.</li> <li>2. Comprehend the importance of food quality and explain its significance in the food industry</li> <li>3. Explain the general principles of food preservation and the role of different techniques in the development of shelf stable food products.</li> </ol>																	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <table border="1" data-bbox="180 495 1388 989"> <tr> <th colspan="2" data-bbox="180 495 1388 541"><b>Course Outcomes</b></th> </tr> <tr> <th colspan="2" data-bbox="180 541 1388 588"><b>At the successful completion of the course, the learner will be able to:</b></th> </tr> <tr> <td data-bbox="180 588 277 659"><b>CO1</b></td> <td data-bbox="277 588 1388 659">Recall the classification of foods based on perishability and the various causes of food spoilage.</td> </tr> <tr> <td data-bbox="180 659 277 705"><b>CO2</b></td> <td data-bbox="277 659 1388 705">Describe the principles and mechanisms behind various food preservation techniques.</td> </tr> <tr> <td data-bbox="180 705 277 785"><b>CO3</b></td> <td data-bbox="277 705 1388 785">Apply appropriate preservation techniques (e.g., fermentation, heating, freezing, and dehydration) for specific food types.</td> </tr> <tr> <td data-bbox="180 785 277 873"><b>CO4</b></td> <td data-bbox="277 785 1388 873">Analyze the effectiveness of various preservation techniques based on their ability to maintain food quality.</td> </tr> <tr> <td data-bbox="180 873 277 919"><b>CO5</b></td> <td data-bbox="277 873 1388 919">Evaluate the advantages and limitations of various preservation techniques.</td> </tr> <tr> <td data-bbox="180 919 277 989"><b>CO6</b></td> <td data-bbox="277 919 1388 989">Design a basic preservation plan for a perishable food item using a combination of traditional and advanced techniques.</td> </tr> </table>		<b>Course Outcomes</b>		<b>At the successful completion of the course, the learner will be able to:</b>		<b>CO1</b>	Recall the classification of foods based on perishability and the various causes of food spoilage.	<b>CO2</b>	Describe the principles and mechanisms behind various food preservation techniques.	<b>CO3</b>	Apply appropriate preservation techniques (e.g., fermentation, heating, freezing, and dehydration) for specific food types.	<b>CO4</b>	Analyze the effectiveness of various preservation techniques based on their ability to maintain food quality.	<b>CO5</b>	Evaluate the advantages and limitations of various preservation techniques.	<b>CO6</b>	Design a basic preservation plan for a perishable food item using a combination of traditional and advanced techniques.
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<b>CO6</b>	Design a basic preservation plan for a perishable food item using a combination of traditional and advanced techniques.																	
9	<b>Modules:-</b> Per credit One module can be created  <b>Module 1:                    15 Hours</b>  <b>I. Food Spoilage</b> <ol style="list-style-type: none"> <li>i. Classification of foods by perishability.</li> <li>ii. Non microbial deteriorative factors in foods [Food enzymes and other chemical reactions, Infestation (insects, parasites, rodents), Temperature, Moisture, Oxygen, Light, Time, Physical stress and Abuse].</li> </ol> <b>II. Food Quality</b> <ol style="list-style-type: none"> <li>i. Meaning and importance of Food Quality.</li> <li>ii. Keys aspects of Food Quality (Sensory, Nutritional, Microbiological, Chemical and Physical quality).</li> </ol> <b>III. General Principles of Food Preservation</b> <ol style="list-style-type: none"> <li>i. Meaning, mode of action, and changes in foods- An overview.</li> </ol> <b>IV. Techniques of Preservation:</b> <ol style="list-style-type: none"> <li>i. Fermentation technology (Mechanism of fermentation, factors controlling fermentation and benefits of fermentation).</li> <li>ii. Use of food additives (Functional classes, definition, technological purpose and substances used).</li> </ol> <b>Module 2:                    15 Hours</b>																	

**I. Techniques of preservation (Contd.)**

- i. Use of high temperature [Degrees of heat preservation, heat resistance of microorganisms (Thermal Death Time), effect of food constituents on heat preservation, cold point and methods used for heating food before and after packaging].
- ii. Use of low temperature [Refrigeration and cool storage, Freezing and frozen storage, Freezing methods (Air Freezing, indirect contact freezing, immersion freezing)].
- iii. Use of dehydration and concentration (Benefits and factors affecting heat and mass transfer, changes during dehydration and concentration, Methods of Dehydration and Concentration, Intermediate Moisture Foods).

**II. Advanced Preservation Techniques**

- i. Principle and common applications of Ionizing Radiations (Gamma Radiation and Electron Beam Radiation), Hurdle Technology, Infrared Heating, Microwave Heating, Ohmic Heating, High Pressure Processing, Ozone treatment etc.

**10 & 11 Text Books & Reference Books:**

- 1. Goyal, M. R., Mishra, S. K., & Birwal, P. (Eds.). (2022). *Food Processing and Preservation Technology: Advances, Methods, and Applications*. Apple Academic Press.
- 2. Manay, N. S., & Shadaksharaswamy, M. (2024). *Food Facts and Principles*. New Delhi: New Age International Ltd. Publishers.
- 3. Potter, N. N., & Hotchkiss, J. H. (2012). *Food Science* (5th ed.). Springer.
- 4. Smith, J. S., & Hui, Y. H. (Eds.). (2004). *Food processing: Principles and Applications*. Blackwell Publishing.
- 5. Subbulakshmi, G., Udipi, S. A., & Ghugre, P. S. (2023). *Food Processing and Preservation* (3rd ed.). New Age International Publishers.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal  
and External Examination**

**13 Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Childhood, Adolescence and Geriatric Nutrition

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Childhood, Adolescence and Geriatric Nutrition</b>  This course explores the unique nutritional needs and challenges across three critical stages of life—childhood, adolescence, and old age. It focuses on the role of nutrition in growth and development during early years, the increased demands and lifestyle influences of adolescence, and the dietary modifications necessary for healthy aging. Learners will gain insights into age-specific nutrient requirements, common deficiencies, and practical dietary planning to support optimal health and quality of life throughout these diverse life stages.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Understand and explain physiological changes and nutritional needs in childhood, adolescent and geriatric lifecycle stages.</li> <li>2. Identify the factors influencing food habits across the life cycle stages in childhood, adolescent and geriatric lifecycle stages.</li> <li>3. Understand the significance of lifestyle habits in health promotion in childhood, adolescent and geriatric lifecycle stages.</li> <li>4. Critically analyse the impact of lifestyle, societal, and physiological factors on nutritional adequacy and common health issues across childhood, adolescent and geriatric lifecycle stages.</li> <li>5. Develop practical nutritional and lifestyle strategies and meal plans to promote health and prevent nutrition-related issues throughout stages of childhood, adolescent and geriatric lifecycle stages.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

Course Outcomes	
At the successful completion of the course, the student will be able to:	
CO1	Understand, define and list, key physiological changes and nutritional requirements across childhood, adolescent and geriatric lifecycle stages.
CO2	Explain health promoting strategies of meal planning across childhood, adolescent and geriatric lifecycle stages.
CO3	Demonstrate an understanding of the importance and applications of, correct lifestyle choices in health promotion across childhood, adolescent and geriatric lifecycle stages.
CO4	Apply knowledge of dietary guidelines to address specific health and nutritional challenges across childhood, adolescent and geriatric lifecycle stages.
CO5	Assess the effectiveness of existing eating patterns to meet the nutritional requirements in childhood, adolescent and geriatric lifecycle stages.
CO6	Create sustainable, culturally appropriate nutritional and lifestyle strategies to improve health in childhood, adolescent and geriatric lifecycle stages.

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****Nutrition in Childhood and Adolescence****I. Nutrition during Infancy and Childhood**

- i. Physiological Development and nutritional requirements of the infant
- ii. Breast feeding practices for optimal development
- iii. Complementary feeding and weaning schedule
- iv. Physiological changes, nutritional requirements, lifestyle recommendations and common health issues in toddlerhood, preschooler, early and late childhood.

**II. Nutrition in Adolescence:**

- i. Physiological changes, nutritional requirements, lifestyle recommendations and common health issues in puberty, early, middle and late adolescent period
- ii. Factors influencing food habits in the adolescent and strategies to ensure nutritional adequacy

**Module 2: 15 Hours****Nutrition for the Geriatric Population:**

- i. Physiological changes in aging
- ii. Nutritional requirements and lifestyle recommendations for healthy aging, longevity and well being
- iii. Common health issues in the elderly and dietary and lifestyle methods to address it.
- iv. Degenerative diseases and neurological decline and dietary and lifestyle methods to address it.

**10 & 11 Text Books & Reference Books:**

1. Agostoni C.(ed) and Brunser O. (ed).(2007). *Issues in Complementary Feeding* (Nestle Nutrition Workshop Series-Pediatric Programme, vol 60).Nestec Ltd./ S. Karger Ag.: Vevey.(Switzerland).
2. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
3. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leonberg, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.

4. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
5. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
6. Mudambi R and Rajagopal M.V.(2012).*Fundamentals of Foods, Nutrition and Diet Therapy*. New Age International : New Delhi.
7. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
8. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
9. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
10. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

1 2	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>								
1 3	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: left;">CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Class participation/Quiz/Review of literature and guided discussions/Q&amp;A sessions</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Class tests/PPT Presentations and relevant planned assignments</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total Marks for Internal Assessment</b></td> <td style="text-align: center;"><b>20</b></td> </tr> </tbody> </table> <p style="text-align: center;">As per the Format of Question Paper</p>	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks	Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10	Class tests/PPT Presentations and relevant planned assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks									
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10									
Class tests/PPT Presentations and relevant planned assignments	10									
<b>Total Marks for Internal Assessment</b>	<b>20</b>									

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Meal Planning for Disease Management

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Meal Planning for Disease Management</b> This course highlights the significance of diet and meal planning for optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases. It involves examining the dietary needs of people suffering from infectious, deficiency and degenerative diseases. It enables learners to develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>400 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of meal planning and the factors influencing meal planning for infective, deficiency and degenerative diseases</li> <li>2. Analyze the nutritional needs of people suffering from infectious, deficiency and degenerative diseases.</li> <li>3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans for management of infectious, deficiency and degenerative diseases.</li> <li>4. Assess and select recipes for their nutritional content for infectious, deficiency and degenerative diseases and to ensure optimal nutrient availability.</li> <li>5. Reflect on community and cultural food choices and incorporate it into meal plans.</li> <li>6. Design and create nourishing meal plans for infectious, deficiency and degenerative diseases and for ensuring adequacy of specific nutrients.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, students will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning and modifications of diet in promoting optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases
<b>CO2</b>	Examine the dietary needs of people suffering from infectious, deficiency and degenerative diseases.
<b>CO3</b>	Understand the role of proper meal planning in preventing and managing infectious, deficiency and degenerative diseases.
<b>CO4</b>	Analyze the nutritional and lifestyle requirements in relation to infectious, deficiency and degenerative diseases.
<b>CO5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements and; for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created****Module 1: 30 Hours****Meal Planning for Infections, Simple Intestinal Issues and Deficiency Diseases****I. Meal Planning for Infections and Simple Intestinal Issues**

- i. Fever
- ii. Acute Diarrhoea
- iii. Constipation and Flatulence
- iv. Typhoid
- v. Respiratory Tract Infections

**II. Meal Planning for Deficiency Diseases**

- i. Protein Energy Malnutrition
- ii. Anaemia
- iii. Osteomalacia and osteoporosis
- iv. Deficiency of B Complex Vitamins
- v. Goiter

**Module 2: 30 Hours****Meal Planning for Degenerative and Lifestyle Diseases****I. Modification of Diets for consistency, texture and delivery route**

- i. Liquid and soft diets
- ii. Tube feeds

**II. Meal Planning and lifestyle recommendations for weight management**

- i. Weight loss
- ii. Weight gain

**III. Meal Planning and lifestyle recommendations for management of Metabolic syndrome**

- i. Fat modified meal plans
- ii. Carbohydrate modified meal plans for blood sugar optimization
- iii. Sodium restricted meal plans

**1** **Text Books & Reference Books:**  
**0**  
**&**  
**1**  
**1**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leontberg, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

<b>1</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b>
<b>2</b>		<b>Individual Passing in Internal and External Examination</b>

<b>1</b>	<b>Continuous Evaluation through:</b>										
<b>3</b>	Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )										
		<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Class Participation/Internal Assessment during laboratory work/experiments/practical tasks</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Journal/Portfolio/Presentation/Reports/Case papers/Assignments</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total Marks for Internal Assessment</b></td> <td style="text-align: center;"><b>20</b></td> </tr> </tbody> </table>		CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks	Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10	Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
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Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10										
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10										
<b>Total Marks for Internal Assessment</b>	<b>20</b>										
		As per the Format of Question Paper									

**Vertical - 4**

**SEC**

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

Title of Paper Fundamentals of Counselling Skills

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p><b>Fundamentals of Counselling Skills</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p><b>This course helps learning and demonstrating</b> the use of core counselling skills such as active listening and open-ended questioning through practical role-plays. It enables the learners to <b>identify</b> and <b>interpret</b> emotional patterns and personal triggers using structured journaling and reflective tools towards <b>applying</b> Cognitive Behavioral Techniques for managing and reflecting on personal life challenges. It trains the learners to <b>construct</b> a personal action plan that integrates guidance strategies for personal growth and ethical peer support.</p>
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

- 7 Course Objectives: ( List some of the course objectives )**
1. To enable students to develop core counselling skills such as active listening, use of open-ended questions, and providing constructive feedback in peer settings.
  2. To foster self-awareness and emotional intelligence through reflective exercises focused on emotional expression and response patterns.
  3. To equip students with practical tools for applying counselling concepts to real-life personal challenges using foundational techniques such as CBT.
  4. To encourage the formulation of personal development goals and strategies for growth, resilience, and ethical support of self and others.
  5. To facilitate the creation of a personalized action plan incorporating self-care, peer support mechanisms, and ethical boundaries and to apply guidance and counselling principles in everyday life.

**8**

<b>Course Outcomes:</b>	
<b>At the successful completion of the course, students will be able to:</b>	
CO1	<b>Demonstrate</b> the use of core counselling skills such as active listening and open-ended questioning through practical role-plays.
CO2	<b>Identify</b> and <b>interpret</b> emotional patterns and personal triggers using structured journaling and reflective tools.
CO3	<b>Apply</b> simple Cognitive Behavioral Techniques to manage and reflect on personal life challenges.
CO4	<b>Construct</b> a personal action plan that integrates guidance strategies for personal growth and ethical peer support.
CO5	<b>Evaluate</b> the effectiveness of peer support approaches and ethical considerations in simulated counselling situations.

**Course Outcomes: ( List some of the course outcomes )**

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Skills Development Through Practice**

**A. Core Skills in Action**

- Practicing active listening through structured role-plays.
- Using open-ended questions in conversations.
- Practicing empathy and feedback in peer settings.

*Suggested Activity:* Paired role-play exercises and feedback sessions.

**B. Self-Awareness and Emotional Intelligence**

- Emotional recognition and expression exercises.
- Identifying and understanding triggers and responses.

*Suggested Activity:* Daily or weekly journal entries reflecting emotional experiences.

**Module 2: 30 Hours**

**Personal Growth and Support Planning**

**A. Applying Counselling to Real-life Challenges**

- Using guidance tools to reflect on and solve personal challenges.
- Practicing simple CBT strategies in daily life.
- Setting realistic personal development goals.

**B. Creating a Personal Action Plan**

- Developing an individual strategy for ongoing growth and support.
- Building and maintaining a support network.
- Practicing ethical boundaries in peer counselling.

*Suggested Activity:* Development of a written Personal Action Plan that includes steps for self-care, peer support, and continuous learning.

**10 & 11 Text Books & Reference Books:**

1. Burns, D. D. (1999). Feeling good: The new mood therapy. Harper.
2. Covey, S. R. (2004). The 7 habits of highly effective people: Powerful lessons in personal change. Free Press.
3. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.
4. McLeod, J. (2018). An introduction to counselling (6th ed.). McGraw-Hill Education.
5. Rogers, C. R. (1995). On becoming a person: A therapist's view of psychotherapy. Houghton
6. Mifflin.American Psychological Association. (n.d.). Mental health resources. <https://www.apa.org>
7. MindTools. (n.d.). Personal and professional development resources. <https://www.mindtools.com>
8. National Institute of Mental Health. (n.d.). Mental health information. <https://www.nimh.nih.gov>
9. Positive Psychology. (n.d.). Articles and exercises on positive psychology. <https://www.positivepsychology.com>

**12 Internal Continuous Assessment: 40%**      **External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
 Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

#### Title of Paper Traditional Costume Styling

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p><b>Traditional Costume Styling</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course enables learners to describe regional variations in traditional attire, drapes, and accessories for men and women. It leads to the appreciation of traditional saree, dupatta, dhoti, and turban and their different draping techniques. It helps in studying different types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities. It enables learners to create complete looks with costumes elements, accessories, and makeup for festivals and folk-dance performances. It fosters designing sustainable and innovative styling concepts using recycling and upcycled of textiles.</p>
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables the learners to:**

- Understand and execute various traditional Indian costume draping techniques for both women and men, including sarees, dhotis, and turbans.
- Develop hands-on styling skills with traditional Indian attire components, including regional variations in garments, accessories, and textiles.
- Explore and apply traditional methods of hairstyling, headgears, and makeup associated with Indian festivals, dance forms, and tribal expressions.
- Demonstrate proficiency in styling with jewellery, footwear, belts, veils, shawls, and upcycled accessories using indigenous crafts.
- Creatively design complete looks for themed occasions such as festivals, folk dances, and sustainable fashion contexts using traditional elements and depicting them through a lookbook.
- Appreciate the cultural, historical, and aesthetic significance of Indian costume traditions across various states and communities.

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe regional variations in traditional Indian attire, drapes, and accessories for men and women.	1
CO2	Demonstrate traditional saree, dupatta, dhoti, and turban draping techniques using 6-yard and 9-yard sarees and regional garments.	3
CO3	Classify and differentiate between types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities.	2
CO4	Execute complete look styling with costume elements, accessories, and makeup for festivals and folk-dance performances.	3
CO5	Evaluate the aesthetic and cultural appropriateness of styled looks for specific regional, festive, or performance contexts.	5
CO6	Design sustainable and innovative styling concepts using upcycled or leftover traditional textile elements for modern adaptations.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**A. Traditional Costume Styling for Women's Wear**

**i. Saree/ Dupatta Drapes:**

- **Traditional Saree Drapes:** 5-7 Saree draping techniques using 6 yards and 9 yards sarees incorporating traditional draping styles of different states of India.
- **Dupatta draping styles:** 5-7 traditional dupatta drapes

**ii. Women's Attire Styling:**

- **Top Wear:** Kameez, Kurta, Choli, blouses and tops
- **Bottom Wear:** Salwar, Churidar, Sharara, Ghagra, tribal skirts and drapes

**iii. Jewellery Styling:**

- Traditional adornment by region - Styling with different types of traditional jewellery

**iv. Accessory Styling**

- Styling with belts, Kamar bandhs, Potli bags, veils.

**v. Hairstyling and Headgears:**

- Braiding techniques, traditional buns, floral accessories, gajra styling, regional head coverings (Odhni, dupatta, scarves)

**vi. Footwear Styling:**

- Traditional chappals, embroidered juttis, tribal footwear, woollen footwear.

**vii. Traditional Makeup Looks:**

- Kolam/Bindi designs, bold kajal-rimmed eyes, red lips, sindoor, natural base makeup.

**viii. Creative Styling Tasks:**

- Festival Look Styling for women

- Folk Dance Styling
- Sustainable Styling: Using leftover textiles for stoles, tops, or accessories.

## Module 2: 30 Hours

### B. Traditional Costume Styling for Men's Wear

- i. Men's Attire Styling:**
  - **Top Wear Styling:** Kurtas, Nehru jackets, Angarakha, and tribal upper garments
  - **Bottom Wear Styling:** Pyjama styles: Salwar, churidar, Straight, gathered, churidar, lungis, loin cloth, Dhoti variations depending on different states of India
- ii. Regional Shawl Styling:**
  - Different shawl draping styles, traditional angavastram styles etc
- iii. Turban Tying Techniques:**
  - Pagris, Phetas, Himachal caps, turbans, Tribal head wraps depending on different states of India
- iv. Jewellery Styling:**
  - Traditional men's jewelry: earrings, nose pins, kada, rings, chains, headpieces
- v. Accessory Styling:**
  - Styling with belts, cummerbunds, waistbands (kamarbandh), shoulder drapes
- vi. Hairstyling and Headgears:**
  - Traditional headgear, hair ornaments, oil hairstyles, braid rings
- vii. Footwear Styling:** Mojari, chappals, tribal footwear
- viii. Traditional Makeup Looks:**
  - Kohl-rimmed eyes, tilak, beard and mustache grooming styles
- ix. Creative Styling Tasks:**
  - Festival Look Styling for men
  - Folk Dance Styling for male dancers
  - Sustainable Styling: Use of upcycled textiles in men's attire (e.g., patchwork vests, fusion dhotis)

10  
&  
11

### Text Books & Reference Books:

1. Alkazi, R. (1996). *Ancient Indian costume*. National Book Trust.
2. Bhandari, V. (2005). *Costume, textiles and jewellery of India*. Prakash Books.
3. Bhatnagar, P. (2004). *Traditional Indian costumes & textiles*. Abhishek Publications.
4. Biswas, A. (1985). *Indian costumes*. Ministry of Information & Broadcasting.
5. Chattopadhyay, K. (1995). *The sari*. Roli Books.
6. Das, K. (2017). *The sari: Styles, patterns, history, techniques*. Lustre Press.
7. Ghoswamy, B. N., & Fischer, E. (1993). *Indian costume*. Mapin Publishing.
8. Ghurye, G. S. (1995). *Indian costume* (3rd ed.). Popular Prakashan.
9. Jain, J. (2007). *Textile traditions of India: Contemporary practices of handloom weaving*. Marg Foundation.
10. Kumar, R. (2014). *Costumes and textiles of royal India*. Christie's.
11. Mehta, R. J. (1970). *Masterpieces of Indian textiles*. D. B. Taraporevala Sons & Co.
12. Naik, S. D. (1996). *Traditional embroideries of India*. APH Publishing.
13. Tarlo, E. (1996). *Clothing matters: Dress and identity in India*. University of Chicago Press.

12

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13** **Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

#### Title of Paper Entrepreneurship and New Venture Development

Sr. No	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Entrepreneurship and New Venture Development</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course is a description of distinct entrepreneurial traits, enabling learners to execute the process of entrepreneurship, <i>manifesting</i> start-ups, Initiating new venture creation. Thus this course helps in designing strategies for the successful implementation of innovative ideas of new ventures.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To provide an overview of entrepreneurship and the competencies that are needed to become an entrepreneur</li> <li>2. To enhances student's analytical and logical skills that will enable them to solve any problem.</li> <li>3. To enable students to explore and launch entrepreneurial ventures in their own areas of interest.</li> <li>4. To equip students with the knowledge of marketing and sales by Understanding the marketing mix and managing customer relationships</li> <li>5. To equip students with the practical skills and knowledge necessary to successfully navigate the challenges and opportunities of starting and growing a new venture</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, students will:**

<b>CO1</b>	Describe distinct entrepreneurial traits.
<b>CO2</b>	Recognize the process and nature of entrepreneurship.
<b>CO3</b>	Identify the different ways in which entrepreneurs manifest in start-ups.
<b>CO4</b>	Comprehend the entrepreneurial process for initiating new venture creation.
<b>CO5</b>	Design strategies for the successful implementation of innovative ideas of new ventures.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**A. Idea Generation and Opportunity Assessment:**

- **Self-Discovery:** Identifying personal strengths, passions, and entrepreneurial traits.
- **Idea Generation:** Exploring sources of business ideas, assessing their viability, and understanding opportunity recognition
- **Idea Evaluation:** Applying design thinking, prototyping, and value proposition design to refine and evaluate business ideas.
- **Exercises:**
  - i. Brainstorming sessions to generate business ideas.
  - ii. Identifying market needs and potential opportunities.
  - iii. Analyzing industry trends and competitive landscapes.
  - iv. Developing a problem statement and a solution.

**B. Market Research and Business Planning:**

- **Feasibility Analysis:** Conducting market research, analyzing target markets, and understanding customer behavior.
- **Business Plan Development:** Creating a comprehensive business plan, including marketing strategies, financial projections, and organizational structure.
- **Exercises:**
  - i. Conducting surveys and interviews to gather market research data.
  - ii. Analyzing competitor strategies and market trends.
  - iii. Developing a business plan for a chosen venture.

Presenting business plans and receiving feedback from peers and faculty.

**Module 2: 30 Hours**

**A. Venture Creation and Management:**

- **New Venture Creation:** Understanding the entrepreneurial process, securing funding, and launching a new business.
- **Venture Management:** Managing finances, marketing, and operations of a new venture.
- **Exercises:**
  - i. Developing and implementing marketing strategies for a new venture.
  - ii. Securing funding from various sources, including investors and banks.
  - iii. Managing cash flow and financial records. Developing and managing a team of employees

**B. Institutional Support and Network Building:**

- **Institutional Support:** Understanding the role of various organizations in supporting entrepreneurship.
- **Network Building:** Connecting with mentors, advisors, and other entrepreneurs.

- **Exercises:**

- i. Visiting and interacting with local incubators and accelerators.
- ii. Attending industry events and networking with potential investors and partners.

**C. Project-Based Learning:**

- Throughout the course, students are expected to develop and present a capstone project, which could involve creating a new venture, developing a business plan, or conducting a market research study.

Example Practical Activities:

- **Case Study Analysis:** Analyzing real-world business cases to understand successful and unsuccessful entrepreneurial ventures.
- **Simulations:** Engaging in simulated business scenarios to practice decision-making and problem-solving.
- **Field Trips:** Visiting local businesses and industry events to gain practical experience and network with industry professionals.

**Guest Lectures:** Inviting entrepreneurs and industry experts to share their experiences and insights

**10  
&  
11**

**Text Books & Reference Books:**

1. Amit, R., & Zott, C. (2020). Business model innovation strategy: Transformational concepts and tools for entrepreneurial leaders. John Wiley & Sons.
2. Barringer, B.R., & Ireland, R.D. (2015). Entrepreneurship. Pearson.
3. Desai, V., (2016) Small-Scale Enterprises and Entrepreneurship Ecosystem, 6th Edition, Himalaya Publishing House.
4. Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021). Exploring entrepreneurship. Sage
5. Frederick, H., Connor, A., Kuratko, F. D. (2016) Entrepreneurship: Theory, Process and Practice, 4th Edition, Cengage Learning
6. Gersick, K. E., Davis, J. A., Hampton, M. M., & Lansberg, I. (1997). Generation to generation: Life cycles of the family business. Boston, United States: Harvard Business School Press.
7. Hisrich, R.D., Manimala, M.J., Peters, M.P., & Shepherd, D.A. (2013). Entrepreneurship. Delhi, India: Tata McGraw Hill.
8. Kuratko, D.F., & Rao, T. V. (2012). Entrepreneurship: A South-Asian Perspective .Cengage
9. Lewrick, M. (2022). Design Thinking for Business Growth: How to Design and Scale Business
10. Lorenzo, O., Kawalek, P., & Wharton, L. (2018). Entrepreneurship, Innovation, and technology: A guide to core models and tools. Routledge
11. Malhotra Naresh, K. Marketing Research: An Applied Orientation (Pearson, 8th Edition 2022)
12. Mitra, J. (2019). Entrepreneurship, innovation, and regional development: an introduction. Routledge.
13. Nicholls, A. (Ed.). (2006). Social entrepreneurship new models of sustainable social change. London: United Kingdom: Oxford University Press. 3 Discipline Specific Core Course-4.2(DSC-4.2): Cost Accounting
14. Scarborough, N. M., Cornwall, J. R., & Zimmerer, T. (2016). Essentials of entrepreneurship and small business management. Boston, United States: Pearson.
15. Shankar, R. (2012). Entrepreneurship Theory and Practice. Delhi, India: Tata McGraw Hill
16. Shukla, M.B. (2007). Entrepreneurship and Small Business Management. Allahabad, India: Kitab Mahal Publishers.
17. Zimmerer, T., & Scarborough, N. M. (2005). Essentials of Entrepreneurship and Small Business Management. Prentice Hall.

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>									
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" data-bbox="743 310 1523 554"> <thead> <tr> <th data-bbox="750 319 1399 373"><b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b></th> <th data-bbox="1406 319 1516 373"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="750 382 1399 436">Class Participation/Internal Assessment during laboratory work/experiments/practical tasks</td> <td data-bbox="1406 382 1516 436">10</td> </tr> <tr> <td data-bbox="750 445 1399 499">Journal/Portfolio/Presentation/Reports/Case papers/Assignments</td> <td data-bbox="1406 445 1516 499">10</td> </tr> <tr> <td data-bbox="750 508 1399 550"><b>Total Marks for Internal Assessment</b></td> <td data-bbox="1406 508 1516 550"><b>20</b></td> </tr> </tbody> </table> <p data-bbox="750 562 1516 590">As per the Format of Question Paper</p>		<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>	Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10	Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>										
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10										
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10										
<b>Total Marks for Internal Assessment</b>	<b>20</b>										

# QUESTION PAPER PATTERN (External and Internal)

B.Sc. SEMESTER III

## Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

## Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sd/-**

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Chairman  
Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science**

**Sd/-**

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Dean  
Dr. C.A.Chakradeo  
Faculty of  
Interdisciplinary  
Studies**

**Sd/-**

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Offg. Associate Dean  
Dr. Kunal Ingle  
Faculty of  
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**Sd/-**

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Offg. Dean  
Prof. A. K. Singh  
Faculty of  
Interdisciplinary  
Studies**

# University of Mumbai

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aams@mu.ac.in



विद्याविषयक प्राध्यापक  
सभा आणि सेवा विभाग(ए.ए.एम.एम)  
रूम नं. १२८ एम.जी.रोड, फोर्ट,  
मुंबई - ४०० ०३२  
टेलिफोन नं - ०२२ - ६८३२०३३

(नॉक पुनर्मुल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी  
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क.वि.प्रा.स.से./आयसीडी/२०२५-२६/१३२

दिनांक : १० ऑक्टोबर, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक १९ ऑगस्ट, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२  
१० ऑक्टोबर, २०२५

  
(डॉ. प्रसाद कारडे)  
कुलसचिव

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
4	The Deputy Registrar, Appointment Unit, Vidyanagari <a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>
5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a> He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
12	The Deputy Registrars, Finance & Accounts Section, fort <a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>
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19	Director, Department of Lifelong Learning and Extension (DLLE), <a href="mailto:dlleuniversityofmumbai@gmail.com">dlleuniversityofmumbai@gmail.com</a>

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1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
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4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

**To,**

1	The Chairman, Board of Deans <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
2	<p><b>Faculty of Humanities,</b></p> <p><b>Offg. Dean</b></p> <p>1. Prof.Anil Singh <a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prof.Manisha Karne <a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a></p> <p>3. Dr.Suchitra Naik <a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a></p> <p><b>Faculty of Commerce &amp; Management,</b></p> <p><b>Offg. Dean,</b></p> <p>1 Prin.Ravindra Bambardekar <a href="mailto:principal@model-college.edu.in">principal@model-college.edu.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Dr.Kavita Laghate <a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a></p> <p>3. Dr.Ravikant Balkrishna Sangurde <a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a></p> <p>4. Prin.Kishori Bhagat <a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a></p>

	<p><b>Faculty of Science &amp; Technology</b></p> <p><b>Offg. Dean</b></p> <p>1. Prof. Shivram Garje  <a href="mailto:ssgarje@chem.mu.ac.in">ssgarje@chem.mu.ac.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Dr. Madhav R. Rajwade  <a href="mailto:Madhavr64@gmail.com">Madhavr64@gmail.com</a></p> <p>3. Prin. Deven Shah  <a href="mailto:sir.deven@gmail.com">sir.deven@gmail.com</a></p>
	<p><b>Faculty of Inter-Disciplinary Studies,</b></p> <p><b>Offg. Dean</b></p> <p>1. Dr. Anil K. Singh  <a href="mailto:aksingh@trcl.org.in">aksingh@trcl.org.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo  <a href="mailto:cachakradeo@gmail.com">cachakradeo@gmail.com</a></p> <p>3. Dr. Kunal Ingle  <a href="mailto:drkunalingle@gmail.com">drkunalingle@gmail.com</a></p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in">dsd@mu.ac.in</a> <b>DSW</b> <a href="mailto:direcotr@dsw.mu.ac.in">direcotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

As Per NEP 2020

# University of Mumbai



## Syllabus for Major Vertical – 1 & 4

<b>Syllabus for Major Vertical – 1 &amp; 4</b>		
<b>Name of the Programme – B.Sc. (Home Science)</b>		
<b>Faulty of Interdisciplinary</b>		
<b>Board of Studies in Home Science</b>		
<b>U.G. Second Year Programme</b>	<b>Exit Degree</b>	<b>U.G. Diploma Home Science – Human Development</b>
<b>Semester</b>		<b>III &amp; IV</b>
<b>From the Academic Year</b>		<b>2025-26</b>

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	<b>B.Sc. (Home Science)</b>
2	Exit Degree	<b>U.G. Diploma Home Science - Human Development</b>
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	<b>40%</b>
5	Credit Structure Sem. III- R. IMU-540C Sem. IV- R. IMU-540D	<b>Attached herewith</b>
6	Semesters	<b>Sem. III &amp; IV</b>
7	Program Academic Level	<b>5.00</b>
8	Pattern	<b>Semester</b>
9	Status	<b>New</b>
10	To be implemented from Academic Year	<b>2025-26</b>

Sd/-

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Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science

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Faculty of  
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Prof. A. K. Singh  
Faculty of  
Interdisciplinary  
Studies



	<b>Cum Cr.</b>	28		10	12	6+6	8+4+2	8+4	88	
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**Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor**

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project ]

**Sem. - III**

# **Vertical – 1 Major**

**Syllabus**  
**B.Sc. (Home Science)**  
**(Sem.- III)**

**Title of Paper Development in Infancy and Childhood Years - II**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Development in Infancy and Childhood Years - II</b> This course explores the multifaceted development of children in their early years, emphasizing cultural, emotional, and social influences in the Indian context. It examines caregiving practices, moral learning, gender socialization, and resilience building, while promoting child safety and emotional well-being. Students will engage with Socio-Emotional Learning (SEL), early financial literacy, and life skills education to support children's holistic development. Through practical strategies and culturally sensitive approaches, the course equips learners to foster inclusive, respectful, and developmentally appropriate environments for young children, preparing them for school and life in a diverse, digitally connected world.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	<del>2 credits</del> / 4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	<del>50 Marks</del> /100 Marks

**7 Course Objectives: ( List some of the course objectives )**

**The course enables learners to:**

- Understand the cultural and contextual influences on child development, caregiving, and moral learning in the Indian context.
- Identify and evaluate strategies for ensuring child safety, emotional well-being, and resilience in diverse life situations.
- Explore the principles and practices of Socio-Emotional Learning (SEL) and school readiness, especially in inclusive and culturally diverse classrooms.
- Promote awareness of essential life skills, early financial literacy, and digital/media responsibility among children and caregivers.
- Foster in children respect for personal boundaries, gender inclusivity, and responsible choices in relationships and future life roles.

**8 Course Outcomes: ( List some of the course outcomes )**

<b>Course Outcomes:</b>	
<b>At the successful completion of the course, students will be able to:</b>	
<b>CO1</b>	Describe the roles of families, communities, and cultural practices (e.g., rituals, stories, traditional caregiving) in shaping early development and moral reasoning in children.
<b>CO2</b>	Analyze and evaluate various emotional and behavioral challenges and propose effective strategies for parents, teachers, and caregivers, including the implementation of the POCSO Act and safe-touch education.
<b>CO3</b>	Apply SEL strategies (e.g., circle time, mindfulness, and empathy-building activities) in the classroom and design developmentally appropriate interventions for enhancing emotional competence, peer relationships, and teacher-child communication.
<b>CO4</b>	Create simple, age-appropriate activities and routines that foster financial literacy, critical thinking, independence, and healthy technology use in home and school environments.
<b>CO5</b>	Explain and advocate for practices related to consent, personal boundaries, gender-sensitive socialization, and responsible sexual behavior, in age-appropriate and culturally sensitive ways.

**9 Modules:- Per credit One module can be created**

**Module 1: 15 Hours**

**Cultural and Contextual Foundations of Development**

- A. Role of families (parents, grandparents, siblings, extended families) and community in caregiving and overall development
- B. Parenting and caregiving practices across cultures, castes, and communities; indigenous knowledge systems and traditional practices (e.g., baby massage, weaning foods, lullabies, etc.); myths and facts.
- C. Developmentally-appropriate caregiving practices in early years (infancy and toddlerhood)
- D. Gendered socialization: Stereotypes and early gender roles; tips and strategies for optimal gendered socialization
- E. Morality in childhood: Cultural influences on moral reasoning, role of stories, religion, and rituals
- F. Influence of festivals, rituals, and stories in shaping early cognitive, socio-emotional and spiritual development.

**Module 2: 15 Hours**

**Safety, Emotional Well-being, and Resilience Building**

- A. Safe vs. unsafe touch: Teaching body autonomy and consent, POCSO Act and preventive education in schools
- B. Abuse, neglect – early signs, psychological impacts and protective strategies
- C. Emotionally intelligent parenting: Understanding child’s emotions, modeling empathy, and responsive caregiving, teaching children emotion vocabulary; role of storytelling, puppetry, and visual media in expressing emotions
- D. Building resilience in children dealing with adversity (e.g., poverty, migration, change of neighborhood/school, parental absence, loss of a parent/grandparent/sibling/pet)
- E. Promoting mental health in early childhood – signs, early interventions, and reducing stigma
- F. Behavioral issues like emotional outbursts, temper tantrums, fussy eating, pica, aggression, defiance, hitting and biting, lying, stealing, bed wetting, masturbation, truancy – tips and strategies for parents and teachers.
- G. Technological and device addiction - tips and strategies for parents and teachers.

**Module 3: 15 Hours**

**Socio-Emotional Learning (SEL) and School Readiness**

- A. What is SEL and why it matters in Indian schools
- B. Ways to enhance socio-emotional learning: Daily routines, circle time, mindfulness, gratitude activities
- C. Strategies for parents and caregivers to prepare children for playschool/daycare/school.
- D. Peer relationships, empathy, cooperation: classroom-based strategies
- E. Handling aggression, exclusion, and bullying in early classrooms
- F. Promoting self-awareness, self-regulation, and decision-making skills
- G. Inclusive learning for children with disabilities and emotional needs
- H. Teachers as SEL facilitators – communication skills, emotional availability, and reflective practices.

**Module 4: 15 Hours**

**Life Skills, Financial Literacy, and Future Readiness**

- A. Introduction to life skills education (WHO model): Communication, critical thinking, empathy, interpersonal skills, coping and self-management skills
  - B. Early financial literacy: Understanding needs vs. wants, saving, investing, value of money, basic steps of financial transactions through age-appropriate activities
  - C. Encouraging responsibility, self-esteem and independence through daily routines/living activities, home chores.
  - D. Personal boundaries in friendships and relationships; respecting others’ space and decisions
  - E. Environmental responsibility and civic sense in children
  - F. Basics of safe sex and responsible choices (for older children)
  - G. Technology and screen time: Guidelines for healthy use, role of digital literacy
- Career dreams and aspirations: Expanding children’s vision beyond stereotypes

**1 Text Books & Reference Books:**

**0**

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1. Budzyna, D., and Buckley, D (2023). The Whole Child: Development in the Early Years. ROTEL (Remixing Open Textbooks with an Equity Lens) Project. <https://rotel.pressbooks.pub/whole-child/>
2. Lally, M., and Valentine - French, S (2022). Lifespan Development: A Psychological Perspective (4<sup>th</sup> Ed) <https://www.clcillinois.edu/programs/psy/openeducation>
3. Lumen Learning (2020) Lifespan Development. NSCC. EBOOK ISBN 978-1-990641-91-6 <https://pressbooks.nsc.ca/lumenlife/> Lumen Learning. Lifespan Development. Pressbook. <https://ohiostate.pressbooks.pub/lifespandevelopment/>
4. Paris, J., Ricardo, A., Rymond, D and Johnson (2024). Child Growth and development. Open Education Resource (OER) LibreTexts Project [https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Child\\_Growth\\_and\\_Development\\_\(Paris\\_Ricardo\\_Rymond\\_and\\_Johnson\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson))

5. Parnes, M and Pagano, M (2022). Infant and Child Development: From Conception Through Late Childhood. An Open Educational Resource. <https://pressbooks.cuny.edu/infantandchilddevelopmentcitytech/>

**1 Internal Continuous Assessment: 40%**  
**2**

**External, Semester End Examination 60%**  
**Individual Passing in Internal and External Examination**

**1 Continuous Evaluation through:**  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem.- III)

## Title of Paper Children with Special Needs

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Children with Special Needs</b> Understanding and supporting children with special needs is essential for fostering an inclusive and equitable educational environment. This course provides a foundational overview of key concepts, definitions, and classifications related to disabilities. It explores the historical and legal frameworks that have shaped inclusive education, including significant acts like the RPwD Act (2016) and IDEA (2004). Learners will study both high-incidence and low-incidence disabilities, focusing on their characteristics, causes, and implications for learning. The course emphasizes inclusive teaching practices and Universal Design for Learning (UDL) to equip future educators with effective strategies to support all learners in diverse classrooms.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

The course enables learners to:

1. Understand the key concepts, definitions, and classifications related to special needs and disabilities.
2. Examine the evolution of societal and legislative responses to individuals with disabilities.
3. Explore the philosophy and practice of inclusive education, including the principles of Universal Design for Learning.
4. Gain knowledge of the characteristics, causes, and educational implications of both high- and low-incidence disabilities.
5. Develop pedagogical strategies and approaches to support learners with diverse needs in inclusive settings.

**8 Course Outcomes: ( List some of the course outcomes )**

Course Outcomes	
At the successful completion of the course, the student will be able to:	
CO1	Explain the definitions, classifications, and terminology related to various types of disabilities and special needs.
CO2	Summarize and interpret key legislative frameworks such as the RPwD Act (2016) and IDEA (2004), including their principles and implications for educational practice.
CO3	Understand, identify and describe different high-incidence (e.g., intellectual and learning disabilities) and low-incidence (e.g., sensory and physical) disabilities and their types and causes.
CO4	Understand the characteristics of different high-incidence (e.g., intellectual and learning disabilities) and low-incidence (e.g., sensory and physical) disabilities and their implications for learning and development.
CO5	Apply principles of inclusive education and Universal Design for Learning (UDL) to address the diverse needs of learners in mainstream classrooms.
CO6	Design and evaluate effective classroom strategies, accommodations, and placement options for students with various disabilities, considering their specific characteristics and needs.

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****A. Introduction to Special Needs and Disabilities**

- i. Definition of different terms, classification of disabilities
- ii. History of attitudes towards children with special needs and special education
- iii. RPwD Act 2016,
- iv. Individuals with Disability Act (IDEA 2004) and its 6 principles.

**B. Inclusive Education**

- i. Definition of terms, Benefits of inclusive education for children with and without special needs.

Universal design for Learning – meeting the needs of all learners and learning styles

**Module 2: 15 Hours****A. High Incidence Disabilities**

- i. Intellectual Disabilities: Definition, Classification, Characteristics, Causes and Educational placement of children with special needs and effective classroom strategies
- ii. Learning Disabilities: Definition, Types, Characteristics, Causes and Educational placement of children with special needs and effective classroom strategies

**B. Low Incidence Disabilities**

- i. Sensory Disabilities: Hearing and Vision Impairments - Definition, Types, Characteristics, Causes and Educational placement of children with special needs and effective classroom strategies

Physical Disabilities: Cerebral Palsy - Definition, Types, Characteristics, Causes and Educational placement of children with special needs and effective classroom strategies.

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**Text Books & Reference Books:**

1. Gargiulo, R. M. (2015). *Special education in contemporary society: An introduction to exceptionality*(5th ed.). New York: Sage.
2. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2013). *Exceptional learners: An introduction to special education* (12th ed.). Boston, MA: Pearson Education.
3. Hardman, M. L., Egan, M. W., & Drew, C. J. (2017). *Human exceptionality: School, community, and family*(12th ed.). Boston, MA: Cengage Learning.
4. Kauffman, J. M., & Hallahan, D. P. (2011). *Special Education: Contemporary Perspectives for School Professionals*(6th ed.). Boston: Pearson Education.
5. *Rights of Persons with Disabilities Act, 2016 (RPwD Act 2016)* <https://www.disabilityaffairs.gov.in>
6. *Individuals with Disabilities Education Act (IDEA)*. <https://sites.ed.gov/idea>
7. *Inclusive Education Resources*. <https://www.nasen.org.uk>
  - a) **The Inclusive Schools Network:** <https://www.inclusiveschools.org>
  - b) **The National Center for Learning Disabilities (NCLD):** <https://www.nclld.org>

12

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal  
and External Examination**

13

**Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Syllabus**  
**B.Sc. (Home Science)**  
**(Sem. - III)**

**Title of Paper Parent and Community Education**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Parent and Community Education</b> This course helps the learners to gain an understanding of the key terms and emphasis the importance of parent and community education. It enables the learners to demonstrate techniques to engage parents in school activities and decision-making and to design a community outreach project promoting educational awareness.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables learners to:</b> <ul style="list-style-type: none"> <li>• To understand the role of parents and community in child development and education.</li> <li>• To develop effective strategies to engage families and communities in the educational process.</li> <li>• To demonstrate skills in organizing and conducting community-based education programs.</li> <li>• To reflect on cultural and socioeconomic factors influencing parent and community involvement.</li> <li>• To collaborate with stakeholders to enhance educational outcomes for children.</li> </ul>	

**8 Course Outcomes: ( List some of the course outcomes )**

Course Outcomes:	
At the successful completion of the course, students will:	
CO1	Define key terms related to parent and community education.
CO2	Explain the importance of parent and community involvement in the educational process.
CO3	Demonstrate techniques to engage parents in school activities and decision-making.
CO4	Examine barriers to effective parent-community-school partnerships.
CO5	Design a community outreach project promoting educational awareness.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Understanding Parent and Community Education**

**A. Importance of Parental Involvement in Children’s Academic and Emotional Development**

- i. Students analyse real-life case studies of high and low parental involvement and its impact on student performance.
- ii. Visit a school and observe a parent-teacher meeting. Prepare a reflective report on the nature and quality of interactions.
- iii. Conduct interviews with 2–3 parents from diverse backgrounds about their role in supporting their child’s education.
- iv. Role-play scenarios where a teacher conducts a home visit to discuss academic progress with parents.

**B. Parenting Styles and Their Impact on Learning Outcomes**

- v. Role-Playing Different Parenting Styles: Simulate authoritative, authoritarian, permissive, and neglectful parenting in various educational contexts. Discuss implications.
- vi. Reflection Journal: Keep a journal reflecting on one’s own upbringing and how it influenced learning behaviour.
- vii. Design a simple parenting style survey and administer it to a small sample (e.g., peers or relatives). Analyse and present results.
- viii. Group Discussion: Conduct peer-led discussions on how different parenting styles impact student motivation and discipline.

**C. Communication Strategies for Effective Parent-Teacher Interaction**

- i. Mock Parent-Teacher Meetings: Students take turns playing roles of teacher, parent, and observer. Focus on empathy, active listening, and conflict resolution.
- ii. Design a Parent Communication Plan: Create a monthly communication plan using newsletters, WhatsApp groups, or learning management systems (e.g., ClassDojo).
- iii. Workshop Facilitation: Conduct a mini-workshop on “Effective Communication Skills for Educators.”
- iv. Feedback Practice: Develop constructive written and verbal feedback for parents on a child’s progress and behaviour.

**Module 2: 30 Hours**

**Planning and Organizing Educational Programs**

**A. Conducting Surveys and Needs Assessments**

- i. Design and distribute a questionnaire to parents, students, and teachers to identify educational gaps.
- ii. Conduct focus group discussions with stakeholders (e.g., school leaders, community elders).
- iii. Analyse the data using simple tools (Excel, Google Forms).

**B. Organizing Workshops, Seminars, and Parent-Teacher Meetings**

- i. Create a checklist for event planning (venue, materials, invitations).
- ii. Role-play conducting a parent-teacher meeting to address learning issues.
- iii. Invite guest speakers (e.g., local education officers, successful alumni).

**C. Field Work and Reflective Practice**

- i. Plan and conduct structured observation Field Visits to Community Centers and Schools (with checklists).
- ii. Interview local teachers, students, and community workers.
- iii. Take field notes focusing on strengths, challenges, and opportunities.
- iv. Write a reflective journal after each field visit.

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**Text Books & Reference Books:**

1. Altschuld, J. W., & Watkins, R. (2014). *Needs assessment: Analysis and prioritization* (Vol. 2). SAGE Publications.
2. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
3. Bolton, G. (2014). *Reflective practice: Writing and professional development* (4th ed.). SAGE Publications.
4. Burton, N., Brundrett, M., & Jones, M. (2008). *Doing your education research project*. SAGE Publications.
5. California Department of Education. (2017). *Family engagement toolkit: Continuous improvement through an equity lens*. <https://www.cde.ca.gov>
6. Central Board of Secondary Education (CBSE). (2020). *Handbook on communication for schools*. CBSE Publications.
7. Edutopia. (n.d.). *Parent-teacher communication resources*. George Lucas Educational Foundation. <https://www.edutopia.org>
8. Epstein, J. L. (2018). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
9. Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen & listen so kids will talk*. Scribner.
10. Harvard Family Research Project. (2010). *Family engagement as a systemic, sustained, and integrated strategy to promote student achievement*. Harvard Graduate School of Education.
11. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
12. Kapoor, S. (2005). Parenting styles and their impact on adolescent behavior. *Indian Journal of Social Psychology*, 21(2), 78–86.
13. Macvarish, J. (2016). *Parenting for learning: Evidence, values and everyday parenting*. Palgrave Macmillan.
14. Ministry of Education. (2021). *Samagra Shiksha: Framework for implementation*. Government of India.
15. National Council of Educational Research and Training (NCERT). (2015). *National curriculum framework for teacher education*. NCERT.
16. National Council of Educational Research and Training (NCERT). (2013). *Teacher education curriculum: Field experience handbook*. NCERT.
17. National Institute of Open Schooling (NIOS). (2018). *Community participation in education* (Module 3). NIOS. <https://nios.ac.in>
18. Organisation for Economic Co-operation and Development (OECD). (2017). *Parents as partners in education*. OECD Publishing. <https://doi.org/10.1787/9789264273755-en>
19. Pratham Education Foundation. (2023). *Annual Status of Education Report (ASER) 2023*. ASER Centre. <https://www.asercentre.org>
20. Ramachandran, V. (Ed.). (2004). *Community participation in primary education: Innovations in Rajasthan*. SAGE Publications India.
21. Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63(1), 1–19. <https://doi.org/10.2307/1130897>
22. Swati, P. V. (2016). *Parenting: The Indian way*. Brainfeed Books.

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
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**13** **Continuous Evaluation through:** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Vertical - 4**

**VSC**

# Syllabus B.Sc. (Home Science) (Sem. - III)

## Title of Paper Meal Planning for Health

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Meal Planning for Health</b> * Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.  This course provides a basic comprehension of the meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages. It enables the learners to examine the dietary needs of different age groups and life stages preventing common nutritional problems and diseases and disorders caused due to nutrient deficiencies. It trains learners to develop appropriate recipes and meal plans for various life cycle stages.
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical-
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

The course enables learners to:

1. Understand the fundamentals of meal planning and the factors influencing meal planning.
2. Analyze the nutritional needs of the members of the family based on the life cycle stages
3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans.
4. Assess and select recipes for their nutritional content for various life cycle stages and to ensure optimal nutrient availability.
5. Reflect on community and cultural food choices and incorporate it into meal plans.

Design and create nourishing meal plans across life cycle stages and for ensuring adequacy of specific nutrients.

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, the learner will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages.
<b>CO 2</b>	Examine the dietary needs of different age groups and life stages
<b>CO3</b>	Understand the role of proper meal planning in preventing common nutritional problems and diseases at different life stages as well as disorders due o nutrient deficiencies.
<b>CO 4</b>	Analyze the nutritional and lifestyle requirements in relation to the physiological needs of a particular life cycle stage.
<b>CO 5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for various life cycle stages focusing on their specific nutritional requirements and ;for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Introduction to Meal Planning, Nutrition in Adulthood and Nutrient Focused Recipes and Meal Plans****I. Introduction to Meal Planning**

- i. Meaning and importance of meal planning, use of basic food groups, meal patterns and food selection according to different activities & socio economic levels
- ii. Application of exchange lists and Indian Food Composition Tables in meal planning
- iii. Introduction into different life cycle stages requirements

**II. Focused Nutrient Dense Recipes and Meal Plans**

- i. Protein
- ii. Omega 3
- iii. Fiber
- iv. Calcium
- v. Iron
- vi. Vitamin A
- vii. Vitamin C
- viii. B Complex Vitamins
- ix. Other key nutrients - Overview

**III. Meal Planning, recipe selection and meal preparation for adult men and women – with focus across body frames, activity levels (Heavy, moderate and sedentary workers) and life and professional situations**

**IV. Meal Planning, recipe selection and meal preparation for pregnant and lactating mothers – with special focus on meal plans across the three trimesters**

- i. Calcium and iron rich recipes
- ii. Meal plans to manage nausea, vomiting and gastro esophageal reflux in the first trimester
- iii. Small frequent energy dense meals in the third trimester
- iv. Meal plans for 0 – 6 months of lactation
- v. Meal plans for 7 months to 2 years of lactation
- vi. Galactagogue rich recipes

**Module 2: 30 Hours**

**Meal Planning through Childhood, Adolescence and Geriatric Life Cycle Stages**

- I. Meal Planning, recipe selection and meal preparation for infancy**
  - i. Liquid, semi-solid and solid foods
  - ii. Preparation of Amylase Rich Foods (ARF)- Demonstration
- II. Meal Planning, recipe selection and meal preparation for childhood – with special focus on healthy packed lunches and nutrient dense snacks.**
  - i. Toddlerhood
  - ii. Early childhood
  - iii. Middle Childhood
  - iv. Late childhood
- III. Meal Planning, recipe selection and meal preparation for adolescent boys and girls – with special focus on nutrient dense meals**
  - i. Nutrient dense snacks
  - ii. Blending palatability with nutrition
  - iii. Snacks designed to better performance and cognitive health
- IV. Meal planning and meal preparation for Geriatric population with focus on effects of physiological changes**
  - i. Change of consistency
  - ii. Loss of muscle and sarcopenia
  - iii. Gastrointestinal well being
  - iv. Cognitive well being
  - v. Visual Well being

**1 Text Books & Reference Books:**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leong, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>

7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

<b>1 2</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
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<b>1 3</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )
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<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem. - III)

Title of Paper Fashion Event Management

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p style="text-align: center;"><b>Fashion Event Management</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps in Identifying and describing the various fashion event formats and types to analyses major fashion events, identifying practices in event planning, branding etc. It enables the learners to design a comprehensive fashion show (Fashion Show/ exhibitions, product launches, etc.) plan including timeline, logistics, budgeting, and scheduling etc. It involves developing digital marketing material for promoting fashion events.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )****The course enables the learners to:**

- Understand the fundamentals of fashion event management.
- analyse different types of fashion events and their formats.
- Plan, organize, manage fashion events.
- Foster creative thinking in assisting to organize fashion events.

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe various fashion event formats and types.	1 and 2
CO2	Analyse major fashion events to identify practices in event planning, branding etc.	4
CO3	Develop a comprehensive fashion show plan including timeline and logistics	6
CO4	Design an event plan (Fashion Show/ exhibitions, product launches, etc.) including budgeting, scheduling etc.	6
CO5	Develop digital marketing material for promoting fashion events.	6

**9 Modules:- Per credit One module can be created****Module 1: 30 Hours****A. Introduction to Fashion Event Management**

- i. Types of fashion events (fashion shows, exhibitions, product launches, etc.) and event formats.
- ii. Key responsibilities of event managers.
- iii. Case study analysis of two major fashion events (e.g., Met Gala, Lakmé Fashion Week, etc.). (Designers, models, theme, coverage and publicity, invitees, sponsorships etc.).

**Module 2: 30 Hours****A. Event Planning, Budgeting and Promotion**

- i. Event Planning and Management
- ii. Planning an event: concept and theme development (Fashion Show, exhibitions, product launches, etc.).
- iii. Creating a timeline and event schedule.
- iv. Create Event planning checklist.
- v. Prepare a budget for a fashion show and cost management.
- vi. Planning stage layout and seating.
- vii. Coordinating and creating a playlist for fashion sequences.
- viii. Visual storytelling through décor, displays and setups.
- ix. Lighting and sound planning.
- x. Backstage management.

**B. Marketing and Promotion**

- i. Design a digital flyer / social media campaign.
- ii. Branding and promotion strategies for fashion event (Fashion Show, exhibitions, product launches, etc.).
- iii. Other collaborations for promotion such as influencers, brands, and vendors etc.

**C. Crisis Management**

- i. Handling last-minute changes and challenges.

- ii. Managing health, safety, and security issues.
- D. Final Execution of the event.**

**10  
&  
11**

**Text Books & Reference Books:**

1. Bowdin, G. A. J., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2011). Events management (3rd ed.). Routledge.
2. Getz, D. (2012). *Event studies: Theory, research and policy for planned events* (2nd ed.). Routledge.
3. Silvers, J. R. (2012). *Professional event coordination* (2nd ed.). Wiley.
4. Tum, J., Norton, P., & Wright, J. (2006). *Management of event operations*. Routledge.
5. Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2012). *Events management: An introduction*. Routledge.
6. Berridge, G. (2007). *Events design and experience*. Routledge.

**12**

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13**

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem. - III)

#### Title of Paper Work Study

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Work Study</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps identifying basic work study symbols, terminology, and charts, and provides deeper understanding of method study and time study through accurate observation and documentation followed by applying various tools like flow charts, time study sheets, and layout maps. It involves analysing real workstations and recommending changes in method or layout for productivity improvement through well designed workflows on basis on the data collected.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

- 7 Course Objectives:** ( List some of the course objectives )
1. To recall work study tools, symbols, and charts used in method and time study.
  2. To understand the principles and steps of method study and time study in industrial applications.
  3. To apply work measurement and analysis tools to real tasks and manual jobs.
  4. To analyze workplace inefficiencies and recommend improvements.
  5. To design and evaluate improved methods based on time, motion, and ergonomic parameters.

**8 Course Outcomes:** ( List some of the course outcomes )

CO. No.	At the successful completion of the course, students will be able to
CO1	identify basic work study symbols, terminology, and charts.
CO2	demonstrate understanding of method study and time study through accurate observation and documentation.
CO3	apply various tools like flow charts, time study sheets, and layout maps to analyze manual tasks..
CO4	analyse real workstations and recommend changes in method or layout for productivity improvement.
CO5	Design improved workflows using data collected and justify suggestions through final presentations/reports.

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Method Study and Workplace Analysis**

- 1.1 Introduction to Work Study
  - a. Definition, objectives, scope.
  - b. Types of Work Study
  - c. Symbols used in work study techniques
  
- 1.2 Method Study - Drawing & analyzing sample charts in manufacturing/service setups
  - a. Process chart - Steps / Procedure, Recording present method
  - b. Operation chart - Steps / Procedure, Recording present method for small manual tasks (e.g. packing, folding, etc)
  
- 1.3 Principles of motion economy in lab task (simulation/observation)
  - a. Application in workstation analysis
  - b. Study of unnecessary motions
  
- 1.4 Workplace Layout Analysis
  - a. Identification of waste, rearrangement for efficiency
  - b. Demonstration using models or field observation
  
- 1.5 Field Visit / Lab Simulation
  - a. Observation of live workstation (e.g., textile unit, packaging station, kitchen)

- b. Preparation of complete method study report

## **Module 2: 30 Hours**

### **Time Study, Workload & System Design**

#### 2.1 Time Study

- a. Concepts and Equipment - Stopwatches, time study board, cumulative and flyback timing

#### 2.2 Basic Time Study Process

- a. Breaking task into elements, timing, and performance rating
- b. Normal time and standard time calculation

#### 2.3 Work Sampling and Activity Logs

- a. Random observations, percentage of activity/non-activity
- b. Setting Time Standards - PMTS, MTM, and pre-determined motion standards

#### 2.4 Workload Analysis - Physical and mental workload (NIOSH Lifting Equation, Borg Scale)

#### 2.5 Fatigue and Rest Allowance Planning

- a. Constructing rest schedules, time allowances

#### 2.6 Field Visit / Lab Simulation – II

- a. Detailed time study and workload evaluation at field site

#### 2.7 Project Work: Method + Time Integration - Redesign and presentation of improved work methods

### **10 & 11 Text Books & Reference Books:**

1. Bridger, R. S., Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. United Kingdom: CRC Press, Taylor & Francis Group.
2. ChorKow.D. (1988). *Posture, Sitting, Standard Chair, Design & Exercising*. Thomas Spring Field.
3. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
4. Dul, Jan and Weerdmeester Bernard (2001): *Ergonomics for Beginners, Taylor & Francis, London*
5. Eastman Kodak Company (1986): *Ergonomic Design for People at Work, Vol. 1 & 2, Van Nostrand Reinhold, New York*
6. *Ergonomic Guidelines for Manual Material Handling*. (2007). United States: Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health.
7. *Ergonomics Of Working Postures: Models, Methods And Cases: The Proceedings Of The First International Occupational Ergonomics Symposium, Zadar, Yugoslavia, 15-17 April 1985*. (2003). United Kingdom: Taylor & Francis.
8. *Evaluating Mental Workload for Improved Workplace Performance*. (2019). United States: IGI Global.
9. Grandjean, E. (1980): *Fitting the Task of the Man; A Textbook of Occupational Ergonomics, Taylor and Francis, London*.

10. *Introduction to Work Study*. (1969). Switzerland: International Labour Office.
11. *Introduction to Work Study*. (1979). India: International Labour Office.
12. *Introduction to Work Study*. (1992). Switzerland: International Labour Office.
13. *Introduction to Work Study*. (2015). India: CBS Publishers & Distributors.
14. Konz, S. (2018). *Work Design: Occupational Ergonomics*. United Kingdom: CRC Press.
15. Kroemer, K. H. (2017). *Fitting the Human: Introduction to Ergonomics / Human Factors Engineering*, Seventh Edition. United Kingdom: CRC Press.
16. McArdle, D. W. Katch, F. I. and Katch, V. L. (1981 & 1991): *Exercise Physiology*, 4th edition, Henry Kimpton Publishers, Baltimore
17. McCormick, E. J., Sanders, M. S. (1982). *Human Factors in Engineering and Design*. Taiwan: McGraw-Hill.
18. Mukhopadhyay, P. (2019). *Ergonomics for the Layman: Applications in Design*. United States: CRC Press.
19. Murell, K. F. H. (1965): *Ergonomics*, Chapman Hall, London
20. Murray, S. L., Thimgan, M. S. (2016). *Human Fatigue Risk Management: Improving Safety in the Chemical Processing Industry*. Netherlands: Elsevier Science.
21. Nag, P.K (1996): *Ergonomics and Work Design: Emerging Issues in Organizational Science*, New age international (P) Ltd. New Delhi
22. *NEP Home Science Resource Management Concepts and Contexts (MJC-3) Human Physiology (MJC-4) B. A. 3rd Sem. (2024)*. (n.p.): SBPD Publications.
23. Rao, R. (2018). *Introduction to Ergonomics*. ISBN 978-93-5321-4500
24. Rao, R. (2024). *Fundamentals of Ergonomics*. ISBN 978-93-341-3235-9
25. Singh, L. P. (2018). *Work Study and Ergonomics*. India: Cambridge University Press.
26. Stack, T., Ostrom, L. T. (2023). *Occupational Ergonomics: A Practical Approach*. United States: Wiley.
27. Tewari, P. C. (2018). *Work Study and Ergonomics*. India: Ane Books Pvt. Limited.
28. *Visual Ergonomics Handbook*. (2005). United States: CRC Press.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN (External and Internal)

B.Sc. SEMESTER III

## Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

## Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

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Dean**

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Offg. Associate Dean**

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Offg. Dean**

**Board of  
Studies in**

**Sem. - IV**

# **Vertical – 1 Major**

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Development in Adolescent and Adulthood Years - II

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Development in Adolescent and Adulthood Years - II</b> This course explores the psychological, emotional, and relational development that occurs during adolescence and adulthood. It examines major theories of moral, gender, and sexual development, with attention to Indian cultural contexts. Learners will analyze the evolving dynamics of family and peer relationships, identify stressors and mental health challenges, and explore strategies for promoting well-being. The course also addresses changing family structures, conflict, and violence, offering insights into prevention and intervention. Finally, it delves into the processes of grief, bereavement, and meaning-making across adulthood, preparing students to understand and support individuals through significant life transitions and emotional experiences.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	<del>2 credits</del> / 4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	<del>50 Marks</del> /100 Marks
7	<b>Course Objectives: ( List some of the course objectives )</b> <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Understand key theories and cultural influences on moral, gender, and sexual development in adolescence.</li> <li>2. Analyze interpersonal relationships within family and peer systems during adolescence and adulthood.</li> <li>3. Evaluate contemporary family structures and their developmental impact across the life cycle.</li> <li>4. Identify causes, types, and consequences of family conflict and violence, and assess intervention strategies.</li> <li>5. Explore the psychological processes of grief, bereavement, and meaning-making across adulthood.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )****Course Outcomes:****At the successful completion of the course, students will be able to:**

<b>CO1</b>	Explain major theories of moral development and analyze how Indian cultural factors shape adolescents' identities.
<b>CO2</b>	Compare and interpret developmental changes in family and peer relationships, and apply strategies for fostering healthy communication and support.
<b>CO3</b>	Differentiate among diverse family forms and evaluate their strengths and challenges across adulthood.
<b>CO4</b>	Identify and categorize forms of family violence, and propose context-sensitive prevention and intervention strategies.
<b>CO5</b>	Describe the stages and types of grief, and demonstrate supportive responses for those dealing with loss, including in caregiving and community contexts.

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****A. Development in Adolescent Years - Moral Development**

- G. Piaget's perspective - Heteronomous morality versus Autonomous morality
- H. Kohlberg's theory
- I. Carol Gilligan's Ethics of Care
- J. Cultural-Relational Views - Morality shaped by social, religious, and cultural contexts (e.g., Indian epics, rituals, stories, community norms); role of family, rituals, festivals, religion, and tradition in moral teaching; influence of caste, class, and gender norms on moral expectations

**B. Personality, Gender, and Sexuality**

- i. Personality: different conceptions of personality, the Big Five model of personality, person vs. situation as determinants of behavior
- ii. Gender : femininity, masculinity, gender classifications, androgyny as a healthy option, role of culture in gender development, sex vs. gender, gender differences (activities and interests, personal-social attributes, social relationships, styles and symbols)
- iii. Sexuality: sex vs. sexuality, sexual orientations, importance of sexuality in adolescence, challenges related to sexuality and strategies for developing healthy sexuality.

**Module 2: 15 Hours****A. Interpersonal Relationships with Family and Peers**

- i. Reciprocal socialization and the family as a system.
- ii. Parents: developmental changes in parents and adolescents, changing parent-adolescent relationships, parents as managers, parent-adolescent conflict, emotional and psychological independence from parents
- iii. Siblings: sibling roles
- iv. Peer relations: peer group functions, family-peer linkages, peer conformity, peer statuses, friendship, dating and romantic relationships
- v. School and college as important contexts for development of academic excellence, resilience and well-being

**B. Challenges, Problems and Wellbeing in Adolescence**

- i. Emotions: Definition, emotional competence
- ii. Challenges/stressors during adolescence (e.g. Bullying, comparison, academic stress, self-harm, depression, substance abuse, etc.)
- iii. Coping through building youth developmental assets
- iv. Strategies for creating well-being in adolescence

**Module 3: 15 Hours**

**A. Family Life in Adulthood Years**

- i. Brief overview of changing families, changing times
- ii. Optimal functioning families, and their characteristics
- iii. Contemporary one-parent and two-parent families: Diversities, strengths and challenges
- iv. Multi-generation and joint families: Diversity, strengths and challenges
- v. Reconstituted families: strengths and challenges

**B. Family Life Cycle theory and its limitations**

**C. Close Interpersonal Relationships in the Family**

- i. Parent-child relations over the life course
- ii. The influence of parents on children, and that of children on parents
- iii. Delayed parenthood
- iv. Voluntary childlessness; adoptive families
- v. Characteristics of high quality parent-child relationships
- vi. Roles, functions and status of grandparents in the family
- vii. Roles of adult grandchildren
- viii. Sibling relationships: A life-course perspective

**D. Social relationships - social support and friendship**

- i. Nature of relationships
- ii. Benefits of relating
- iii. Social support
- iv. Friendship - nature, functions and development over the life span

**E. Alternative arrangements:**

- i. Singlehood
- ii. Cohabitation
- iii. Widowhood
- iv. Divorce

**Module 4: 15 Hours**

**A. Understanding Family Conflict in Adulthood**

- i. Common sources of conflict: marital, in-law tension, parent-child, sibling, intergenerational disagreements, financial; their impact
- ii. Strategies of conflict management

**B. Family Violence and Abuse: Types, Causes, Impact, Prevention, Support, and Intervention Strategies**

- i. Types: Physical, emotional, psychological, sexual, financial
- ii. Intimate partner violence (IPV); Child, elder abuse and neglect; Domestic violence against women and men
- iii. Cycle of abuse
- iv. Causes: Substance abuse, mental health issues, Societal norms (patriarchy, gender roles), Learned behavior from childhood (intergenerational transmission), Economic dependence and unemployment, Cultural stigma and silence around abuse
- v. Impact: Long-term effects on mental health, Impact on parenting and child development, Trauma bonding and low self-esteem, Isolation and loss of autonomy
- vi. Prevention, Support, and Intervention Strategies: Role of psycho-education and premarital counseling; therapy and family mediation; building communication, and conflict resolution skills; creating safe spaces and support networks; empowerment and financial independence

**C. Death, Grief and Bereavement**

- i. Awareness of death as a developmental milestone in adulthood and old age; meaning-making around death
- ii. Death anxiety in midlife
- iii. Dying well: Living Will, Euthanasia
- iv. Hospice care; improving care of the dying; caring for the caregiver
- v. Grief and Bereavement: Definitions and Types
- vi. Kubler-Ross' Five Stages of Grief; Grief Process
- vii. Supporting the Grieving Process: Active listening and non-judgmental presence; What to say (and not to say) to someone grieving; Role of support groups, therapy, and community-based rituals; Special cases: child loss, suicide, sudden or traumatic death; Grief in caregivers, professionals, and helping roles (compassion fatigue)

viii. Positive psychological, emotional, and interpersonal outcomes of grief

**1** **Text Books & Reference Books:**

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**1**  
**1**
1. Dolgin, K. G. (2010). *The adolescent: Development, relationships, and culture* (13<sup>th</sup> ed.). Pearson.
  2. Lally, M., & Valentine - French, S. (2022). *Lifespan development: a psychological perspective* (4<sup>th</sup> ed.). LibreTexts. [https://socialsci.libretexts.org/Bookshelves/Human\\_Development/Lifespan\\_Development%3A\\_A\\_Psychological\\_Perspective\\_4e\\_\(Lally\\_and\\_Valentine-French\)](https://socialsci.libretexts.org/Bookshelves/Human_Development/Lifespan_Development%3A_A_Psychological_Perspective_4e_(Lally_and_Valentine-French))
  3. Lemme, B. (2006). *Development in adulthood* (4th ed.). Pearson. Lumen Learning (2020) *Lifespan Development*. [https://socialsci.libretexts.org/Bookshelves/Human\\_Development/Lifespan\\_Development\\_\(Lumen\)](https://socialsci.libretexts.org/Bookshelves/Human_Development/Lifespan_Development_(Lumen))  
<https://pressbooks.nsc.ca/lumenlife/>
  4. Santrock, J. W. (2019). *Adolescence* (18<sup>th</sup> ed.). McGraw-Hill

**1** **Internal Continuous Assessment: 40%**  
**2**

**External, Semester End Examination 60%**  
**Individual Passing in Internal and External Examination**

**1** **Continuous Evaluation through:**  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>

As per the Format of Question Paper

**Syllabus  
B.Sc. (Home Science)  
(Sem. - IV)**

**Title of Paper Fundamentals of Guidance and Counselling**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Fundamentals of Guidance and Counselling</b> This course introduces the foundations of guidance and counselling, highlighting their relevance in everyday life. Students learn to distinguish between guidance, counselling, and therapy, and explore self-awareness, empathy, and the value of a non-judgmental attitude. Emphasis is placed on developing core counselling skills such as active listening, open-ended questioning, and ethical practice. The course also covers basic cognitive behavioural techniques and the role of guidance in promoting self-care and mental well-being. Interactive activities like reflection exercises and empathy mapping enhance practical understanding, preparing students to apply guidance principles in personal and peer-support contexts.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables the learners to:**

1. To introduce the foundational concepts of guidance and counselling and differentiate them from therapy.
2. To promote self-awareness and empathy as key personal qualities in effective guidance and counselling.
3. To explain core communication skills such as active listening, open-ended questioning, and constructive feedback.
4. To examine ethical boundaries and the significance of appropriate limits in helping relationships.
5. To understand and apply basic psychological principles like the connection between thoughts and behavior and simple CBT techniques for self-care.

**8 Course Outcomes: ( List some of the course outcomes )**

**Course Outcomes:**

**At the successful completion of the course, students will be able to:**

CO1	<b>Define</b> and <b>distinguish</b> between guidance, counselling, and therapy, and explain their relevance in various life contexts.
CO2	<b>Identify</b> and <b>reflect</b> on personal emotional patterns, strengths, and empathetic responses in interpersonal situations.
CO3	<b>Explain</b> and <b>apply</b> core counselling skills such as active listening, questioning techniques, and feedback strategies.
CO4	<b>Analyze</b> the role of ethical considerations and boundaries in effective guidance and peer support.
CO5	<b>Evaluate</b> and <b>apply</b> the usefulness of CBT principles and self-care strategies in real-life decision-making and stress management.

**9 Modules:- Per credit One module can be created**

**Module 1: 15 Hours**

**Foundations of Guidance and Counselling**

**A. Introduction to Guidance and Counselling**

- i. Defining guidance and counselling and understanding their relevance in daily life.
- ii. Distinction between guidance, counselling, and therapy.
- iii. Situations where guidance and counselling are useful.

*Suggested Activity:* Reflection Exercise on real-life situations where guidance or counselling helped or could have helped.

**B. Understanding Yourself and Others**

- i. Self-awareness: Recognizing one's emotions, strengths, and areas of improvement.
- ii. Empathy: Understanding others' perspectives and emotions.
- iii. The role of a non-judgmental attitude in effective guidance.

*Suggested Activity:* Empathy Mapping in various scenarios.

**Module 2: 15 Hours**

**Theoretical Principles in Practice**

**A. Core Skills in Guidance and Counselling**

- i. Active listening: Components and importance.
- ii. Open-ended questioning and its role in effective communication.
- iii. Constructive feedback principles.
- iv. Ethical considerations and boundaries in helping relationships.

**B. Applying Guidance and Counselling to Self-Care**

- i. Understanding the link between thoughts and behavior.
- ii. Basics of Cognitive Behavioural Techniques (CBT).
- iii. When to seek professional help and the importance of limits in peer support.

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11**

**Text Books & Reference Books:**

1. Burns, D. D. (1999). *Feeling good: The new mood therapy*. Harper.
2. Covey, S. R. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press.
3. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
4. McLeod, J. (2018). *An introduction to counselling* (6th ed.). McGraw-Hill Education.
5. Rogers, C. R. (1995). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin.
6. American Psychological Association. (n.d.). *Mental health resources*. Retrieved from <https://www.apa.org>
7. MindTools. (n.d.). *Personal and professional development resources*. Retrieved from <https://www.mindtools.com>
8. National Institute of Mental Health. (n.d.). *Mental health information*. Retrieved from <https://www.nimh.nih.gov>
9. Positive Psychology. (n.d.). *Articles and exercises on positive psychology*. Retrieved from <https://www.positivepsychology.com>

**12**

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal  
and External Examination**

**13**

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Fundamentals of Counselling Skills

Sr. No	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Fundamentals of Counselling Skills</b> <b>This course helps learning and demonstrating</b> the use of core counselling skills such as active listening and open-ended questioning through practical role-plays. It enables the learners to <b>identify</b> and <b>interpret</b> emotional patterns and personal triggers using structured journaling and reflective tools towards <b>applying</b> Cognitive Behavioral Techniques for managing and reflecting on personal life challenges. It trains the learners to <b>construct</b> a personal action plan that integrates guidance strategies for personal growth and ethical peer support.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <ol style="list-style-type: none"> <li>1. To enable students to develop core counselling skills such as active listening, use of open-ended questions, and providing constructive feedback in peer settings.</li> <li>2. To foster self-awareness and emotional intelligence through reflective exercises focused on emotional expression and response patterns.</li> <li>3. To equip students with practical tools for applying counselling concepts to real-life personal challenges using foundational techniques such as CBT.</li> <li>4. To encourage the formulation of personal development goals and strategies for growth, resilience, and ethical support of self and others.</li> <li>5. To facilitate the creation of a personalized action plan incorporating self-care, peer support mechanisms, and ethical boundaries and to apply guidance and counselling principles in everyday life.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

**Course Outcomes:**

**At the successful completion of the course, students will be able to:**

CO1	Demonstrate the use of core counselling skills such as active listening and open-ended questioning through practical role-plays.
CO2	Identify and interpret emotional patterns and personal triggers using structured journaling and reflective tools.
CO3	Apply simple Cognitive Behavioral Techniques to manage and reflect on personal life challenges.
CO4	Construct a personal action plan that integrates guidance strategies for personal growth and ethical peer support.
CO5	Evaluate the effectiveness of peer support approaches and ethical considerations in simulated counselling situations.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Skills Development Through Practice**

**A. Core Skills in Action**

- i. Practicing active listening through structured role-plays.
- ii. Using open-ended questions in conversations.
- iii. Practicing empathy and feedback in peer settings.

*Suggested Activity:* Paired role-play exercises and feedback sessions.

**B. Self-Awareness and Emotional Intelligence**

- i. Emotional recognition and expression exercises.
- ii. Identifying and understanding triggers and responses.

*Suggested Activity:* Daily or weekly journal entries reflecting emotional experiences.

**Module 2: 30 Hours**

**Personal Growth and Support Planning**

**A. Applying Counselling to Real-life Challenges**

- i. Using guidance tools to reflect on and solve personal challenges.
- ii. Practicing simple CBT strategies in daily life.
- iii. Setting realistic personal development goals.

**B. Creating a Personal Action Plan**

- i. Developing an individual strategy for ongoing growth and support.
- ii. Building and maintaining a support network.
- iii. Practicing ethical boundaries in peer counselling.

*Suggested Activity:* Development of a written Personal Action Plan that includes steps for self-care, peer support, and continuous learning.

**10 & 11 Text Books & Reference Books:**

1. Burns, D. D. (1999). Feeling good: The new mood therapy. Harper.
2. Covey, S. R. (2004). The 7 habits of highly effective people: Powerful lessons in personal change. Free Press.
3. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.
4. McLeod, J. (2018). An introduction to counselling (6th ed.). McGraw-Hill Education.
5. Rogers, C. R. (1995). On becoming a person: A therapist's view of psychotherapy. Houghton
6. Mifflin. American Psychological Association. (n.d.). Mental health resources. <https://www.apa.org>
7. MindTools. (n.d.). Personal and professional development resources. <https://www.mindtools.com>
8. National Institute of Mental Health. (n.d.). Mental health information. <https://www.nimh.nih.gov>
9. Positive Psychology. (n.d.). Articles and exercises on positive psychology. <https://www.positivepsychology.com>
- 10.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination									
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" data-bbox="805 268 1531 516"> <thead> <tr> <th data-bbox="805 268 1409 331"><b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b></th> <th data-bbox="1416 268 1531 331"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="805 340 1409 403">Class Participation/Internal Assessment during laboratory work/experiments/practical tasks</td> <td data-bbox="1416 340 1531 403">10</td> </tr> <tr> <td data-bbox="805 411 1409 474">Journal/Portfolio/Presentation/Reports/Case papers/Assignments</td> <td data-bbox="1416 411 1531 474">10</td> </tr> <tr> <td data-bbox="805 483 1409 516"><b>Total Marks for Internal Assessment</b></td> <td data-bbox="1416 483 1531 516"><b>20</b></td> </tr> </tbody> </table> <p data-bbox="821 558 1253 592">As per the Format of Question Paper</p>		<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>	Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10	Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>										
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10										
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10										
<b>Total Marks for Internal Assessment</b>	<b>20</b>										

**Vertical - 4**

**SEC**

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Meal Planning for Disease Management

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Meal Planning for Disease Management</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course highlights the significance of diet and meal planning for optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases. It involves examining the dietary needs of people suffering from infectious, deficiency and degenerative diseases. It enables learners to develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of meal planning and the factors influencing meal planning for infective, deficiency and degenerative diseases</li> <li>2. Analyze the nutritional needs of people suffering from infectious, deficiency and degenerative diseases.</li> <li>3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans for management of infectious, deficiency and degenerative diseases.</li> </ol>	

4. Assess and select recipes for their nutritional content for infectious, deficiency and degenerative diseases and to ensure optimal nutrient availability.
5. Reflect on community and cultural food choices and incorporate it into meal plans.
6. Design and create nourishing meal plans for infectious, deficiency and degenerative diseases and for ensuring adequacy of specific nutrients.

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, students will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning and modifications of diet in promoting optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases
<b>CO2</b>	Examine the dietary needs of people suffering from infectious, deficiency and degenerative diseases.
<b>CO3</b>	Understand the role of proper meal planning in preventing and managing infectious, deficiency and degenerative diseases.
<b>CO4</b>	Analyze the nutritional and lifestyle requirements in relation to infectious, deficiency and degenerative diseases.
<b>CO 5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements and; for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Meal Planning for Infections, Simple Intestinal Issues and Deficiency Diseases**

**I. Meal Planning for Infections and Simple Intestinal Issues**

- i. Fever
- ii. Acute Diarrhoea
- iii. Constipation and Flatulence
- iv. Typhoid
- v. Respiratory Tract Infections

**II. Meal Planning for Deficiency Diseases**

- i. Protein Energy Malnutrition
- ii. Anaemia
- iii. Osteomalacia and osteoporosis
- iv. Deficiency of B Complex Vitamins
- v. Goiter

**Module 2: 30 Hours**

**Meal Planning for Degenerative and Lifestyle Diseases**

- I. Modification of Diets for consistency, texture and delivery route**
  - i. Liquid and soft diets
  - ii. Tube feeds
- II. Meal Planning and lifestyle recommendations for weight management**
  - i. Weight loss
  - ii. Weight gain
- III. Meal Planning and lifestyle recommendations for management of Metabolic syndrome**
  - i. Fat modified meal plans
  - ii. Carbohydrate modified meal plans for blood sugar optimization
  - iii. Sodium restricted meal plans

**1 Text Books & Reference Books:**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leong, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1 Internal Continuous Assessment: 40%**  
**2**

**External, Semester End Examination 60%**  
**Individual Passing in Internal and External Examination**

**1 Continuous Evaluation through:**  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

#### Title of Paper Traditional Costume Styling

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Traditional Costume Styling</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course enables learners to describe regional variations in traditional attire, drapes, and accessories for men and women. It leads to the appreciation of traditional saree, dupatta, dhoti, and turban and their different draping techniques. It helps in studying different types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities. It enables learners to create complete looks with costumes elements, accessories, and makeup for festivals and folk-dance performances. It fosters designing sustainable and innovative styling concepts using recycling and upcycled of textiles.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables the learners to:**

- Understand and execute various traditional Indian costume draping techniques for both women and men, including sarees, dhotis, and turbans.
- Develop hands-on styling skills with traditional Indian attire components, including regional variations in garments, accessories, and textiles.
- Explore and apply traditional methods of hairstyling, headgears, and makeup associated with Indian festivals, dance forms, and tribal expressions.
- Demonstrate proficiency in styling with jewellery, footwear, belts, veils, shawls, and upcycled accessories using indigenous crafts.
- Creatively design complete looks for themed occasions such as festivals, folk dances, and sustainable fashion contexts using traditional elements and depicting them through a lookbook.
- Appreciate the cultural, historical, and aesthetic significance of Indian costume traditions across various states and communities.

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe regional variations in traditional Indian attire, drapes, and accessories for men and women.	1
CO2	Demonstrate traditional saree, dupatta, dhoti, and turban draping techniques using 6-yard and 9-yard sarees and regional garments.	3
CO3	Classify and differentiate between types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities.	2
CO4	Execute complete look styling with costume elements, accessories, and makeup for festivals and folk-dance performances.	3
CO5	Evaluate the aesthetic and cultural appropriateness of styled looks for specific regional, festive, or performance contexts.	5
CO6	Design sustainable and innovative styling concepts using upcycled or leftover traditional textile elements for modern adaptations.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**A. Traditional Costume Styling for Women's Wear**

**i. Saree/ Dupatta Drapes:**

- **Traditional Saree Drapes:** 5-7 Saree draping techniques using 6 yards and 9 yards sarees incorporating traditional draping styles of different states of India.
- **Dupatta draping styles:** 5-7 traditional dupatta drapes

**ii. Women's Attire Styling:**

- **Top Wear:** Kameez, Kurta, Choli, blouses and tops
- **Bottom Wear:** Salwar, Churidar, Sharara, Ghagra, tribal skirts and drapes

**iii. Jewellery Styling:**

- Traditional adornment by region - Styling with different types of traditional jewellery

**iv. Accessory Styling**

- Styling with belts, Kamar bandhs, Potli bags, veils.

**v. Hairstyling and Headgears:**

- Braiding techniques, traditional buns, floral accessories, gajra styling, regional head coverings (Odhni, dupatta, scarves)

**vi. Footwear Styling:**

- Traditional chappals, embroidered juttis, tribal footwear, woollen footwear.

**vii. Traditional Makeup Looks:**

- Kolam/Bindi designs, bold kajal-rimmed eyes, red lips, sindoor, natural base makeup.

**viii. Creative Styling Tasks:**

- Festival Look Styling for women

- Folk Dance Styling
- Sustainable Styling: Using leftover textiles for stoles, tops, or accessories.

## Module 2: 30 Hours

### B. Traditional Costume Styling for Men's Wear

- i. Men's Attire Styling:**
  - **Top Wear Styling:** Kurtas, Nehru jackets, Angarakha, and tribal upper garments
  - **Bottom Wear Styling:** Pyjama styles: Salwar, churidar, Straight, gathered, churidar, lungis, loin cloth, Dhoti variations depending on different states of India
- ii. Regional Shawl Styling:**
  - Different shawl draping styles, traditional angavastram styles etc
- iii. Turban Tying Techniques:**
  - Pagris, Phetas, Himachal caps, turbans, Tribal head wraps depending on different states of India
- iv. Jewellery Styling:**
  - Traditional men's jewelry: earrings, nose pins, kada, rings, chains, headpieces
- v. Accessory Styling:**
  - Styling with belts, cummerbunds, waistbands (kamarbandh), shoulder drapes
- vi. Hairstyling and Headgears:**
  - Traditional headgear, hair ornaments, oil hairstyles, braid rings
- vii. Footwear Styling:** Mojari, chappals, tribal footwear
- viii. Traditional Makeup Looks:**
  - Kohl-rimmed eyes, tilak, beard and mustache grooming styles
- ix. Creative Styling Tasks:**
  - Festival Look Styling for men
  - Folk Dance Styling for male dancers
  - Sustainable Styling: Use of upcycled textiles in men's attire (e.g., patchwork vests, fusion dhotis)

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&  
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### Text Books & Reference Books:

1. Alkazi, R. (1996). *Ancient Indian costume*. National Book Trust.
2. Bhandari, V. (2005). *Costume, textiles and jewellery of India*. Prakash Books.
3. Bhatnagar, P. (2004). *Traditional Indian costumes & textiles*. Abhishek Publications.
4. Biswas, A. (1985). *Indian costumes*. Ministry of Information & Broadcasting.
5. Chattopadhyay, K. (1995). *The sari*. Roli Books.
6. Das, K. (2017). *The sari: Styles, patterns, history, techniques*. Lustre Press.
7. Ghoswamy, B. N., & Fischer, E. (1993). *Indian costume*. Mapin Publishing.
8. Ghurye, G. S. (1995). *Indian costume* (3rd ed.). Popular Prakashan.
9. Jain, J. (2007). *Textile traditions of India: Contemporary practices of handloom weaving*. Marg Foundation.
10. Kumar, R. (2014). *Costumes and textiles of royal India*. Christie's.
11. Mehta, R. J. (1970). *Masterpieces of Indian textiles*. D. B. Taraporevala Sons & Co.
12. Naik, S. D. (1996). *Traditional embroideries of India*. APH Publishing.
13. Tarlo, E. (1996). *Clothing matters: Dress and identity in India*. University of Chicago Press.

12

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13** **Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

#### Title of Paper Entrepreneurship and New Venture Development

Sr. No	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Entrepreneurship and New Venture Development</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course is a description of distinct entrepreneurial traits, enabling learners to execute the process of entrepreneurship, <i>manifesting</i> start-ups, Initiating new venture creation. Thus this course helps in designing strategies for the successful implementation of innovative ideas of new ventures.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To provide an overview of entrepreneurship and the competencies that are needed to become an entrepreneur</li> <li>2. To enhances student's analytical and logical skills that will enable them to solve any problem.</li> <li>3. To enable students to explore and launch entrepreneurial ventures in their own areas of interest.</li> <li>4. To equip students with the knowledge of marketing and sales by Understanding the marketing mix and managing customer relationships</li> <li>5. To equip students with the practical skills and knowledge necessary to successfully navigate the challenges and opportunities of starting and growing a new venture</li> </ol>	

**8 Course Outcomes:** ( List some of the course outcomes )

**At the successful completion of the course, students will:**

<b>CO1</b>	Describe distinct entrepreneurial traits. ( <i>Remembering</i> )
<b>CO2</b>	Recognize the process and nature of entrepreneurship. ( <i>Remembering, Understanding</i> )
<b>CO3</b>	Identify the different ways in which entrepreneurs manifest in start-ups. ( <i>Applying, Analysing</i> )
<b>CO4</b>	Comprehend the entrepreneurial process for initiating new venture creation. ( <i>Understanding, Applying</i> )
<b>CO5</b>	Design strategies for the successful implementation of innovative ideas of new ventures. ( <i>Evaluating, Creating</i> )

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**A. Idea Generation and Opportunity Assessment:**

- **Self-Discovery:** Identifying personal strengths, passions, and entrepreneurial traits.
- **Idea Generation:** Exploring sources of business ideas, assessing their viability, and understanding opportunity recognition
- **Idea Evaluation:** Applying design thinking, prototyping, and value proposition design to refine and evaluate business ideas.
- **Exercises:**
  - i. Brainstorming sessions to generate business ideas.
  - ii. Identifying market needs and potential opportunities.
  - iii. Analyzing industry trends and competitive landscapes.
  - iv. Developing a problem statement and a solution.

**B. Market Research and Business Planning:**

- **Feasibility Analysis:** Conducting market research, analyzing target markets, and understanding customer behavior.
- **Business Plan Development:** Creating a comprehensive business plan, including marketing strategies, financial projections, and organizational structure.
- **Exercises:**
  - i. Conducting surveys and interviews to gather market research data.
  - ii. Analyzing competitor strategies and market trends.
  - iii. Developing a business plan for a chosen venture.

Presenting business plans and receiving feedback from peers and faculty.

**Module 2: 30 Hours**

**A. Venture Creation and Management:**

- **New Venture Creation:** Understanding the entrepreneurial process, securing funding, and launching a new business.
- **Venture Management:** Managing finances, marketing, and operations of a new venture.
- **Exercises:**
  - i. Developing and implementing marketing strategies for a new venture.
  - ii. Securing funding from various sources, including investors and banks.
  - iii. Managing cash flow and financial records. Developing and managing a team of employees

**B. Institutional Support and Network Building:**

- **Institutional Support:** Understanding the role of various organizations in supporting entrepreneurship.

- **Network Building:** Connecting with mentors, advisors, and other entrepreneurs.
- **Exercises:**
  - i. Visiting and interacting with local incubators and accelerators.
  - ii. Attending industry events and networking with potential investors and partners.

**C. Project-Based Learning:**

- Throughout the course, students are expected to develop and present a capstone project, which could involve creating a new venture, developing a business plan, or conducting a market research study.

Example Practical Activities:

- **Case Study Analysis:** Analyzing real-world business cases to understand successful and unsuccessful entrepreneurial ventures.
- **Simulations:** Engaging in simulated business scenarios to practice decision-making and problem-solving.
- **Field Trips:** Visiting local businesses and industry events to gain practical experience and network with industry professionals.

**Guest Lectures:** Inviting entrepreneurs and industry experts to share their experiences and insights

<b>10 &amp; 11</b>	<p><b>Text Books &amp; Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Amit, R., &amp; Zott, C. (2020). Business model innovation strategy: Transformational concepts and tools for entrepreneurial leaders. John Wiley &amp; Sons.</li> <li>2. Barringer, B.R., &amp; Ireland, R.D. (2015). Entrepreneurship. Pearson.</li> <li>3. Desai, V., (2016) Small-Scale Enterprises and Entrepreneurship Ecosystem, 6th Edition, Himalaya Publishing House.</li> <li>4. Blundel, R., Lockett, N., Wang, C., &amp; Mawson, S. (2021). Exploring entrepreneurship. Sage</li> <li>5. Frederick, H., Connor, A., Kuratko, F. D. (2016) Entrepreneurship: Theory, Process and Practice, 4th Edition, Cengage Learning</li> <li>6. Gersick, K. E., Davis, J. A., Hampton, M. M., &amp; Lansberg, I. (1997). Generation to generation:Life cycles of the family business. Boston, United States: Harvard Business School Press.</li> <li>7. Hisrich, R.D., Manimala, M.J., Peters, M.P., &amp; Shepherd, D.A. (2013). Entrepreneurship. Delhi,India: Tata McGraw Hill.</li> <li>8. Kuratko, D.F., &amp; Rao, T. V. (2012). Entrepreneurship: A South-Asian Perspective .Cengage</li> <li>9. Lewrick, M. (2022). Design Thinking for Business Growth: How to Design and Scale Business</li> <li>10. Lorenzo, O., Kawalek, P., &amp; Wharton, L. (2018). Entrepreneurship, Innovation, and technology: A guide to core models and tools. Routledge</li> <li>11. Malhotra Naresh, K. Marketing Research: An Applied Orientation (Pearson, 8th Edition 2022)</li> <li>12. Mitra, J. (2019). Entrepreneurship, innovation, and regional development: an introduction. Routledge.</li> <li>13. Nicholls, A. (Ed.). (2006). Social entrepreneurship new models of sustainable social change.London: United Kingdom: Oxford University Press. 3 Discipline Specific Core Course-4.2(DSC-4.2): Cost Accounting</li> <li>14. Scarborough, N. M., Cornwall, J. R., &amp; Zimmerer, T. (2016). Essentials of entrepreneurship andsmall business management. Boston, United States: Pearson.</li> <li>15. Shankar, R. (2012). Entrepreneurship Theory and Practice. Delhi, India: Tata McGraw Hill</li> <li>16. Shukla, M.B. (2007). Entrepreneurship and Small Business Management. Allahabad, India: KitabMahal Publishers.</li> </ol>
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17. Zimmerer, T., & Scarborough, N. M. (2005). Essentials of Entrepreneurship and Small Business Management. Prentice Hall.

**12 Internal Continuous Assessment: 40%** **External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
 Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. ( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN

## (External and Internal)

B.Sc. SEMESTER III

### Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

### Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

### Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sd/-**

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Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science**

**Sd/-**

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Faculty of  
Interdisciplinary  
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Faculty of  
Interdisciplinary  
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Prof. A. K. Singh  
Faculty of  
Interdisciplinary  
Studies**

# University of Mumbai

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विद्याविषयक प्राधिकरणे  
सभा आणि सेवा विभाग(ए.ए.एम.एम)  
रूम नं. १२८ एम.जी.रोड, फोर्ट,  
मुंबई - ४०० ०३२  
टेलिफोन नं - ०२२ - ६८३२०३३

(नॅक पुनर्मुल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी  
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क.वि.प्रा.स.से./आयसीडी/२०२५-२६/१३२

दिनांक : १० ऑक्टोबर, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक १९ ऑगस्ट, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२  
१० ऑक्टोबर, २०२५

  
(डॉ. प्रसाद कारडे)  
कुलसचिव

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
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5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a> He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
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18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha <a href="mailto:pinkumanno@gmail.com">pinkumanno@gmail.com</a>
19	Director, Department of Lifelong Learning and Extension (DLLE), <a href="mailto:dlleuniversityofmumbai@gmail.com">dlleuniversityofmumbai@gmail.com</a>

<b>Copy for information :-</b>	
1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

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1	The Chairman, Board of Deans <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
2	<p><b>Faculty of Humanities,</b></p> <p><b>Offg. Dean</b></p> <p>1. Prof.Anil Singh <a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prof.Manisha Karne <a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a></p> <p>3. Dr.Suchitra Naik <a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a></p> <p><b>Faculty of Commerce &amp; Management,</b></p> <p><b>Offg. Dean,</b></p> <p>1 Prin.Ravindra Bambardekar <a href="mailto:principal@model-college.edu.in">principal@model-college.edu.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Dr.Kavita Laghate <a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a></p> <p>3. Dr.Ravikant Balkrishna Sangurde <a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a></p> <p>4. Prin.Kishori Bhagat <a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a></p>

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	<p><b>Faculty of Inter-Disciplinary Studies,</b></p> <p><b>Offg. Dean</b>  1. Dr. Anil K. Singh  <a href="mailto:aksingh@trcl.org.in">aksingh@trcl.org.in</a></p> <p><b>Offg. Associate Dean</b>  2. Prin. Chadrashekhhar Ashok Chakradeo  <a href="mailto:cachakradeo@gmail.com">cachakradeo@gmail.com</a>  3. Dr. Kunal Ingle  <a href="mailto:drkunalingle@gmail.com">drkunalingle@gmail.com</a></p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in">dsd@mu.ac.in</a> <b>DSW</b> <a href="mailto:direcotr@dsw.mu.ac.in">direcotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

**As Per NEP 2020**

# University of Mumbai



## **Syllabus for Major Vertical – 1 & 4**

<b>Name of the Programme – B.Sc. (Home Science)</b>		
<b>Faulty of Interdisciplinary</b>		
<b>Board of Studies in Home Science</b>		
<b>U.G. Second Year Programme</b>	<b>Exit Degree</b>	<b>U.G. Diploma Home Science – Textile and Fashion Technology</b>
<b>Semester</b>	<b>III &amp; IV</b>	
<b>From the Academic Year</b>	<b>2025-26</b>	

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	<b>B.Sc. (Home Science)</b>
2	Exit Degree	<b>U.G. Diploma Home Science - Textile and Fashion Technology</b>
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	<b>40%</b>
5	Credit Structure Sem. III-R. IMU-545C Sem. IV-R. IMU-545D	<b>Attached herewith</b>
6	Semesters	<b>Sem. III &amp; IV</b>
7	Program Academic Level	<b>5.00</b>
8	Pattern	<b>Semester</b>
9	Status	<b>New</b>
10	To be implemented from Academic Year	<b>2025-26</b>

Sd/-

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Ad-hoc Board of  
Studies in  
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Faculty of  
Interdisciplinary  
Studies



	<b>Cum Cr.</b>	28		10	12	6+6	8+4+2	8+4	88	
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**Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor**

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project ]

**Sem. - III**

# **Vertical – 1 Major**

**Syllabus**  
**B.Sc. (Home Science)**  
**(Sem.- III)**

**Title of Paper Fashion Marketing**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Fashion Marketing</b> This course in Fashion Marketing imparts knowledge of the key marketing concepts and its application in the fashion industry. It helps in understanding fashion consumerism and the factors influencing their buying decisions. It provides an understanding fashion brands and their importance in market positioning and product promotion. It creates awareness about the various aspects of marketing both conventional and digital.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical-
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <b>The course enables learners to:</b> <ol style="list-style-type: none"> <li>1. Explain key marketing concepts and its application in the fashion industry.</li> <li>2. Identify and evaluate factors influencing fashion buying decisions of consumers.</li> <li>3. Identify fashion brands and its importance in positioning in the market to promote their products.</li> <li>4. Apply the knowledge to plan various aspects of marketing both conventional and digital.</li> </ol>	

8

**Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level
CO1	Remember and understand the foundational principles of fashion marketing and will be able to describe, explain, and interpret core marketing concepts and relate to the fashion industry.	1 and 2
CO2	Analyse consumer behaviour in the context of fashion by breaking down consumer decision-making processes.	4
CO3	Evaluate branding and promotional strategies used by fashion brands and assess the effectiveness of brand positioning and marketing strategies on fashion buying	5
CO4	Develop a basic marketing plan for a fashion product or brand including digital and promotional elements.	6

9 **Modules:- Per credit One module can be created****Module 1: 15 Hours****A. Fundamentals of Fashion and Marketing**

- i. Introduction to the fashion industry: key segments and players.
- ii. Basics of marketing: the 4Ps in a fashion context.
- iii. Fashion life cycle and trend forecasting.
- iv. Overview of fashion marketing vs. traditional marketing.

**B. Understanding the Fashion Consumer**

- i. Fashion consumer behaviour and buying psychology.
- ii. Demographics and psychographics.
- iii. Fashion adoption process and segmentation.
- iv. Targeting and positioning in fashion markets.

**Module 2: 15 Hours****A. Fashion Branding, Retailing, and Promotion**

- i. Fashion branding: identity, image, and positioning
- ii. Retail formats: brick-and-mortar, online, omnichannel
- iii. Visual merchandising and store design
- iv. Promotion strategies: advertising, PR, influencer marketing

**B. Digital Fashion Marketing**

- i. Introduction to Digital Fashion Marketing
- ii. Social Media Platforms for Fashion
- iii. Email, Content Marketing, Influencers and Gamification
- iv. E-Commerce and Mobile Shopping Behaviour

10 **Text Books & Reference Books:**&  
11

1. Arnould, E. J., Price, L. L., & Zinkhan, G. M. (2004). *Consumers* (2nd ed.). McGraw-Hill/Irwin.
2. Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). *Consumer behavior* (10th ed.). Cengage Learning.
3. Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing* (7th ed.). Pearson Education.
4. Davis, F. (1992). *Fashion, culture, and identity*. University of Chicago Press.
5. Easey, M. (Ed.). (2009). *Fashion marketing* (3rd ed.). Wiley-Blackwell.
6. Easey, M., & McGoldrick, P. (2016). *Fashion marketing communications*. Wiley.
7. Hill, R. P., & Moran, T. P. (2011). *Consumer behavior in the fashion industry*. Fairchild Books.
8. Hines, T., & Bruce, M. (Eds.). (2007). *Fashion marketing: Contemporary issues* (2nd ed.). Routledge.
9. Jackson, T. (2010). *The psychology of fashion*. Palgrave Macmillan.
10. Jackson, T., & Shaw, D. (2009). *Mastering fashion marketing*. Palgrave Macmillan.
11. Jarnow, J., Guerreiro, M., & Judelle, B. (2011). *Inside the fashion business* (7th ed.). Pearson Education.
12. Ko, E., Megehee, C. M., & Taylor, C. R. (Eds.). (2019). *Luxury fashion retail management: Trends, tactics, techniques*. Springer.
13. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for humanity*. Wiley.

14. Okonkwo, U. (2007). *Luxury fashion branding: Trends, tactics, techniques*. Palgrave Macmillan.
15. Okonkwo, U. (2010). *Luxury online: Styles, systems, strategies*. Palgrave Macmillan.
16. Posner, H. (2015). *Marketing fashion: Strategy, branding and promotion* (2nd ed.). Laurence King Publishing.
17. Ryan, D. (2016). *Understanding digital marketing: Marketing strategies for engaging the digital generation* (4th ed.). Kogan Page.
18. Solomon, M. R., & Rabolt, N. J. (2009). *Consumer behavior in fashion* (2nd ed.). Prentice Hall.
19. Tungate, M. (2008). *Fashion brands: Branding style from Armani to Zara* (2nd ed.). Kogan Page.
20. Tungate, M. (2012). *Fashion brands: Branding style from Armani to Zara* (3rd ed.). Kogan Page.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination 60%  
Individual Passing in Internal and External  
Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation, project,  
role play, creative writing, assignment etc.( at  
least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem.- III)

## Title of Paper Traditional Textiles of India

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Traditional Textiles of India</b> This course in Traditional Textiles of India imparts knowledge about various traditional Indian textiles, their materials and manufacturing methods. It creates an appreciation amongst the learners to the rich cultural heritage of India and sensitizes them to the need to preserve and promote traditional textiles and crafts and the national artisans who create the beautiful traditional Indian textiles. It gives the learners a background for deriving design inspiration from the traditional textiles and crafts. It creates awareness about the artisan groups and NGOs, different handloom and khadi boards and their certification explaining their role in preserving and promoting various forms of traditional Indian textiles and crafts.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables the learner to:</b> <ol style="list-style-type: none"> <li>1. Acquire the knowledge of the various traditional textiles of India.</li> <li>2. Understand the method of manufacturing the traditional textiles</li> <li>3. Appreciate the traditional skills and knowledge of the artisans.</li> <li>4. Get sensitized towards the need to preserve as well as promote the national heritage.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level
CO1	Identify the various types of traditional textiles of India.	1
CO2	Describe the methods of manufacturing these traditional textiles of India.	1
CO3	Understand and classify the traditional textiles of India according to their characteristics.	2 and 3
CO4	Analyse the methods of manufacturing these textiles to appreciate the traditional knowledge of the methods as well as materials used by the artisans.	4
CO5	Design a sample book using the various traditional Indian textiles.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 15 Hours**

- A. Introduction to traditional textiles of India.**
- B. Certified marks related to traditional textiles of India**  
(Handloom mark, GI tag, Silk mark, Wool mark, etc.).
- C. Dyed, printed, painted and woven textiles:**
  - i. North India: Ladakh & Jammu & Kashmir, Himachal Pradesh, Uttarakhand & Uttar Pradesh, Punjab & Haryana.
  - ii. East India: Bihar & Jharkhand, West Bengal, Chhattisgarh & Odisha.
  - iii. North East India: Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura.

**Module 2: 15 Hours**

- A. Dyed, printed, painted and woven textiles:**
  - i. West India: Rajasthan, Gujarat, Maharashtra, Goa.
  - ii. South India: Andhra Pradesh & Telangana, Karnataka, Kerala, Tamil Nadu.
  - iii. Central India: Madhya Pradesh.
- B. Handloom Industry of India and Khadi Board:**  
Overview of history and functions.

**10 & 11 Text Books & Reference Books:**

1. Chattopadhyaya, K. (1976). *Carpets and floor coverings of India*. Taraporevala
2. Chattopadhyaya, K. (1985). *Handicrafts of India*. (Revised Edition). New Delhi: Indian Council for Cultural Relations.
3. Crill, R. (2015). *The fabric of India*. Harry N. Abrams.
4. Das, A. K. (2018). *Traditional textiles of North East India - A Catalogue of The IGNCA Collection*. B.R. Corporation.
5. Dedhia, E. & Hundekar, M. (2008). *Ajrakh: impressions and expressions*. Colour Publication Ltd.
6. **Dhamija, L. (2014). *Indian folk arts and crafts*. National Book Trust.**
7. Dhamija, L. (2019). *Baluchars: the woven narrative silks of Bengal*. Niyogi Books.
8. Edwards, E. (2016). *Block printed textiles of India*: Imprints of Culture. Niyogi Books.
9. Gillow, J. & Barnard, N. (2014). *Traditional Indian textiles*. WW Norton.
10. Irwin, J. & Hall, M. (1971). *Indian painted and printed fabrics*. Calico Museum of Textiles.
11. Jain, L. (2011) *Rapture: the art of Indian textiles*. Niyogi Books.
12. Karolia, A. (2019). *Traditional Indian handcrafted textiles: history, techniques, processes, and designs*. Niyogi Books.
13. Lynton, L. (2002). *The sari*. WW Norton
14. Murphy, V. and Crill R. (1991). *Tie-dyed textiles of India*. London: Victoria and Albert Museum.
15. Raman, V. (2012). *The Warp and the weft: community and gender identity among the weavers of Banaras*. Taylor & Francis.
16. Rizvi, J. & Ahmed, M. (2017). *Pashmina: the Kashmir shawl and beyond*. Marg Publications.
17. Ramaswamy, V. (2006). *Textiles and weavers in South India* Oxford University Press.

18. Shah, A. (2013). *Shifting Sands: Kutch: textiles, traditions, transformation*. Bandhej Books.  
 19. Singh, M., Chishti, R. K. & Jain, R. (2000) *Handcrafted Indian textiles: tradition and beyond*. Lustre Press.  
 20. Singh, S. (2023). *Traditional textiles of India*. LWRN Studio.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
 60% Individual Passing in Internal  
 and External Examination**

**13 Continuous Evaluation through:**  
 Quizzes, Class Tests, presentation,  
 project, role play, creative writing,  
 assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Syllabus  
B.Sc. (Home Science)  
(Sem.- III)**

**Title of Paper Fashion Event Management**

Sr. No.	Heading	Particulars
1	<b>Description the course :  Including but Not limited to :</b>	<b>Fashion Event Management</b> This course helps in Identifying and describing the various fashion event formats and types to analyses major fashion events, identifying practices in event planning, branding etc. It enables the learners to design a comprehensive fashion show (Fashion Show/ exhibitions, product launches, etc.) plan including timeline, logistics, budgeting, and scheduling etc. It involves developing digital marketing material for promoting fashion events.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical-
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) The course enables the learners to: <ol style="list-style-type: none"> <li>1. Understand the fundamentals of fashion event management.</li> <li>2. Analyze different types of fashion events and their formats.</li> <li>3. Plan, organize, and manage fashion events.</li> <li>4. Foster creative thinking in assisting to organize fashion events.</li> </ol>	

8	<b>Course Outcomes:</b> ( List some of the course outcomes )	
<b>After successful completion of the course, a learner will be able to:</b>		<b>Bloom's Taxonomy Level</b>
CO1	Identify and describe various fashion event formats and types.	1 and 2
CO2	Analyze major fashion events to identify practices in event planning, branding etc.	4
CO3	Develop a comprehensive fashion show plan including timeline and logistics	6
CO4	Design an event plan (Fashion Show/ exhibitions, product launches, etc.) including budgeting, scheduling etc.	6
CO5	Develop digital marketing material for promoting fashion events.	6
9	<b>Modules:-</b> Per credit One module can be created	
<b>Module 1: 30 Hours</b>		
<b>A. Introduction to Fashion Event Management</b> <ol style="list-style-type: none"> <li>i. Types of fashion events (fashion shows, exhibitions, product launches, etc.) and event formats.</li> <li>ii. Key responsibilities of event managers.</li> <li>iii. Case study analysis of two major fashion events (e.g., Met Gala, Lakmé Fashion Week, etc.). (Designers, models, theme, coverage and publicity, invitees, sponsorships etc.).</li> </ol>		
<b>Module 2: 30 Hours</b>		
<b>A. Event Planning, Budgeting and Promotion</b> <ol style="list-style-type: none"> <li>i. Event Planning and Management</li> <li>ii. Planning an event: concept and theme development (Fashion Show, exhibitions, product launches, etc.).</li> <li>iii. Creating a timeline and event schedule.</li> <li>iv. Create Event planning checklist.</li> <li>v. Prepare a budget for a fashion show and cost management.</li> <li>vi. Planning stage layout and seating.</li> <li>vii. Coordinating and creating a playlist for fashion sequences.</li> <li>viii. Visual storytelling through décor, displays and setups.</li> <li>ix. Lighting and sound planning.</li> <li>x. Backstage management.</li> </ol> <b>B. Marketing and Promotion</b> <ol style="list-style-type: none"> <li>i. Design a digital flyer / social media campaign.</li> <li>ii. Branding and promotion strategies for fashion event (Fashion Show, exhibitions, product launches, etc.).</li> <li>iii. Other collaborations for promotion such as influencers, brands, and vendors etc.</li> </ol> <b>C. Crisis Management</b> <ol style="list-style-type: none"> <li>i. Handling last-minute changes and challenges.</li> <li>ii. Managing health, safety, and security issues.</li> </ol> <b>D. Final Execution of the event.</b>		
10 & 11	<b>Text Books &amp; Reference Books:</b> <ol style="list-style-type: none"> <li>1. Bowdin, G. A. J., Allen, J., O'Toole, W., Harris, R., &amp; McDonnell, I. (2011). <i>Events management</i> (3rd ed.). Routledge.</li> <li>2. Getz, D. (2012). <i>Event studies: Theory, research and policy for planned events</i> (2nd ed.). Routledge.</li> <li>3. Silvers, J. R. (2012). <i>Professional event coordination</i> (2nd ed.). Wiley.</li> <li>4. Tum, J., Norton, P., &amp; Wright, J. (2006). <i>Management of event operations</i>. Routledge.</li> <li>5. Bladen, C., Kennell, J., Abson, E., &amp; Wilde, N. (2012). <i>Events management: An introduction</i>. Routledge.</li> <li>6. Berridge, G. (2007). <i>Events design and experience</i>. Routledge.</li> </ol>	
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>

13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" data-bbox="735 226 1531 478"> <thead> <tr> <th data-bbox="735 226 1398 296">CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th data-bbox="1398 226 1531 296">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="735 296 1398 359">Class Participation/Internal Assessment during laboratory work/experiments/practical tasks</td> <td data-bbox="1398 296 1531 359">10</td> </tr> <tr> <td data-bbox="735 359 1398 422">Journal/Portfolio/Presentation/Reports/Case papers/Assignments</td> <td data-bbox="1398 359 1531 422">10</td> </tr> <tr> <td data-bbox="735 422 1398 478"><b>Total Marks for Internal Assessment</b></td> <td data-bbox="1398 422 1531 478"><b>20</b></td> </tr> </tbody> </table> <p data-bbox="735 520 1531 552">As per the Format of Question Paper</p>	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks	Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10	Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks									
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10									
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10									
<b>Total Marks for Internal Assessment</b>	<b>20</b>									

# Syllabus B.Sc. (Home Science) (Sem.- III)

## Title of Paper Children's Wear

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Children's Wear</b> This course provides an understanding of taking body measurements and basic patterns for drafting children's wear. It enables learners to select appropriate fabrics for construction of children's wear. It trains the learners to stitch and neatly finish garments for children keeping aesthetics and functionality under consideration.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / 4-credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables the learner to:</b> <ol style="list-style-type: none"> <li>1. Learn the method of taking body measurement.</li> <li>2. Study basic patterns for children's wear.</li> <li>3. Draft paper patterns for children's wear.</li> <li>4. Plan and stitch garments that are aesthetically and functionally designed for children.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes )	
	<b>After successful completion of the course, the learner will be able to:</b>	
	<b>CO1</b>	Understand the method of taking body measurements.
	<b>CO2</b>	Understand the procedure of drafting of garments for children's wear.
	<b>CO3</b>	Analyze and interpret basic patterns for children's wear.
	<b>CO4</b>	Judge and select appropriate fabrics for construction of children's wear.
		<b>Bloom's Taxonomy Level</b>
		1
		1
		3 and 4
		4 and 5

CO5	Execute the basics of sewing fundamentals to stitch and neatly finish garments for children.	6
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9	<b>Modules:-</b> Per credit One module can be created	
	<b>Module 1:</b>	<b>30 Hours</b>
	<b>A. Basic Clothing Concepts</b> i. Introduction to body measurements. ii. Reading design drawings and patterns with various yokes/ pleats/gathers/necklines/sleeves/garment openings. <b>B. Drafting of basic blocks and sleeve based on French method.</b> <b>C. Understanding and selecting suitable fabrics for children’s wear.</b>	
	<b>Module 2:</b>	<b>30 Hours</b>
<b>A. Adaptation of basic blocks to draft patterns for children’s wear</b> i. Jumper ii. Frock <b>B. Placement, cutting, stitching and styling of:</b> i. Jumper ii. Frock		

10 & 11	<b>Text Books &amp; Reference Books:</b>	
	<ol style="list-style-type: none"> <li>Aldrich, W. (2009). <i>Metric pattern cutting for children's wear and babywear: from birth to 14 years</i>. John Wiley &amp; Sons Inc.</li> <li>Bray, N. (2003). <i>Dress pattern designing (classic edition): the basic principles of cut and fit</i>. Blackwell Publications.</li> <li>Chas, A. Bennett. Co. Inc. Gardiner, W. (2003). <i>Encyclopedia of sewing techniques</i>, Kent: Search Presshold.</li> <li>Claire, B. (1981). <i>The complete book of sewing short cuts</i>, New York: Sterling Publishing Co. Inc. Cream, P. &amp;</li> <li>Cunningham, G. (1969). <i>Singers sewing book</i>, New York: Singer Co. Ltd.</li> <li>Davis, M.L. (1996). <i>Visual design and dress</i>. Third Edition, Prentice Hall.</li> <li>Dunn, L., Bailey, A. &amp; Draper, W. (1970). <i>Steps in clothing skills</i>. Illinois:</li> <li>Gardiner, W. (2003). <i>Encyclopaedia of sewing techniques</i>. Search Presshold.</li> <li>Harold, C. (1992). <i>Fashion design and product development</i>. John Wiley and Son Inc.</li> <li>Jewel, R. (2000). <i>Encyclopaedia of dress making</i>. (1st Ed.). A.P.H. Publishing Corporation.</li> <li>Reader’s Digest (1993). <i>Step by step guide: sewing and knitting</i>. Reader’s Digest.</li> <li>Shillong, C. (1996). <i>The complete book of sewing</i>, London: Dorling Kindersley Ltd.</li> <li>Tatham, C. and Julian Seaman, J. (2003). <i>Fashion designing and drawing course</i>. Thames and Hudson Publishers.</li> </ol>	

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
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13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1"> <thead> <tr> <th>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Class Participation/Internal Assessment during laboratory work/experiments/practical tasks</td> <td>10</td> </tr> <tr> <td>Journal/Portfolio/Presentation/Reports/Case papers/Assignments</td> <td>10</td> </tr> <tr> <td><b>Total Marks for Internal Assessment</b></td> <td><b>20</b></td> </tr> </tbody> </table>		CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks	Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10	Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
		CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks								
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10										
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10										
<b>Total Marks for Internal Assessment</b>	<b>20</b>										
		As per the Format of Question Paper									

**Vertical - 4**

**VSC**

# Syllabus B.Sc. (Home Science) (Sem.- III)

## Title of Paper Meal Planning for Health

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Meal Planning for Health</b> * Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.  This course provides a basic comprehension of the meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages. It enables the learners to examine the dietary needs of different age groups and life stages preventing common nutritional problems and diseases and disorders caused due to nutrient deficiencies. It trains learners to develop appropriate recipes and meal plans for various life cycle stages.
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical-
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

The course enables learners to:

1. Understand the fundamentals of meal planning and the factors influencing meal planning.
2. Analyze the nutritional needs of the members of the family based on the life cycle stages
3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans.
4. Assess and select recipes for their nutritional content for various life cycle stages and to ensure optimal nutrient availability.
5. Reflect on community and cultural food choices and incorporate it into meal plans.

Design and create nourishing meal plans across life cycle stages and for ensuring adequacy of specific nutrients.

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, the learner will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages.
<b>CO 2</b>	Examine the dietary needs of different age groups and life stages
<b>CO3</b>	Understand the role of proper meal planning in preventing common nutritional problems and diseases at different life stages as well as disorders due o nutrient deficiencies.
<b>CO 4</b>	Analyze the nutritional and lifestyle requirements in relation to the physiological needs of a particular life cycle stage.
<b>CO 5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for various life cycle stages focusing on their specific nutritional requirements and ;for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Introduction to Meal Planning, Nutrition in Adulthood and Nutrient Focused Recipes and Meal Plans****I. Introduction to Meal Planning**

- i. Meaning and importance of meal planning, use of basic food groups, meal patterns and food selection according to different activities & socio economic levels
- ii. Application of exchange lists and Indian Food Composition Tables in meal planning
- iii. Introduction into different life cycle stages requirements

**II. Focused Nutrient Dense Recipes and Meal Plans**

- i. Protein
- ii. Omega 3
- iii. Fiber
- iv. Calcium
- v. Iron
- vi. Vitamin A
- vii. Vitamin C
- viii. B Complex Vitamins
- ix. Other key nutrients - Overview

**III. Meal Planning, recipe selection and meal preparation for adult men and women – with focus across body frames, activity levels (Heavy, moderate and sedentary workers) and life and professional situations**

**IV. Meal Planning, recipe selection and meal preparation for pregnant and lactating mothers – with special focus on meal plans across the three trimesters**

- i. Calcium and iron rich recipes
- ii. Meal plans to manage nausea, vomiting and gastro esophageal reflux in the first trimester
- iii. Small frequent energy dense meals in the third trimester
- iv. Meal plans for 0 – 6 months of lactation
- v. Meal plans for 7 months to 2 years of lactation
- vi. Galactagogue rich recipes

**Module 2: 30 Hours**

**Meal Planning through Childhood, Adolescence and Geriatric Life Cycle Stages**

- I. Meal Planning, recipe selection and meal preparation for infancy**
  - i. Liquid, semi-solid and solid foods
  - ii. Preparation of Amylase Rich Foods (ARF)- Demonstration
- II. Meal Planning, recipe selection and meal preparation for childhood – with special focus on healthy packed lunches and nutrient dense snacks.**
  - i. Toddlerhood
  - ii. Early childhood
  - iii. Middle Childhood
  - iv. Late childhood
- III. Meal Planning, recipe selection and meal preparation for adolescent boys and girls – with special focus on nutrient dense meals**
  - i. Nutrient dense snacks
  - ii. Blending palatability with nutrition
  - iii. Snacks designed to better performance and cognitive health
- IV. Meal planning and meal preparation for Geriatric population with focus on effects of physiological changes**
  - i. Change of consistency
  - ii. Loss of muscle and sarcopenia
  - iii. Gastrointestinal well being
  - iv. Cognitive well being
  - v. Visual Well being

**1 Text Books & Reference Books:**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leong, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>

7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1**  
**2** **Internal Continuous Assessment:**  
**40%**

**External, Semester End Examination 60% Individual**  
**Passing in Internal and External Examination**

**1**  
**3** **Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>		<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks		10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments		10
<b>Total Marks for Internal Assessment</b>		<b>20</b>

As per the Format of Question Paper

# Syllabus B. Sc. (Home Science) (Sem.- III)

Title of Paper Parent and Community Education

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Parent and Community Education</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps the learners to gain an understanding of the key terms and emphasis the importance of parent and community education. It enables the learners to demonstrate techniques to engage parents in school activities and decision-making and to design a community outreach project promoting educational awareness.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables learners to:</b>	<ol style="list-style-type: none"> <li>1. To understand the role of parents and community in child development and education.</li> <li>2. To develop effective strategies to engage families and communities in the educational process.</li> <li>3. To demonstrate skills in organizing and conducting community-based education programs.</li> <li>4. To reflect on cultural and socioeconomic factors influencing parent and community involvement.</li> <li>5. To collaborate with stakeholders to enhance educational outcomes for children.</li> </ol>

**8 Course Outcomes: ( List some of the course outcomes )**

Course Outcomes:	
At the successful completion of the course, students will:	
CO1	Define key terms related to parent and community education.
CO2	Explain the importance of parent and community involvement in the educational process.
CO3	Demonstrate techniques to engage parents in school activities and decision-making.
CO4	Examine barriers to effective parent-community-school partnerships.
CO5	Design a community outreach project promoting educational awareness.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Understanding Parent and Community Education**

- A. Importance of Parental Involvement in Children’s Academic and Emotional Development**
- i. Students analyze real-life case studies of high and low parental involvement and its impact on student performance.
  - ii. Visit a school and observe a parent-teacher meeting. Prepare a reflective report on the nature and quality of interactions.
  - iii. Conduct interviews with 2–3 parents from diverse backgrounds about their role in supporting their child’s education.
  - iv. Role-play scenarios where a teacher conducts a home visit to discuss academic progress with parents.
- B. Parenting Styles and Their Impact on Learning Outcomes**
- i. Role-Playing Different Parenting Styles: Simulate authoritative, authoritarian, permissive, and neglectful parenting in various educational contexts. Discuss implications.
  - ii. Reflection Journal: Keep a journal reflecting on one’s own upbringing and how it influenced learning behaviour.
  - iii. Design a simple parenting style survey and administer it to a small sample (e.g., peers or relatives). Analyse and present results.
  - iv. Group Discussion: Conduct peer-led discussions on how different parenting styles impact student motivation and discipline.
- C. Communication Strategies for Effective Parent-Teacher Interaction**
- i. Mock Parent-Teacher Meetings: Students take turns playing roles of teacher, parent, and observer. Focus on empathy, active listening, and conflict resolution.
  - ii. Design a Parent Communication Plan: Create a monthly communication plan using newsletters, WhatsApp groups, or learning management systems (e.g., ClassDojo).
  - iii. Workshop Facilitation: Conduct a mini-workshop on “Effective Communication Skills for Educators.”
  - iv. Feedback Practice: Develop constructive written and verbal feedback for parents on a child’s progress and behaviour.

**Module 2: 30 Hours**

## Planning and Organizing Educational Programs

### A. Conducting Surveys and Needs Assessments

- i. Design and distribute a questionnaire to parents, students, and teachers to identify educational gaps.
- ii. Conduct focus group discussions with stakeholders (e.g., school leaders, community elders).
- iii. Analyse the data using simple tools (Excel, Google Forms).

### B. Organizing Workshops, Seminars, and Parent-Teacher Meetings

- i. Create a checklist for event planning (venue, materials, invitations).
- ii. Role-play conducting a parent-teacher meeting to address learning issues.
- iii. Invite guest speakers (e.g., local education officers, successful alumni).

### C. Field Work and Reflective Practice

- i. Plan and conduct structured observation Field Visits to Community Centers and Schools (with checklists).
- ii. Interview local teachers, students, and community workers.
- iii. Take field notes focusing on strengths, challenges, and opportunities.
- iv. Write a reflective journal after each field visit.

10  
&  
11

## Text Books & Reference Books:

1. Altschuld, J. W., & Watkins, R. (2014). *Needs assessment: Analysis and prioritization* (Vol. 2). SAGE Publications.
2. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
3. Bolton, G. (2014). *Reflective practice: Writing and professional development* (4th ed.). SAGE Publications.
4. Burton, N., Brundrett, M., & Jones, M. (2008). *Doing your education research project*. SAGE Publications.
5. California Department of Education. (2017). *Family engagement toolkit: Continuous improvement through an equity lens*. <https://www.cde.ca.gov>
6. Central Board of Secondary Education (CBSE). (2020). *Handbook on communication for schools*. CBSE Publications.
7. Edutopia. (n.d.). *Parent-teacher communication resources*. George Lucas Educational Foundation. <https://www.edutopia.org>
8. Epstein, J. L. (2018). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
9. Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen & listen so kids will talk*. Scribner.
10. Harvard Family Research Project. (2010). *Family engagement as a systemic, sustained, and integrated strategy to promote student achievement*. Harvard Graduate School of Education.
11. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
12. Kapoor, S. (2005). Parenting styles and their impact on adolescent behavior. *Indian Journal of Social Psychology*, 21(2), 78–86.
13. Macvarish, J. (2016). *Parenting for learning: Evidence, values and everyday parenting*. Palgrave Macmillan.
14. Ministry of Education. (2021). *Samagra Shiksha: Framework for implementation*. Government of India.
15. National Council of Educational Research and Training (NCERT). (2015). *National curriculum framework for teacher education*. NCERT.
16. National Council of Educational Research and Training (NCERT). (2013). *Teacher education curriculum: Field experience handbook*. NCERT.
17. National Institute of Open Schooling (NIOS). (2018). *Community participation in education* (Module 3). NIOS. <https://nios.ac.in>
18. Organisation for Economic Co-operation and Development (OECD). (2017). *Parents as partners in education*. OECD Publishing. <https://doi.org/10.1787/9789264273755-en>
19. Pratham Education Foundation. (2023). *Annual Status of Education Report (ASER) 2023*. ASER Centre. <https://www.asercentre.org>
20. Ramachandran, V. (Ed.). (2004). *Community participation in primary education: Innovations in Rajasthan*. SAGE Publications India.
21. Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63(1), 1–19. <https://doi.org/10.2307/1130897>
22. Swati, P. V. (2016). *Parenting: The Indian way*. Brainfeed Books.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination								
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" data-bbox="808 306 1409 615"> <thead> <tr> <th data-bbox="808 306 1304 405">CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th data-bbox="1304 306 1409 405">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 405 1304 499">Class Participation/Internal Assessment during laboratory work/experiments/practical tasks</td> <td data-bbox="1304 405 1409 499">10</td> </tr> <tr> <td data-bbox="808 499 1304 562">Journal/Portfolio/Presentation/Reports/Case papers/Assignments</td> <td data-bbox="1304 499 1409 562">10</td> </tr> <tr> <td data-bbox="808 562 1304 615"><b>Total Marks for Internal Assessment</b></td> <td data-bbox="1304 562 1409 615"><b>20</b></td> </tr> </tbody> </table> <p data-bbox="808 615 1409 653">As per the Format of Question Paper</p>	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks	Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10	Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks									
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10									
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10									
<b>Total Marks for Internal Assessment</b>	<b>20</b>									

# Syllabus

## B. Sc. (Home Science)

### (Sem.- III)

#### Title of Paper Work Study

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Work Study</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps identifying basic work study symbols, terminology, and charts, and provides deeper understanding of method study and time study through accurate observation and documentation followed by applying various tools like flow charts, time study sheets, and layout maps. It involves analysing real workstations and recommending changes in method or layout for productivity improvement through well designed workflows on basis on the data collected.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

- 7 Course Objectives:** ( List some of the course objectives )
1. To recall work study tools, symbols, and charts used in method and time study.
  2. To understand the principles and steps of method study and time study in industrial applications.
  3. To apply work measurement and analysis tools to real tasks and manual jobs.
  4. To analyze workplace inefficiencies and recommend improvements.
  5. To design and evaluate improved methods based on time, motion, and ergonomic parameters.

**8 Course Outcomes:** ( List some of the course outcomes )

CO. No.	At the successful completion of the course, students will be able to
CO1	identify basic work study symbols, terminology, and charts.
CO2	demonstrate understanding of method study and time study through accurate observation and documentation.
CO3	apply various tools like flow charts, time study sheets, and layout maps to analyze manual tasks..
CO4	analyse real workstations and recommend changes in method or layout for productivity improvement.
CO5	Design improved workflows using data collected and justify suggestions through final presentations/reports.

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Method Study and Workplace Analysis**

- 1.1 Introduction to Work Study
  - a. Definition, objectives, scope.
  - b. Types of Work Study
  - c. Symbols used in work study techniques
- 1.2 Method Study - Drawing & analyzing sample charts in manufacturing/service setups
  - a. Process chart - Steps / Procedure, Recording present method
  - b. Operation chart - Steps / Procedure, Recording present method for small manual tasks (e.g. packing, folding, etc)
- 1.3 Principles of motion economy in lab task (simulation/observation)
  - a. Application in workstation analysis
  - b. Study of unnecessary motions
- 1.4 Workplace Layout Analysis
  - a. Identification of waste, rearrangement for efficiency
  - b. Demonstration using models or field observation
- 1.5 Field Visit / Lab Simulation
  - a. Observation of live workstation (e.g., textile unit, packaging station, kitchen)

- b. Preparation of complete method study report

## Module 2: 30 Hours

### Time Study, Workload & System Design

#### 2.1 Time Study

- a. Concepts and Equipment - Stopwatches, time study board, cumulative and flyback timing

#### 2.2 Basic Time Study Process

- a. Breaking task into elements, timing, and performance rating
- b. Normal time and standard time calculation

#### 2.3 Work Sampling and Activity Logs

- a. Random observations, percentage of activity/non-activity
- b. Setting Time Standards - PMTS, MTM, and pre-determined motion standards

#### 2.4 Workload Analysis - Physical and mental workload (NIOSH Lifting Equation, Borg Scale)

#### 2.5 Fatigue and Rest Allowance Planning

- a. Constructing rest schedules, time allowances

#### 2.6 Field Visit / Lab Simulation – II

- a. Detailed time study and workload evaluation at field site

#### 2.7 Project Work: Method + Time Integration - Redesign and presentation of improved work methods

### 10 & 11 Text Books & Reference Books:

1. Bridger, R. S., Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. United Kingdom: CRC Press, Taylor & Francis Group.
2. ChorKow.D. (1988). *Posture, Sitting, Standard Chair, Design & Exercising*. Thomas Spring Field.
3. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
4. Dul, Jan and Weerdmeester Bernard (2001): *Ergonomics for Beginners, Taylor & Francis, London*
5. Eastman Kodak Company (1986): *Ergonomic Design for People at Work, Vol. 1 & 2, Van Nostrand Reinhold, New York*
6. *Ergonomic Guidelines for Manual Material Handling*. (2007). United States: Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health.
7. *Ergonomics Of Working Postures: Models, Methods And Cases: The Proceedings Of The First International Occupational Ergonomics Symposium, Zadar, Yugoslavia, 15-17 April 1985*. (2003). United Kingdom: Taylor & Francis.
8. *Evaluating Mental Workload for Improved Workplace Performance*. (2019). United States: IGI Global.
9. Grandjean, E. (1980): *Fitting the Task of the Man; A Textbook of Occupational Ergonomics, Taylor and Francis, London*.

10. *Introduction to Work Study*. (1969). Switzerland: International Labour Office.
11. *Introduction to Work Study*. (1979). India: International Labour Office.
12. *Introduction to Work Study*. (1992). Switzerland: International Labour Office.
13. *Introduction to Work Study*. (2015). India: CBS Publishers & Distributors.
14. Konz, S. (2018). *Work Design: Occupational Ergonomics*. United Kingdom: CRC Press.
15. Kroemer, K. H. (2017). *Fitting the Human: Introduction to Ergonomics / Human Factors Engineering*, Seventh Edition. United Kingdom: CRC Press.
16. McArdle, D. W. Katch, F. I. and Katch, V. L. (1981 & 1991): *Exercise Physiology*, 4th edition, Henry Kimpton Publishers, Baltimore
17. McCormick, E. J., Sanders, M. S. (1982). *Human Factors in Engineering and Design*. Taiwan: McGraw-Hill.
18. Mukhopadhyay, P. (2019). *Ergonomics for the Layman: Applications in Design*. United States: CRC Press.
19. Murell, K. F. H. (1965): *Ergonomics*, Chapman Hall, London
20. Murray, S. L., Thimgan, M. S. (2016). *Human Fatigue Risk Management: Improving Safety in the Chemical Processing Industry*. Netherlands: Elsevier Science.
21. Nag, P.K (1996): *Ergonomics and Work Design: Emerging Issues in Organizational Science*, New age international (P) Ltd. New Delhi
22. *NEP Home Science Resource Management Concepts and Contexts (MJC-3) Human Physiology (MJC-4) B. A. 3rd Sem. (2024)*. (n.p.): SBPD Publications.
23. Rao, R. (2018). *Introduction to Ergonomics*. ISBN 978-93-5321-4500
24. Rao, R. (2024). *Fundamentals of Ergonomics*. ISBN 978-93-341-3235-9
25. Singh, L. P. (2018). *Work Study and Ergonomics*. India: Cambridge University Press.
26. Stack, T., Ostrom, L. T. (2023). *Occupational Ergonomics: A Practical Approach*. United States: Wiley.
27. Tewari, P. C. (2018). *Work Study and Ergonomics*. India: Ane Books Pvt. Limited.
28. *Visual Ergonomics Handbook*. (2005). United States: CRC Press.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN (External and Internal)

B.Sc. SEMESTER III

## Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

## Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sd/-**

**Sign of the BOS  
Chairman  
Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science**

**Sd/-**

**Sign of the  
Offg. Associate  
Dean  
Dr. C.A.Chakradeo  
Faculty of  
Interdisciplinary  
Studies**

**Sd/-**

**Sign of the  
Offg. Associate Dean  
Dr. Kunal Ingle  
Faculty of  
Interdisciplinary  
Studies**

**Sd/-**

**Sign of the  
Offg. Dean  
Prof. A. K. Singh  
Faculty of  
Interdisciplinary  
Studies**

**Sem. - IV**

# **Vertical – 1 Major**

## Syllabus B.Sc. (Home Science) (Sem.- IV)

### Title of Paper Fashion Accessories

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Fashion Accessories</b> This course in Fashion Accessories provides an understanding of the classification, evolution, and significance of fashion accessories. It imparts knowledge of the materials, construction, and surface techniques used in accessory design. It facilitates analysis of the cultural, historical, and social influences on fashion accessories by a comparison of traditional and contemporary accessories thus facilitating the choice of appropriate accessories for the development theme-based and ensemble collections.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <b>The course enables the learners to:</b>	<ol style="list-style-type: none"> <li>1. Understand the classification, evolution, and significance of fashion accessories.</li> <li>2. Describe the materials, construction, and surface techniques used in accessory design.</li> <li>3. Analyse the cultural, historical, and social influences on fashion accessories.</li> <li>4. Compare traditional and contemporary accessories.</li> <li>5. Use appropriate accessories for theme-based collection.</li> </ol>

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and classify various types of fashion accessories.	1 and 2
CO2	Understand the materials and construction techniques used in accessory design.	2
CO3	Interpret the influence of fashion history and culture on accessories.	2
CO4	Analyse contemporary trends and consumer behaviour related to accessories.	4
CO5	Develop product catalogue of fashion accessories.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 15 Hours**

**A. Introduction to Fashion Accessories**

- i. History and evolution from ancient to contemporary times, cultural symbolism and regional variations
- ii. Definition, scope, importance, functions and features of fashion accessories
- iii. Classification: Personal, Functional, and Fashion accessories for different categories (men, women and children)
- iv. Role of accessories in enhancing personal style and branding

**B. Jewelry**

- i. Components, basic material and construction techniques
- ii. Types jewelry- earrings, necklaces, bracelets, rings, anklets, watches, lapel pins, cufflinks, etc.
- iii. Costume jewelry vs. fine jewelry
- iv. Recent trends in jewelry

**Module 2: 15 Hours**

**A. Bags and Footwear**

- i. Components, basic material and construction techniques
- ii. Types of bags, belts, wallets, and small leather goods
- iii. Types of footwear
- iv. Recent trend in bags and footwear

**B. Headwear, Scarves, Gloves, and Eyewear**

- i. Components, basic material and construction techniques
- ii. Types of headwear and their cultural relevance
- iii. Types of hair accessories and hair adornments
- iv. Types of scarves, neckwear, gloves and eyewear
- v. Recent trends in headwear, scarves, gloves, and eyewear

**C. Lifestyle accessories and smart wearables –Recent trends**

**10 & 11 Text Books & Reference Books:**

1. Everett, J. C. (2013). *Guide to Producing a Fashion Show*. 3rd Revised Edition, Fairchild Books.
2. Gerval, O. (2010). *Fashion Accessories*. (Studies in fashion), Firefly Books.
3. Marshall, S. G. (2011). *Individuality in clothing selection and personal appearance*. Prentice hall.
4. Peacock, J. (2000). *Fashion Accessories: The Complete 20th Century Sourcebook*. Thames and Hudson.
5. Peacock, J. (2005). *Shoes: The Complete Sourcebook*. Thames & Hudson Ltd.
6. Stephens, F. G. (2007). *Fashion: From Concept to Consumer*, 9th Edition. Prentice Hall.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination 60%  
Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Syllabus  
B.Sc. (Home Science)  
(Sem. - IV)**

**Title of Paper Traditional Costumes of India**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Traditional Costumes of India</b> This course in Traditional Costumes of India imparts knowledge of the various traditional costumes and jewelry of India. It provides an understanding of the method of draping/wearing traditional costumes and jewelry. It develops an appreciation for the traditional methods of draping/wearing the traditional costumes. It sensitizes learners towards the need to preserve and promote the national heritage.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>400 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <b>The course enables the learner to:</b> <ol style="list-style-type: none"> <li>1. Acquire the knowledge of the various traditional costumes and jewellery of India.</li> <li>2. Understand the method of draping/wearing the traditional costumes and jewellery.</li> <li>3. Appreciate the traditional methods of draping/wearing the traditional costumes.</li> <li>4. Get sensitized towards the need to preserve as well as promote the national heritage.</li> </ol>	

8	<b>Course Outcomes: ( List some of the course outcomes )</b>			
After successful completion of the course, the learner will be able to:		<b>Bloom's Taxonomy Level</b>		
CO1	Identify the various types of traditional costumes and jewellery of India.	1		
CO2	Describe - the method of draping/wearing the traditional costumes and jewellery of India.	1		
CO3	Understand, classify and categorize the traditional costumes and jewellery of India according to their characteristics.	2, 3 and 4		
CO4	Develop a look book based on the knowledge of traditional costumes and jewellery.	6		
9	<b>Modules:-</b> Per credit One module can be created			
<b>Module 1: 15 Hours</b>				
<b>A. Traditional costumes, jewelry and footwear for men and women of:</b> <ol style="list-style-type: none"> <li>i. North India: Ladakh, Jammu &amp; Kashmir, Himachal Pradesh, Uttarakhand, Punjab, Haryana, Uttar Pradesh.</li> <li>ii. East India: Bihar, Jharkhand, West Bengal, Chhattisgarh, Odisha.</li> <li>iii. North East India: Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura.</li> </ol>				
<b>Module 2: 15 Hours</b>				
<b>B. Traditional costumes, jewelry and footwear for men and women of:</b> <ol style="list-style-type: none"> <li>i. West India: Rajasthan, Gujarat, Maharashtra, Goa.</li> <li>ii. South India: Andhra Pradesh &amp; Telangana, Karnataka, Kerala, Tamil Nadu.</li> <li>iii. Central India: Madhya Pradesh.</li> </ol> <b>C. Career options in costume styling</b>				
10 & 11	<b>Text Books &amp; Reference Books:</b> <ol style="list-style-type: none"> <li>1. Alkazi, R. (1996). <i>Ancient Indian costume</i>. National Book Trust.</li> <li>2. Bajwa, R. K. (2013). <i>Traditional costumes of India</i>. Abhishek Publications.</li> <li>3. Bhandari, V. (2005). <i>Costume, textiles and jewellery of India Traditions in Rajasthan</i>. Mercury Books.</li> <li>4. Bhatnagar, P. (2004). <i>Traditional Indian costumes &amp; textiles</i>. Abhishek Publications.</li> <li>5. Bhushan, J. B. (1979) <i>Masterpieces of Indian jewellery</i>. Taraporevala.</li> <li>6. Biswas, A. (1985). <i>Indian costumes</i>. New Delhi: Publication Division Ministry of Information and Broadcasting. Books India (P) Ltd.</li> <li>7. Borah, M. P., Borah, B. (2014). <i>Traditional Costumes of Garo and Khasi Tribes of Meghalaya</i>. Regency Publications.</li> <li>8. Flynn, D. (1971). <i>Costumes of India</i>. Oxford &amp; IBH Publishing Company.</li> <li>9. Gelder, B.V. (2018). <i>Traditional Indian jewellery</i>. ACC Art Books.</li> <li>10. Ghury, G. S. (1966). <i>Indian costume</i>. Popular Prakashan.</li> <li>11. Kumar, R. (2006). <i>Costumes and textiles of India</i>. Antique Collectors' Club.</li> <li>12. Sandhu, A. (2014). <i>Indian fashion tradition, innovation, style</i>. Bloomsbury Publishing</li> <li>13. Tarlo, E. (1996). <i>Dress and identity in India</i>. Hurst.</li> <li>14. Untracht O. (1997). <i>Traditional jewellery of India</i>. Harry N. Abrams.</li> </ol>			
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>		
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" data-bbox="824 1749 1391 1875"> <tr> <td data-bbox="824 1749 1284 1875"><b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b></td> <td data-bbox="1284 1749 1391 1875"><b>Marks</b></td> </tr> </table>	<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>			

Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Textile Science

Sr. No.	Heading	Particulars																					
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Textile Science</b>																					
2	<b>Vertical :</b>	Major																					
3	<b>Type :</b>	Theory / Practical																					
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)																					
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours																					
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>																					
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables the learner to:</b> <ol style="list-style-type: none"> <li>1. Acquire the knowledge of the textile fibres and their blends.</li> <li>2. Understand the care and laundry procedures for various types of fabrics.</li> <li>3. Understand the various stages and types of wet processing carried out in the textile industry.</li> </ol>																						
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">After successful completion of the course, the learner will be able to:</th> <th style="text-align: center;">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">CO1</td> <td>Understand the difference between various types of textile fibres and their blends.</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">CO2</td> <td>Identify the fibres and their blends through different procedures of fibre analysis.</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">CO3</td> <td>Relate the fibre type present in the product and apply that knowledge to its laundry and care procedures.</td> <td style="text-align: center;">2 and 3</td> </tr> <tr> <td style="text-align: center;">CO4</td> <td>Identify and remove various stains on fabric, understanding fibre composition.</td> <td style="text-align: center;">4 and 5</td> </tr> <tr> <td style="text-align: center;">CO5</td> <td>Create various effects with dyeing and printing using different types of fabric with different classes of dyes.</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">CO6</td> <td>Relate the dye and fabric along with the post treatments needed for fixation of colour.</td> <td style="text-align: center;">3, 4 and 5</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level	CO1	Understand the difference between various types of textile fibres and their blends.	1	CO2	Identify the fibres and their blends through different procedures of fibre analysis.	1	CO3	Relate the fibre type present in the product and apply that knowledge to its laundry and care procedures.	2 and 3	CO4	Identify and remove various stains on fabric, understanding fibre composition.	4 and 5	CO5	Create various effects with dyeing and printing using different types of fabric with different classes of dyes.	6	CO6	Relate the dye and fabric along with the post treatments needed for fixation of colour.	3, 4 and 5
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CO6	Relate the dye and fabric along with the post treatments needed for fixation of colour.	3, 4 and 5																					

9	<b>Modules:-</b> Per credit One module can be created	
	<b>Module 1: 30 Hours</b>	
	<p><b>A. Qualitative analysis of fabrics:</b></p> <p>i. Identification of pure fibres: cotton, jute, linen, silk, wool, viscose rayon, acetate rayon, polyester, nylon, acrylic by following tests:</p> <ul style="list-style-type: none"> <li>o Burning tests.</li> <li>o Microscopic tests.</li> <li>o Solubility tests.</li> </ul> <p>ii. Identification of blends by following tests (Any 2 samples):</p> <ul style="list-style-type: none"> <li>o Burning tests.</li> <li>o Microscopic tests.</li> <li>o Solubility tests.</li> </ul> <p><b>B. Care labels on textiles and garments.</b></p> <p><b>C. Care and laundry procedure for different types of fabrics</b></p> <ul style="list-style-type: none"> <li>o Washing, Blueing and Starching.</li> </ul> <p><b>D. Stain removal:</b></p> <ul style="list-style-type: none"> <li>o Classification of stains, principles and procedures of stain removal. (3 stains in each category: vegetable, protein, mineral, oil-based, miscellaneous).</li> </ul>	
	<b>Module 2: 30 Hours</b>	
	<p><b>E. Wet processing of textiles:</b></p> <p>i. Pretreatment: De-sizing, scouring bleaching and mercerization of greige cotton.</p> <p>ii. Shade card of direct dye on cotton (3 shades of 3 different colours).</p> <p>iii. Tie and dye (any 2 basic techniques): Two samples with reactive dye on cotton fabric.</p> <p>iv. Stencil making and printing on T shirt with acrylic colours</p> <p>v. Post treatment: Soaping, dye fixation (direct dye) and curing of the above samples.</p>	
10 & 11	<p><b>Text Books &amp; Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Buchler, A. and Ederbard, F. (1977). <i>Clamp resist dyeing of fabrics</i>. Ahmedabad: Calico Museum of Textile.</li> <li>2. Clarke, W. (1977). <i>Introduction to textile printing</i>. London: Newnes Butterworth.</li> <li>3. Collier, B. J. and Phyllis, G. T. (2001). <i>Understanding textiles</i>. New Jersey: Prentice Hall.</li> <li>4. Corbman, B. P. (1985). <i>Textiles: Fibre to fabric</i>. (6th Ed.). New York: Gregg Division/McGraw Hill</li> <li>5. D'Souza, N. (1998). <i>Fabric care</i>. India: New Age International.</li> <li>6. David G, Sinclair, Roy, S. (1989) <i>Giles laboratory course in dyeing (4th Ed.)</i> London: Society of Dyers and Colourist.</li> <li>7. Gohl, E. P &amp; Vilensky, L. D (1983). <i>Textile Science</i>. Cheshire: Longman.</li> <li>8. Hollen, N., Saddler, J., Langford, A.L. &amp; Kadolf, S.J. (1988). <i>Textiles. (6th Ed)</i>. New York: Macmillan.</li> <li>9. Holt, Rinehart and Winston. Joseph, M.L. (1975). <i>Essentials of textiles</i>. New York: Macmillan</li> <li>10. Joseph, M. L. (1972). <i>Introductory textile science. (2nd Ed.)</i>. New York: Macmillan</li> <li>11. Kulkarni, S. V. (1986). <i>Textile dyeing operations</i>. New Jersey: Noyes Publication.</li> <li>12. Rouette, H. K. (2001). <i>Encyclopedia of textile finishes</i>. Berlin: Springer Verlag.</li> <li>13. Shenai, V. A. (1985). <i>Technology of dyeing: Technology of textile processing. Vol.VI.</i>, Mumbai: Sevak Publication.</li> <li>14. Shenai, V. A. (1985). <i>Technology of printing: technology of textile processing. Vol. IV.</i>, Mumbai: Sevak Publication.</li> <li>15. Shenai, V. A. (1991). <i>Technology of textile processing. Vol. 1.</i> (3rd Ed.). India: Sevak Publication.</li> <li>16. Tortora, P.G. (1978). <i>Understanding textiles</i>. New York: Macmillan.</li> <li>17. Wynne, A. (1997). <i>Textiles – the motivate series</i>. London: Macmillan Education.</li> </ol>	
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>

**13 Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Syllabus**  
**B.Sc. (Home Science)**  
**(Sem. - IV)**

**Title of Paper Traditional Costume Styling**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Traditional Costume Styling</b> This course in Traditional Costumes of India imparts knowledge of the various traditional costumes and jewelry of India. It provides an understanding of the method of draping/wearing traditional costumes and jewelry. It develops an appreciation for the traditional methods of draping/wearing the traditional costumes. It sensitizes learners towards the need to preserve and promote the national heritage.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <b>The course enables the learners to:</b>	<ol style="list-style-type: none"> <li>1. Understand and execute various traditional Indian costume draping techniques for both women and men, including sarees, dhotis, and turbans.</li> <li>2. Develop hands-on styling skills with traditional Indian attire components, including regional variations in garments, accessories, and textiles.</li> <li>3. Explore and apply traditional methods of hairstyling, headgears, and makeup associated with Indian festivals, dance forms, and tribal expressions.</li> <li>4. Demonstrate proficiency in styling with jewellery, footwear, belts, veils, shawls, and upcycled accessories using indigenous crafts.</li> <li>5. Creatively design complete looks for themed occasions such as festivals, folk dances, and sustainable fashion contexts using traditional elements and depicting them through a lookbook.</li> <li>6. Appreciate the cultural, historical, and aesthetic significance of Indian costume traditions across various states and communities.</li> </ol>
8	<b>Course Outcomes:</b> ( List some of the course outcomes )	

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe regional variations in traditional Indian attire, drapes, and accessories for men and women.	1
CO2	Demonstrate traditional saree, dupatta, dhoti, and turban draping techniques using 6-yard and 9-yard sarees and regional garments.	3
CO3	Classify and differentiate between types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities.	2
CO4	Execute complete look styling with costume elements, accessories, and makeup for festivals and folk-dance performances.	3
CO5	Evaluate the aesthetic and cultural appropriateness of styled looks for specific regional, festive, or performance contexts.	5
CO6	Design sustainable and innovative styling concepts using upcycled or leftover traditional textile elements for modern adaptations.	6

**9** **Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**A. Traditional Costume Styling for Women's Wear**

**i. Saree/ Dupatta Drapes:**

- **Traditional Saree Drapes:** 5–7 Saree draping techniques using 6 yards and 9 yards sarees incorporating traditional draping styles of different states of India.
- **Dupatta draping styles:** 3-5 traditional dupatta drapes

**ii. Women's Attire Styling:**

- **Top Wear:** Kameez, Kurta, Choli, blouses and tops
- **Bottom Wear:** Salwar, Churidar, Sharara, Ghagra, tribal skirts and drapes

**iii. Jewellery Styling:**

- Traditional adornment by region - Styling with different types of traditional jewellery

**iv. Accessory Styling**

- Styling with belts, Kamar bandhs, Potli bags, veils.

**v. Hairstyling and Headgears:**

- Braiding techniques, traditional buns, floral accessories, gajra styling, regional head coverings (Odhni, dupatta, scarves)

**vi. Footwear Styling:**

- Traditional chappals, embroidered juttis, tribal footwear, woollen footwear.

**vii. Traditional Makeup Looks:**

- Kolam/Bindi designs, bold kajal-rimmed eyes, red lips, sindoor, natural base makeup.

**viii. Creative Styling Tasks:**

- Festival Look Styling for women
- Folk Dance Styling
- Sustainable Styling: Using leftover textiles for stoles, tops, or accessories.

**Module 2: 30 Hours**

**B. Traditional Costume Styling for Men's Wear**

**i. Men's Attire Styling:**

- **Top Wear Styling:** Kurtas, Nehru jackets, Angarakha, and tribal upper garments
- **Bottom Wear Styling:** Pyjama styles: Salwar, churidar, Straight, gathered, churidar, lungis, loin cloth, Dhoti variations depending on different states of India

**ii. Regional Shawl Styling:**

- Different shawl draping styles, traditional angavastram styles etc

**iii. Turban Tying Techniques:**

- Pagris, Phetas, Himachal caps, turbans, Tribal head wraps depending on different states of India

**iv. Jewellery Styling:**

- Traditional men's jewelry: earrings, nose pins, kada, rings, chains, headpieces, etc.

**v. Accessory Styling:**

- Styling with belts, cummerbunds, waistbands (kamarbandh), shoulder drapes

- vi. **Hairstyling and Headgears:**
  - Traditional headgear, hair ornaments, oil hairstyles, braid rings
- vii. **Footwear Styling:** Mojari, chappals, tribal footwear
- viii. **Traditional Makeup Looks:**
  - Kohl-rimmed eyes, tilak, beard and mustache grooming styles
- ix. **Creative Styling Tasks:**
  - Festival Look Styling for men
  - Folk Dance Styling for male dancers
  - Sustainable Styling: Use of upcycled textiles in men's attire (e.g., patchwork vests, fusion dhotis)

**10  
&  
11**

**Text Books & Reference Books:**

1. Alkazi, R. (1996). *Ancient Indian costume*. National Book Trust.
2. Bhandari, V. (2005). *Costume, textiles and jewellery of India*. Prakash Books.
3. Bhatnagar, P. (2004). *Traditional Indian costumes & textiles*. Abhishek Publications.
4. Biswas, A. (1985). *Indian costumes*. Ministry of Information & Broadcasting.
5. Chattopadhyay, K. (1995). *The sari*. Roli Books.
6. Das, K. (2017). *The sari: Styles, patterns, history, techniques*. Lustre Press.
7. Ghoswamy, B. N., & Fischer, E. (1993). *Indian costume*. Mapin Publishing.
8. Ghurye, G. S. (1995). *Indian costume* (3rd ed.). Popular Prakashan.
9. Jain, J. (2007). *Textile traditions of India: Contemporary practices of handloom weaving*. Marg Foundation.
10. Kumar, R. (2014). *Costumes and textiles of royal India*. Christie's.
11. Mehta, R. J. (1970). *Masterpieces of Indian textiles*. D. B. Taraporevala Sons & Co.
12. Naik, S. D. (1996). *Traditional embroideries of India*. APH Publishing.
13. Tarlo, E. (1996). *Clothing matters: Dress and identity in India*. University of Chicago Press.

**12**

**Internal Continuous Assessment:  
40%**

**External, Semester End Examination 60%  
Individual Passing in Internal and External  
Examination**

**13**

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Vertical - 4**

**SEC**

**Syllabus  
B.Sc. (Home Science)  
(Sem. - IV)**

**Title of Paper Meal Planning for Disease Management**

S r. N o.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p><b>Meal Planning for Disease Management</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course highlights the significance of diet and meal planning for optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases. It involves examining the dietary needs of people suffering from infectious, deficiency and degenerative diseases. It enables learners to develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements.</p>
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables learners to:**

1. Understand the fundamentals of meal planning and the factors influencing meal planning for infective, deficiency and degenerative diseases
2. Analyze the nutritional needs of people suffering from infectious, deficiency and degenerative diseases.
3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans for management of infectious, deficiency and degenerative diseases.
4. Assess and select recipes for their nutritional content for infectious, deficiency and degenerative diseases and to ensure optimal nutrient availability.
5. Reflect on community and cultural food choices and incorporate it into meal plans.
6. Design and create nourishing meal plans for infectious, deficiency and degenerative diseases and for ensuring adequacy of specific nutrients.

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, students will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning and modifications of diet in promoting optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases
<b>CO2</b>	Examine the dietary needs of people suffering from infectious, deficiency and degenerative diseases.
<b>CO3</b>	Understand the role of proper meal planning in preventing and managing infectious, deficiency and degenerative diseases.
<b>CO4</b>	Analyze the nutritional and lifestyle requirements in relation to infectious, deficiency and degenerative diseases.
<b>CO5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements and; for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Meal Planning for Infections, Simple Intestinal Issues and Deficiency Diseases**

**I. Meal Planning for Infections and Simple Intestinal Issues**

- i. Fever
- ii. Acute Diarrhoea
- iii. Constipation and Flatulence
- iv. Typhoid
- v. Respiratory Tract Infections

**II. Meal Planning for Deficiency Diseases**

- i. Protein Energy Malnutrition
- ii. Anaemia
- iii. Osteomalacia and osteoporosis
- iv. Deficiency of B Complex Vitamins
- v. Goiter

**Module 2: 30 Hours**

**Meal Planning for Degenerative and Lifestyle Diseases**

**I. Modification of Diets for consistency, texture and delivery route**

- i. Liquid and soft diets
- ii. Tube feeds

**II. Meal Planning and lifestyle recommendations for weight management**

- i. Weight loss
- ii. Weight gain

**III. Meal Planning and lifestyle recommendations for management of Metabolic syndrome**

- i. Fat modified meal plans
- ii. Carbohydrate modified meal plans for blood sugar optimization
- iii. Sodium restricted meal plans

**1 Text Books & Reference Books:**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leong, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1 Internal Continuous Assessment: 40%**  
**2**

**External, Semester End Examination 60%**  
**Individual Passing in Internal and External Examination**

**1 Continuous Evaluation through:**  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Syllabus  
B. Sc. (Home Science)  
(Sem.- IV)**

**Title of Paper Fundamentals of Counselling Skills**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Fundamentals of Counselling Skills</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course helps learning and demonstrating the use of core counselling skills such as active listening and open-ended questioning through practical role-plays. It enables the learners to identify and interpret emotional patterns and personal triggers using structured journaling and reflective tools towards applying Cognitive Behavioral Techniques for managing and reflecting on personal life challenges. It trains the learners to construct a personal action plan that integrates guidance strategies for personal growth and ethical peer support.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

- 7 Course Objectives: ( List some of the course objectives )**
1. To enable students to develop core counselling skills such as active listening, use of open-ended questions, and providing constructive feedback in peer settings.
  2. To foster self-awareness and emotional intelligence through reflective exercises focused on emotional expression and response patterns.
  3. To equip students with practical tools for applying counselling concepts to real-life personal challenges using foundational techniques such as CBT.
  4. To encourage the formulation of personal development goals and strategies for growth, resilience, and ethical support of self and others.
  5. To facilitate the creation of a personalized action plan incorporating self-care, peer support mechanisms, and ethical boundaries and to apply guidance and counselling principles in everyday life.

**8**

<b>Course Outcomes:</b>	
<b>At the successful completion of the course, students will be able to:</b>	
CO1	<b>Demonstrate</b> the use of core counselling skills such as active listening and open-ended questioning through practical role-plays.
CO2	<b>Identify</b> and <b>interpret</b> emotional patterns and personal triggers using structured journaling and reflective tools.
CO3	<b>Apply</b> simple Cognitive Behavioral Techniques to manage and reflect on personal life challenges.
CO4	<b>Construct</b> a personal action plan that integrates guidance strategies for personal growth and ethical peer support.
CO5	<b>Evaluate</b> the effectiveness of peer support approaches and ethical considerations in simulated counselling situations.

**Course Outcomes: ( List some of the course outcomes )**

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Skills Development Through Practice**

**A. Core Skills in Action**

- i. Practicing active listening through structured role-plays.
- ii. Using open-ended questions in conversations.
- iii. Practicing empathy and feedback in peer settings.

*Suggested Activity:* Paired role-play exercises and feedback sessions.

**B. Self-Awareness and Emotional Intelligence**

- i. Emotional recognition and expression exercises.
- ii. Identifying and understanding triggers and responses.

*Suggested Activity:* Daily or weekly journal entries reflecting emotional experiences.

**Module 2: 30 Hours**

**Personal Growth and Support Planning**

**A. Applying Counselling to Real-life Challenges**

- i. Using guidance tools to reflect on and solve personal challenges.
- ii. Practicing simple CBT strategies in daily life.
- iii. Setting realistic personal development goals.

**B. Creating a Personal Action Plan**

- i. Developing an individual strategy for ongoing growth and support.
- ii. Building and maintaining a support network.
- iii. Practicing ethical boundaries in peer counselling.

*Suggested Activity:* Development of a written Personal Action Plan that includes steps for self-care, peer support, and continuous learning.

**10 & 11 Text Books & Reference Books:**

1. Burns, D. D. (1999). Feeling good: The new mood therapy. Harper.
2. Covey, S. R. (2004). The 7 habits of highly effective people: Powerful lessons in personal change. Free Press.
3. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.
4. McLeod, J. (2018). An introduction to counselling (6th ed.). McGraw-Hill Education.
5. Rogers, C. R. (1995). On becoming a person: A therapist's view of psychotherapy. Houghton
6. Mifflin.American Psychological Association. (n.d.). Mental health resources. <https://www.apa.org>
7. MindTools. (n.d.). Personal and professional development resources. <https://www.mindtools.com>
8. National Institute of Mental Health. (n.d.). Mental health information. <https://www.nimh.nih.gov>
9. Positive Psychology. (n.d.). Articles and exercises on positive psychology. <https://www.positivepsychology.com>

**12 Internal Continuous Assessment: 40%**      **External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
 Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

#### Title of Paper Entrepreneurship and New Venture Development

Sr. No	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Entrepreneurship and New Venture Development</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course is a description of distinct entrepreneurial traits, enabling learners to execute the process of entrepreneurship, <i>manifesting</i> start-ups, Initiating new venture creation. Thus this course helps in designing strategies for the successful implementation of innovative ideas of new ventures.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To provide an overview of entrepreneurship and the competencies that are needed to become an entrepreneur</li> <li>2. To enhances student's analytical and logical skills that will enable them to solve any problem.</li> <li>3. To enable students to explore and launch entrepreneurial ventures in their own areas of interest.</li> <li>4. To equip students with the knowledge of marketing and sales by Understanding the marketing mix and managing customer relationships</li> <li>5. To equip students with the practical skills and knowledge necessary to successfully navigate the challenges and opportunities of starting and growing a new venture</li> </ol>	

**8 Course Outcomes:** ( List some of the course outcomes )

**At the successful completion of the course, students will:**

<b>CO1</b>	Describe distinct entrepreneurial traits. ( <i>Remembering</i> )
<b>CO2</b>	Recognize the process and nature of entrepreneurship. ( <i>Remembering, Understanding</i> )
<b>CO3</b>	Identify the different ways in which entrepreneurs manifest in start-ups. ( <i>Applying, Analysing</i> )
<b>CO4</b>	Comprehend the entrepreneurial process for initiating new venture creation. ( <i>Understanding, Applying</i> )
<b>CO5</b>	Design strategies for the successful implementation of innovative ideas of new ventures. ( <i>Evaluating, Creating</i> )

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**A. Idea Generation and Opportunity Assessment:**

- **Self-Discovery:** Identifying personal strengths, passions, and entrepreneurial traits.
- **Idea Generation:** Exploring sources of business ideas, assessing their viability, and understanding opportunity recognition
- **Idea Evaluation:** Applying design thinking, prototyping, and value proposition design to refine and evaluate business ideas.
- **Exercises:**
  - i. Brainstorming sessions to generate business ideas.
  - ii. Identifying market needs and potential opportunities.
  - iii. Analyzing industry trends and competitive landscapes.
  - iv. Developing a problem statement and a solution.

**B. Market Research and Business Planning:**

- **Feasibility Analysis:** Conducting market research, analyzing target markets, and understanding customer behavior.
- **Business Plan Development:** Creating a comprehensive business plan, including marketing strategies, financial projections, and organizational structure.
- **Exercises:**
  - i. Conducting surveys and interviews to gather market research data.
  - ii. Analyzing competitor strategies and market trends.
  - iii. Developing a business plan for a chosen venture.

Presenting business plans and receiving feedback from peers and faculty.

**Module 2: 30 Hours**

**A. Venture Creation and Management:**

- **New Venture Creation:** Understanding the entrepreneurial process, securing funding, and launching a new business.
- **Venture Management:** Managing finances, marketing, and operations of a new venture.
- **Exercises:**
  - i. Developing and implementing marketing strategies for a new venture.
  - ii. Securing funding from various sources, including investors and banks.
  - iii. Managing cash flow and financial records. Developing and managing a team of employees

**B. Institutional Support and Network Building:**

- **Institutional Support:** Understanding the role of various organizations in supporting entrepreneurship.

- **Network Building:** Connecting with mentors, advisors, and other entrepreneurs.
- **Exercises:**
  - i. Visiting and interacting with local incubators and accelerators.
  - ii. Attending industry events and networking with potential investors and partners.

**C. Project-Based Learning:**

- Throughout the course, students are expected to develop and present a capstone project, which could involve creating a new venture, developing a business plan, or conducting a market research study.

Example Practical Activities:

- **Case Study Analysis:** Analyzing real-world business cases to understand successful and unsuccessful entrepreneurial ventures.
- **Simulations:** Engaging in simulated business scenarios to practice decision-making and problem-solving.
- **Field Trips:** Visiting local businesses and industry events to gain practical experience and network with industry professionals.

**Guest Lectures:** Inviting entrepreneurs and industry experts to share their experiences and insights

<b>10 &amp; 11</b>	<p><b>Text Books &amp; Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Amit, R., &amp; Zott, C. (2020). Business model innovation strategy: Transformational concepts and tools for entrepreneurial leaders. John Wiley &amp; Sons.</li> <li>2. Barringer, B.R., &amp; Ireland, R.D. (2015). Entrepreneurship. Pearson.</li> <li>3. Desai, V., (2016) Small-Scale Enterprises and Entrepreneurship Ecosystem, 6th Edition, Himalaya Publishing House.</li> <li>4. Blundel, R., Lockett, N., Wang, C., &amp; Mawson, S. (2021). Exploring entrepreneurship. Sage</li> <li>5. Frederick, H., Connor, A., Kuratko, F. D. (2016) Entrepreneurship: Theory, Process and Practice, 4th Edition, Cengage Learning</li> <li>6. Gersick, K. E., Davis, J. A., Hampton, M. M., &amp; Lansberg, I. (1997). Generation to generation:Life cycles of the family business. Boston, United States: Harvard Business School Press.</li> <li>7. Hisrich, R.D., Manimala, M.J., Peters, M.P., &amp; Shepherd, D.A. (2013). Entrepreneurship. Delhi,India: Tata McGraw Hill.</li> <li>8. Kuratko, D.F., &amp; Rao, T. V. (2012). Entrepreneurship: A South-Asian Perspective .Cengage</li> <li>9. Lewrick, M. (2022). Design Thinking for Business Growth: How to Design and Scale Business</li> <li>10. Lorenzo, O., Kawalek, P., &amp; Wharton, L. (2018). Entrepreneurship, Innovation, and technology: A guide to core models and tools. Routledge</li> <li>11. Malhotra Naresh, K. Marketing Research: An Applied Orientation (Pearson, 8th Edition 2022)</li> <li>12. Mitra, J. (2019). Entrepreneurship, innovation, and regional development: an introduction. Routledge.</li> <li>13. Nicholls, A. (Ed.). (2006). Social entrepreneurship new models of sustainable social change.London: United Kingdom: Oxford University Press. 3 Discipline Specific Core Course-4.2(DSC-4.2): Cost Accounting</li> <li>14. Scarborough, N. M., Cornwall, J. R., &amp; Zimmerer, T. (2016). Essentials of entrepreneurship andsmall business management. Boston, United States: Pearson.</li> <li>15. Shankar, R. (2012). Entrepreneurship Theory and Practice. Delhi, India: Tata McGraw Hill</li> <li>16. Shukla, M.B. (2007). Entrepreneurship and Small Business Management. Allahabad, India: KitabMahal Publishers.</li> </ol>
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17. Zimmerer, T., & Scarborough, N. M. (2005). Essentials of Entrepreneurship and Small Business Management. Prentice Hall.

**12 Internal Continuous Assessment: 40%** **External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
 Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN (External and Internal)

B.Sc. SEMESTER III

## Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

## Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sd/-**

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# University of Mumbai

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विद्याविषयक प्राधिकरणे  
सभा आणि सेवा विभाग(ए.ए.एम.एम)  
रूम नं. १२८ एम.जी.रोड, फोर्ट,  
मुंबई - ४०० ०३२  
टेलिफोन नं - ०२२ - ६८३२०३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी  
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क.वि.प्रा.स.से./आयसीडी/२०२५-२६/१३२

दिनांक : १० ऑक्टोबर, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक १९ ऑगस्ट, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२  
१० ऑक्टोबर, २०२५

  
(डॉ. प्रसाद कारडे)  
कुलसचिव

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
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6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a> He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
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19	Director, Department of Lifelong Learning and Extension (DLLE), <a href="mailto:dlleuniversityofmumbai@gmail.com">dlleuniversityofmumbai@gmail.com</a>

<b>Copy for information :-</b>	
1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

**To,**

1	The Chairman, Board of Deans <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
2	<p><b>Faculty of Humanities,</b></p> <p><b>Offg. Dean</b></p> <p>1. Prof.Anil Singh <a href="mailto:Dranilsingh129@gmail.com">Dranilsingh129@gmail.com</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Prof.Manisha Karne <a href="mailto:mkarne@economics.mu.ac.in">mkarne@economics.mu.ac.in</a></p> <p>3. Dr.Suchitra Naik <a href="mailto:Naiksuchitra27@gmail.com">Naiksuchitra27@gmail.com</a></p> <p><b>Faculty of Commerce &amp; Management,</b></p> <p><b>Offg. Dean,</b></p> <p>1 Prin.Ravindra Bambardekar <a href="mailto:principal@model-college.edu.in">principal@model-college.edu.in</a></p> <p><b>Offg. Associate Dean</b></p> <p>2. Dr.Kavita Laghate <a href="mailto:kavitalaghate@jbims.mu.ac.in">kavitalaghate@jbims.mu.ac.in</a></p> <p>3. Dr.Ravikant Balkrishna Sangurde <a href="mailto:Ravikant.s.@somaiya.edu">Ravikant.s.@somaiya.edu</a></p> <p>4. Prin.Kishori Bhagat <a href="mailto:kishoribhagat@rediffmail.com">kishoribhagat@rediffmail.com</a></p>

	<p><b>Faculty of Science &amp; Technology</b></p> <p><b>Offg. Dean</b>  1. Prof. Shivram Garje  <a href="mailto:ssgarje@chem.mu.ac.in">ssgarje@chem.mu.ac.in</a></p> <p><b>Offg. Associate Dean</b>  2. Dr. Madhav R. Rajwade  <a href="mailto:Madhavr64@gmail.com">Madhavr64@gmail.com</a>  3. Prin. Deven Shah  <a href="mailto:sir.deven@gmail.com">sir.deven@gmail.com</a></p>
	<p><b>Faculty of Inter-Disciplinary Studies,</b></p> <p><b>Offg. Dean</b>  1. Dr. Anil K. Singh  <a href="mailto:aksingh@trcl.org.in">aksingh@trcl.org.in</a></p> <p><b>Offg. Associate Dean</b>  2. Prin. Chadrashekhhar Ashok Chakradeo  <a href="mailto:cachakradeo@gmail.com">cachakradeo@gmail.com</a>  3. Dr. Kunal Ingle  <a href="mailto:drkunalingle@gmail.com">drkunalingle@gmail.com</a></p>
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5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in">dsd@mu.ac.in</a> <b>DSW</b> <a href="mailto:direcotr@dsw.mu.ac.in">direcotr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology, <a href="mailto:director.dict@mu.ac.in">director.dict@mu.ac.in</a>

**As Per NEP 2020**

# University of Mumbai



## **Syllabus for Major Vertical – 1 & 4**

<b>Name of the Programme – B.Sc. (Home Science)</b>		
<b>Faulty of Interdisciplinary</b>		
<b>Board of Studies in Home Science</b>		
<b>U.G. Second Year Programme</b>	<b>Exit Degree</b>	<b>U.G. Diploma Home Science – Community Resource Management</b>
<b>Semester</b>	<b>III &amp; IV</b>	
<b>From the Academic Year</b>	<b>2025-26</b>	

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	<b>B.Sc. (Home Science)</b>
2	Exit Degree	<b>U.G. Diploma Home Science - Community Resource Management</b>
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	<b>40%</b>
5	Credit Structure Sem. III- R. IMU-550C Sem. IV- R. IMU-550D	<b>Attached herewith</b>
6	Semesters	<b>Sem. III &amp; IV</b>
7	Program Academic Level	<b>5.00</b>
8	Pattern	<b>Semester</b>
9	Status	<b>New</b>
10	To be implemented from Academic Year	<b>2025-26</b>

Sd/-

Sign of the BOS  
Chairman  
Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science

Sd/-

Sign of the  
Offg. Associate  
Dean  
Dr. C.A.Chakradeo  
Faculty of  
Interdisciplinary  
Studies

Sd/-

Sign of the  
Offg. Associate Dean  
Dr. Kunal Ingle  
Faculty of  
Interdisciplinary  
Studies

Sd/-

Sign of the  
Offg. Dean  
Prof. A. K. Singh  
Faculty of  
Interdisciplinary  
Studies



	<b>Cum Cr.</b>	28		10	12	6+6	8+4+2	8+4	88	
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**Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor**

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CE – Continuing Education Program, CC – Co-Curricular, RP – Research Project ]

**Sem. - III**

# **Vertical – 1 Major**

# Syllabus

## B.Sc. (Home Science)

### (Sem.- III)

#### Title of Paper Management of Human Energy

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Management of Human Energy</b> This course provides an understanding of the keys concepts of human energy management, sources of energy, and physiological aspects of work. It explains the relevance of work simplification methods and factors influencing human energy efficiency. It trains learners to apply work study techniques and ergonomic tools to evaluate and improve human energy expenditure in practical tasks. It includes studying causes of fatigue, impairment, and workload challenges in various work environments.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical-
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <ol style="list-style-type: none"> <li>1. To define and recall fundamental concepts of human energy management, physiological aspects of work, and energy expenditure.</li> <li>2. To explain the principles of work simplification and factors affecting human energy efficiency in work settings.</li> <li>3. To apply techniques of work study, physiological cost measurement, and ergonomic interventions for energy optimization.</li> <li>4. To analyze the causes and implications of fatigue, impairment, and workload on human performance and productivity.</li> <li>5. To evaluate and design energy-efficient work systems addressing modern challenges like digital fatigue and hybrid work</li> </ol>	

8

**Course Outcomes:** ( List some of the course outcomes )

CO. No.	At the successful completion of the course, students will be able to:
CO1	identify and define key concepts of human energy management, sources of energy, and physiological aspects of work.
CO2	explain the relevance of work simplification methods and factors influencing human energy efficiency.
CO3	apply work study techniques and ergonomic tools to evaluate and improve human energy expenditure in practical tasks.
CO4	analyse causes of fatigue, impairment, and workload challenges in various work environments.
CO5	evaluate existing work systems and create recommendations for energy-efficient and human-sustainable practices.

9 **Modules:-** Per credit One module can be created**Module 1: 15 Hours****Fundamentals of Human Energy Management & Work Simplification**

1. Introduction to Human Energy Management
  - a. Definition, scope, importance in occupational health and productivity.
  - b. Physiological Aspects of Work – work capacity, stress, factors affecting work capacity
2. Human Energy Expenditure
  - a. Sources of Energy – Fats, Carbohydrates, Proteins
  - b. Measurement of physiological cost of work – Energy Expenditure, Aerobic – Anaerobic work, Muscular strength, Heart Rate
  - c. Principles of Motion Economy
3. Principles of Work Simplification
  - a. Definition, objectives, and methods.
  - b. Formal and Informal Techniques
4. Factors Affecting Human Energy Efficiency
  - a. Work posture, workstation design, repetitive tasks, environmental conditions (lighting, noise, temperature, air quality).
  - b. Psychological factors: motivation, stress, monotony, and work-rest cycles.
5. Case Studies & Industry Best Practices

**Module 2: 15 Hours****Fatigue, Impairment & Work Study Applications**

- 1 Fatigue: Concept and Implications
  - a. Types of fatigue: physical, mental, visual, emotional.
  - b. Symptoms, measurement, and assessment techniques.
  - c. Occupational fatigue and cumulative trauma disorders (CTDs).
  - d. Digital Fatigue & Hybrid Work Challenges
- 2 Human Impairment and Work Performance
  - a. Musculoskeletal disorders (MSDs) due to poor energy management.
  - b. Sleep deprivation, circadian rhythm disruption, and its impact on work.

- 3 Work Study for Energy Optimization
  - a. Method study and Time study: concepts, objectives, and procedures.
  - b. Techniques for measuring work performance and setting time standards.
  - c. Application of work sampling.
- 4 Physical and Mental Workload Assessment Methods - e.g., NIOSH Lifting Equation, Borg scale, NASA TLX.
- 5 Designing Energy-Efficient Work Systems - Ergonomic interventions: adjustable furniture, assistive devices, Work-rest scheduling, active breaks, wellness rooms.

**10 & 11 Text Books & Reference Books:**

1. Bridger, R. S., Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. United Kingdom: CRC Press, Taylor & Francis Group.
2. ChorKow.D. (1988). *Posture, Sitting, Standard Chair, Design & Exercising*. Thomas Spring Field.
3. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
4. Dul, Jan and Weerdmeester Bernard (2001): *Ergonomics for Beginners, Taylor & Francis, London*
5. Eastman Kodak Company (1986): *Ergonomic Design for People at Work*, Vol. 1 & 2, Van Nostrand Reinhold, New York
6. *Ergonomic Guidelines for Manual Material Handling*. (2007). United States: Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health.
7. *Evaluating Mental Workload for Improved Workplace Performance*. (2019). United States: IGI Global.
8. Grandjean, E. (1980): *Fitting the Task of the Man; A Textbook of Occupational Ergonomics, Taylor and Francis, London*.
9. *Handbook of Human Factors and Ergonomics*. (2012). United States: Wiley.
10. Haupt, W. Q. and Feinteis, M. E. (1979): *Physiology of movements*, Vol. 7, Verlog Publications; Berlin Spinger.
11. *Home Management: [9789369067268]*. (2023). (n.p.): EduGorilla Community Pvt. Ltd.
12. Konz, S. (2018). *Work Design: Occupational Ergonomics*. United Kingdom: CRC Press.
13. Kroemer, K. H. (2017). *Fitting the Human: Introduction to Ergonomics / Human Factors Engineering*, Seventh Edition. United Kingdom: CRC Press.
14. McArdle, D. W. Katch, F. I. and Katch, V. L. (1981 & 1991): *Exercise Physiology*, 4th edition, Henry Kempton Publishers, Baltimore
15. McCormick, E. J., Sanders, M. S. (1982). *Human Factors in Engineering and Design*. Taiwan: McGraw-Hill.
16. Mukhopadhyay, P. (2019). *Ergonomics for the Layman: Applications in Design*. United States: CRC Press.
17. Murell, K. F. H. (1965): *Ergonomics*, Chapman Hall, London
18. Murray, S. L., Thimgan, M. S. (2016). *Human Fatigue Risk Management: Improving Safety in the Chemical Processing Industry*. Netherlands: Elsevier Science.
19. Nag, P.K (1996): *Ergonomics and Work Design: Emerging Issues in Organizational Science*, New age international (P) Ltd. New Delhi
20. *NEP Home Science Resource Management Concepts and Contexts (MJC-3) Human Physiology (MJC-4) B. A. 3rd Sem. (2024)*. (n.p.): SBPD Publications.
21. Osborne David (1980): *Ergonomics at Work*, John Wiley and Sons, New York, London
22. Office, I. L. (2001). *Guidelines on Occupational Safety and Health Management Systems: ILO-OSH 2001*. Switzerland: International Labour Office.
23. Pheasant, S. (1996). *Bodyspace: Anthropometry, Ergonomics and the Design of Work*. United Kingdom: Taylor & Francis.
24. Rao, R. (2018). *Introduction to Ergonomics*. ISBN 978-93-5321-4500
25. Rao, R. (2024). *Basic Health Assessment*. ISBN 978-93-341-3063-8
26. Rao, R. (2024). *Fundamentals of Ergonomics*. ISBN 978-93-341-3235-9
27. Singh, L. P. (2018). *Work Study and Ergonomics*. India: Cambridge University Press.
28. Stack, T., Ostrom, L. T. (2023). *Occupational Ergonomics: A Practical Approach*. United States: Wiley.
29. *Visual Ergonomics Handbook*. (2005). United States: CRC Press.

12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b> <b>Individual Passing in Internal and External Examination</b>									
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1" data-bbox="857 268 1531 512"> <thead> <tr> <th data-bbox="857 268 1406 331"><b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b></th> <th data-bbox="1406 268 1531 331"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="857 331 1406 394">Class participation/Quiz/Review of literature and guided discussions/Q&amp;A sessions</td> <td data-bbox="1406 331 1531 394">10</td> </tr> <tr> <td data-bbox="857 394 1406 457">Class tests/PPT Presentations and relevant planned assignments</td> <td data-bbox="1406 394 1531 457">10</td> </tr> <tr> <td data-bbox="857 457 1406 512"><b>Total Marks for Internal Assessment</b></td> <td data-bbox="1406 457 1531 512"><b>20</b></td> </tr> </tbody> </table> <p data-bbox="857 596 1289 625">As per the Format of Question Paper</p>		<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>	Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10	Class tests/PPT Presentations and relevant planned assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>										
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10										
Class tests/PPT Presentations and relevant planned assignments	10										
<b>Total Marks for Internal Assessment</b>	<b>20</b>										

# Syllabus B.Sc. (Home Science) (Sem.- III)

## Title of Paper Interior Design & Decoration

Sr. No.	Heading	Particulars		
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Interior Design &amp; Decoration</b> Interior Design and Decoration course explores and teaches one to create aesthetically pleasing and functional spaces, focusing on the art and science of interior design. It involves understanding principles of space planning, colour theory, materials, and furnishings to enhance the atmosphere and liveability of interiors. The course aims to develop skills in creating residential spaces that meet client needs and design goals. Key Aspects of an Interior Design and Decoration Course: <b>Space Planning, Colour Theory, Materials and Finishes, Furniture and Furnishings, Lighting Design, Design Trends, Technical Skills, Client Communication.</b>		
2	<b>Vertical :</b>	Major		
3	<b>Type :</b>	Theory / <del>Practical</del>		
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)		
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>		
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>		
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To recall and define the elements and principles of design in interior decoration.</li> <li>2. To explain the factors influencing home design and functional interior planning.</li> <li>3. To apply design principles and space planning techniques in sample interior layouts.</li> <li>4. To analyze the visual and functional role of accessories in enhancing aesthetics.</li> <li>5. To evaluate contemporary trends and sustainable practices in interior design and decoration.</li> </ol>			
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 15%; text-align: center;">CO. No.</td> <td>At the successful completion of the course, students will be able to:</td> </tr> </table>		CO. No.	At the successful completion of the course, students will be able to:
CO. No.	At the successful completion of the course, students will be able to:			

CO1	identify and define the core elements and principles of design used in interior decoration.
CO2	describe the planning principles and influencing factors in house design.
CO3	apply space planning and layout techniques for various functional areas in a house.
CO4	analyse the types and placement of decorative accessories used to enhance interiors.
CO5	evaluate new trends, sustainable materials, and smart solutions in contemporary interior design.

**9** **Modules:-** Per credit One module can be created

**Module 1: 15 Hours**

**Foundations of Design and Interior Planning**

1. Elements of Design – Line, Shape/Form, Space, Texture, Colour, Light, Pattern
2. Principles of Design – Balance, Rhythm, Harmony, Proportion, Emphasis
3. Colour Theory in Interiors - Colour wheel, types of colour schemes, effects of colours in interiors
4. Functional & Aesthetic Planning
  - a. Anthropometry and ergonomics.
  - b. Circulation patterns, zoning, activity-based planning
5. Factors Affecting Residential Design
  - a. Climate, orientation, lifestyle, budget, culture, sustainability
  - b. Vaastu and cultural beliefs (contextual understanding)

**Module 2: 15 Hours**

**Interior Decoration and Contemporary Applications**

- 1 Accessories in Interior Decoration
  - a. Types - Functional, Decorative, Symbolic.
  - b. Use of wall art, textiles, indoor plants, and artifacts.
- 2 Furniture in Interior Design
  - a. Built-in vs free-standing furniture.
  - b. Selection based on function, style, and ergonomics
- 3 Soft Furnishings - Curtains, drapes, rugs, cushion covers, upholstery – impact on space perception
- 4 Smart Interiors and Emerging Trends
  - a. Smart homes and automation (lighting, HVAC, security).
  - b. Eco-friendly materials and green interiors.
  - c. Upcycling, minimalism, biophilic design
- 5 Interior Design for Small Spaces - Compact furniture, storage hacks, optical illusions using mirrors, lighting & colour

10  
&  
11

**Text Books & Reference Books:**

1. Cline, L. S. (2012). Drafting and Visual Presentation for Interior Designers. United Kingdom: Prentice Hall PTR.
2. Coetzee, K., Bergh, R. (2000). The Complete Book of Soft Furnishings. United Kingdom: New Holland.
3. Dodsworth, S., Anderson, S. (2015). The Fundamentals of Interior Design. United Kingdom: Bloomsbury Publishing.
4. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
5. Gandotra, V. (2010). Introduction To Interior Design And Decoration. India: Dominant Publishers and Distributors.
6. Gill. R. W. (1994). Rendering with Pen & Ink. Thames & Hudson Ltd. London.
7. HCline, L. S. (2014). Architectural Drafting for Interior Designers. United Kingdom: Bloomsbury Academic.
8. Household Furniture and Interior Decoration. (2022). United States: Creative Media Partners, LLC.
9. Kingsley, D. B. W., Wirtz, D. B. (2014). Hand Drafting for Interior Design. United Kingdom: Bloomsbury Academic.
10. Lise, S. D. (2013). Interior Design Basics: Basics of Interior Design. United States: CreateSpace Independent Publishing Platform.
11. Mitton, M., Nystuen, C. (2016). Residential Interior Design: A Guide to Planning Spaces. Germany: Wiley.
12. Pile, J. F. (2005). A History of Interior Design. United Kingdom: Laurence King.
13. Rao, Pratap. (2006). Interior Design (Principles& Practice). India: Standard Publishers Distributors.
14. Roopa, R., Suman, S., Sapna, D. (2024). HABITATS - Holistic Approaches to Building, Interiors, And Technical Systems. Noble Science Press
15. Seetharaman, P. (2017). Interior Design and Decoration. India: CBS Publishers & Distributors.
16. Shorter, W. (2016). Professional Results: Soft Furnishings. United Kingdom: Fox Chapel Publishing.
17. Small + Smart Interiors. (2017). Spain: book publishing, S.L..
18. Smith, V. I. (2023). Space Planning Sketchbook for Interior Design Students: Room Layout Drawing Book. (n.p.): Lulu Press, Incorporated.
19. Tangaz, T. (2019). Interior Design Course: Principles, Practices, and Techniques for the Aspiring Designer. United Kingdom: Sourcebooks, Incorporated.

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
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**13** **Continuous Evaluation through:**  
Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem.- III)

**Title of Paper Fundamentals of Human Resource Management**

Sr. No.	Heading	Particulars								
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Fundamentals of Human Resource Management</b> This course provides an introduction to the key concepts and functions of managing people within an organization. It covers topics like recruitment, hiring, training, performance management, compensation, and employee relations. The course aims to help students understand the importance of HRM in achieving organizational goals and building a positive work environment.								
2	<b>Vertical :</b>	Major								
3	<b>Type :</b>	Theory / <del>Practical</del>								
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)								
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>								
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>								
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To define the fundamental concepts, roles, and scope of Human Resource Management in organizations</li> <li>2. To explain basic HRM functions such as recruitment, selection, training, and performance appraisal.</li> <li>3. To apply HRM principles to simple organizational scenarios.</li> <li>4. To analyze the role of HR in creating a positive work environment, culture, and employee engagement.</li> <li>5. To evaluate ethical practices, diversity, and the emerging trends in HRM such as digital HR and gig economy.</li> </ol>									
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 20%; text-align: center;">CO. No.</th> <th style="text-align: center;">At the successful completion of the course, students will be able to</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">CO1</td> <td>define basic concepts and functions of HRM, including its scope, objectives, and importance.</td> </tr> <tr> <td style="text-align: center;">CO2</td> <td>explain HRM practices such as manpower planning, recruitment, training, and development.</td> </tr> <tr> <td style="text-align: center;">CO3</td> <td>apply HRM principles in sample case situations such as hiring or onboarding.</td> </tr> </tbody> </table>		CO. No.	At the successful completion of the course, students will be able to	CO1	define basic concepts and functions of HRM, including its scope, objectives, and importance.	CO2	explain HRM practices such as manpower planning, recruitment, training, and development.	CO3	apply HRM principles in sample case situations such as hiring or onboarding.
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CO3	apply HRM principles in sample case situations such as hiring or onboarding.									

	<b>CO4</b>	analyse the impact of organizational culture, work environment, and motivation on employee behaviour.
	<b>CO5</b>	evaluate the role of ethics, diversity, and technology in shaping modern HR practices.
<b>9</b>	<b>Modules:-</b> Per credit One module can be created	
	<b>Module 1:</b>	<b>15 Hours</b>
	<b>Introduction to HRM and Core Functions</b>	
	<ol style="list-style-type: none"> <li>1. Introduction to HRM <ol style="list-style-type: none"> <li>a. Definition, nature, objectives, scope, and evolution of HRM</li> <li>b. Role of HRM in organizational effectiveness.</li> </ol> </li> <li>2. Manpower Planning and Job Analysis <ol style="list-style-type: none"> <li>a. Manpower/HR Planning Process</li> <li>b. Job Description and Job Specification</li> </ol> </li> <li>3. Recruitment and Selection <ol style="list-style-type: none"> <li>a. Sources of recruitment: internal vs. external</li> <li>b. Selection process, interviews, assessments</li> </ol> </li> <li>4. Training and Development <ol style="list-style-type: none"> <li>a. Objectives, methods (on-the-job/off-the-job), induction</li> <li>b. Career planning and succession management</li> </ol> </li> <li>5. Performance Management and Appraisal - Purpose, methods of appraisal, challenges in performance evaluation</li> <li>6. Wage &amp; Salary Administration (Brief Introduction) - Factors affecting compensation, wage structure, incentives</li> </ol>	
	<b>Module 2:</b>	<b>15 Hours</b>
	<b>HR Environment, Engagement and Emerging Practices</b>	
	<ol style="list-style-type: none"> <li>1. Workplace Culture and Motivation - Organizational culture, leadership styles, motivation theories (Maslow, Herzberg)</li> <li>2. Employee Engagement and Retention <ol style="list-style-type: none"> <li>a. Meaning, drivers, and strategies for retention</li> <li>b. Role of HR in maintaining morale and productivity</li> </ol> </li> <li>3. Industrial Relations &amp; HR Policies - Brief on labour laws, employee grievances, HR manuals, and code of conduct</li> <li>4. Diversity and Inclusion in the Workplace - Importance of diversity, managing generational and gender diversity</li> <li>5. Ethics in HRM - Ethical issues in recruitment, compensation, and performance appraisal</li> <li>6. Trends in HRM - HR Analytics, Digital HR, Gig workforce, Remote working challenges, AI in recruitment</li> </ol>	
<b>10 &amp; 11</b>	<b>Text Books &amp; Reference Books:</b>	
	<ol style="list-style-type: none"> <li>1. Bohlander, G. W., Snell, S. (2013). <i>Principles of Human Resource Management</i>. Austria: South-Western, Cengage Learning.</li> <li>2. Chen, F., Zhang, X. (2023). <i>Human Resource Management</i>. (n.p.): Kruger Brentt Publisher UK. Limited.</li> <li>3. Dessler, G. (2000). <i>Human Resource Management</i>. United Kingdom: Prentice Hall.</li> <li>4. <i>Diversity and Inclusion in the Global Workplace: Aligning Initiatives with Strategic Business Goals</i>. (2017). Germany: Springer International Publishing.</li> </ol>	

5. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
6. *Fundamentals of Human Resource Management: B.Com, First Semester & Second Semester HR Specialisation [Major 2nd Sem & Minor 1st Sem]*. (2023). (n.p.): Thakur Publication Private Limited.
7. Hook, C., Jenkins, A. (2019). *Introducing Human Resource Management*. United Kingdom: Pearson Education, Limited.
8. Leatherbarrow, C., Fletcher, J. (2014). *Introduction to Human Resource Management: A Guide to HR in Practice*. United Kingdom: Chartered Institute of Personnel and Development.
9. Mor Barak, M. E. (2016). *Managing Diversity: Toward a Globally Inclusive Workplace*. United States: SAGE Publications.
10. Torrington, D. (2009). *Fundamentals of Human Resource Management: Managing People at Work*. United Kingdom: Prentice Hall/Financial Times.
11. Villesèche, F., Muhr, S. L., Holck, L. (2018). *Diversity and Identity in the Workplace: Connections and Perspectives*. Germany: Springer International Publishing.

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>								
<b>13</b>	<p><b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b></th> <th style="text-align: center;"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td>Class participation/Quiz/Review of literature and guided discussions/Q&amp;A sessions</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Class tests/PPT Presentations and relevant planned assignments</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total Marks for Internal Assessment</b></td> <td style="text-align: center;"><b>20</b></td> </tr> </tbody> </table> <p style="text-align: center;">As per the Format of Question Paper</p>	<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>	Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10	Class tests/PPT Presentations and relevant planned assignments	10	<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>									
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10									
Class tests/PPT Presentations and relevant planned assignments	10									
<b>Total Marks for Internal Assessment</b>	<b>20</b>									

# Syllabus

## B. Sc. (Home Science)

### (Sem.- III)

#### Title of Paper Work Study

Sr. No.	Heading	Particulars		
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Work Study</b></p> <p>This course helps identifying basic work study symbols, terminology, and charts, and provides deeper understanding of method study and time study through accurate observation and documentation followed by applying various tools like flow charts, time study sheets, and layout maps. It involves analysing real workstations and recommending changes in method or layout for productivity improvement through well designed workflows on basis on the data collected.</p>		
2	<b>Vertical :</b>	Major		
3	<b>Type :</b>	<del>Theory</del> / Practical		
4	<b>Credit:</b>	2 credits / <del>4 credits</del> -(1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)		
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours		
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>		
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To recall work study tools, symbols, and charts used in method and time study.</li> <li>2. To understand the principles and steps of method study and time study in industrial applications.</li> <li>3. To apply work measurement and analysis tools to real tasks and manual jobs.</li> <li>4. To analyze workplace inefficiencies and recommend improvements.</li> <li>5. To design and evaluate improved methods based on time, motion, and ergonomic parameters.</li> </ol>			
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 15%; text-align: center;">CO. No.</td> <td style="text-align: center;">At the successful completion of the course, students will be able to</td> </tr> </table>		CO. No.	At the successful completion of the course, students will be able to
CO. No.	At the successful completion of the course, students will be able to			

<b>CO1</b>	identify basic work study symbols, terminology, and charts.
<b>CO2</b>	demonstrate understanding of method study and time study through accurate observation and documentation.
<b>CO3</b>	apply various tools like flow charts, time study sheets, and layout maps to analyze manual tasks..
<b>CO4</b>	analyse real workstations and recommend changes in method or layout for productivity improvement.
<b>CO5</b>	design improved workflows using data collected and justify suggestions through final presentations/reports.

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Method Study and Workplace Analysis**

1. Introduction to Work Study
  - a. Definition, objectives, scope.
  - b. Types of Work Study
  - c. Symbols used in work study techniques
  
2. Method Study - Drawing & analyzing sample charts in manufacturing/service setups
  - a. Process chart - Steps / Procedure, Recording present method
  - b. Operation chart - Steps / Procedure, Recording present method for small manual tasks (e.g. packing, folding, etc)
  
3. Principles of motion economy in lab task (simulation/observation)
  - a. Application in workstation analysis
  - b. Study of unnecessary motions
  
4. Workplace Layout Analysis
  - a. Identification of waste, rearrangement for efficiency
  - b. Demonstration using models or field observation
  
5. Field Visit / Lab Simulation
  - a. Observation of live workstation (e.g., textile unit, packaging station, kitchen)
  - b. Preparation of complete method study report

## Module 2: 30 Hours

### Time Study, Workload & System Design

- 1 Time Study
  - a. Concepts and Equipment - Stopwatches, time study board, cumulative and flyback timing
2. Basic Time Study Process
  - a. Breaking task into elements, timing, and performance rating
  - b. Normal time and standard time calculation
3. Work Sampling and Activity Logs
  - a. Random observations, percentage of activity/non-activity
  - b. Setting Time Standards - PMTS, MTM, and pre-determined motion standards
4. Workload Analysis - Physical and mental workload (NIOSH Lifting Equation, Borg Scale)
5. Fatigue and Rest Allowance Planning
  - a. Constructing rest schedules, time allowances
6. Field Visit / Lab Simulation – II
  - a. Detailed time study and workload evaluation at field site
7. Project Work: Method + Time Integration - Redesign and presentation of improved work methods

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### Text Books & Reference Books:

1. Bridger, R. S., Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. United Kingdom: CRC Press, Taylor & Francis Group.
2. ChorKow.D. (1988). *Posture, Sitting, Standard Chair, Design & Exercising*. Thomas Spring Field.
3. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
4. Dul, Jan and Weerdmeester Bernard (2001): *Ergonomics for Beginners, Taylor & Francis, London*
5. Eastman Kodak Company (1986): *Ergonomic Design for People at Work, Vol. 1 & 2, Van Nostrand Reinhold, New York*
6. *Ergonomic Guidelines for Manual Material Handling*. (2007). United States: Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health.
7. *Ergonomics Of Working Postures: Models, Methods And Cases: The Proceedings Of The First International Occupational Ergonomics Symposium, Zadar, Yugoslavia, 15-17 April 1985*. (2003). United Kingdom: Taylor & Francis.
8. *Evaluating Mental Workload for Improved Workplace Performance*. (2019). United States: IGI Global.
9. Grandjean, E. (1980): *Fitting the Task of the Man; A Textbook of Occupational Ergonomics, Taylor and Francis, London*.
10. *Introduction to Work Study*. (1969). Switzerland: International Labour Office.
11. *Introduction to Work Study*. (1979). India: International Labour Office.
12. *Introduction to Work Study*. (1992). Switzerland: International Labour Office.
13. *Introduction to Work Study*. (2015). India: CBS Publishers & Distributors.
14. Konz, S. (2018). *Work Design: Occupational Ergonomics*. United Kingdom: CRC Press.

15. Kroemer, K. H. (2017). *Fitting the Human: Introduction to Ergonomics / Human Factors Engineering*, Seventh Edition. United Kingdom: CRC Press.
16. McArdle, D. W. Katch, F. I. and Katch, V. L. (1981 & 1991): *Exercise Physiology*, 4th edition, Henry Kempton Publishers, Baltimore
17. McCormick, E. J., Sanders, M. S. (1982). *Human Factors in Engineering and Design*. Taiwan: McGraw-Hill.
18. Mukhopadhyay, P. (2019). *Ergonomics for the Layman: Applications in Design*. United States: CRC Press.
19. Murell, K. F. H. (1965): *Ergonomics*, Chapman Hall, London
20. Murray, S. L., Thimgan, M. S. (2016). *Human Fatigue Risk Management: Improving Safety in the Chemical Processing Industry*. Netherlands: Elsevier Science.
21. Nag, P.K (1996): *Ergonomics and Work Design: Emerging Issues in Organizational Science*, New age international (P) Ltd. New Delhi
22. *NEP Home Science Resource Management Concepts and Contexts* (MJC-3) Human Physiology (MJC-4) B. A. 3rd Sem. (2024). (n.p.): SBPD Publications.
23. Rao, R. (2018). *Introduction to Ergonomics*. ISBN 978-93-5321-4500
24. Rao, R. (2024). *Fundamentals of Ergonomics*. ISBN 978-93-341-3235-9
25. Singh, L. P. (2018). *Work Study and Ergonomics*. India: Cambridge University Press.
26. Stack, T., Ostrom, L. T. (2023). *Occupational Ergonomics: A Practical Approach*. United States: Wiley.
27. Tewari, P. C. (2018). *Work Study and Ergonomics*. India: Ane Books Pvt. Limited.
28. *Visual Ergonomics Handbook*. (2005). United States: CRC Press.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Vertical - 4**

**VSC**

# Syllabus B.Sc. (Home Science) (Sem. - III)

## Title of Paper Meal Planning for Health

S r. N o.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Meal Planning for Health</b> * Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.  This course provides a basic comprehension of the meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages. It enables the learners to examine the dietary needs of different age groups and life stages preventing common nutritional problems and diseases and disorders caused due to nutrient deficiencies. It trains learners to develop appropriate recipes and meal plans for various life cycle stages.
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical-
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

The course enables learners to:

1. Understand the fundamentals of meal planning and the factors influencing meal planning.
2. Analyze the nutritional needs of the members of the family based on the life cycle stages
3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans.
4. Assess and select recipes for their nutritional content for various life cycle stages and to ensure optimal nutrient availability.
5. Reflect on community and cultural food choices and incorporate it into meal plans.

Design and create nourishing meal plans across life cycle stages and for ensuring adequacy of specific nutrients.

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, the learner will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning in promoting optimal nutrition and nutrient adequacy across various life stages.
<b>CO 2</b>	Examine the dietary needs of different age groups and life stages
<b>CO3</b>	Understand the role of proper meal planning in preventing common nutritional problems and diseases at different life stages as well as disorders due o nutrient deficiencies.
<b>CO 4</b>	Analyze the nutritional and lifestyle requirements in relation to the physiological needs of a particular life cycle stage.
<b>CO 5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for various life cycle stages focusing on their specific nutritional requirements and ;for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Introduction to Meal Planning, Nutrition in Adulthood and Nutrient Focused Recipes and Meal Plans****I. Introduction to Meal Planning**

- i. Meaning and importance of meal planning, use of basic food groups, meal patterns and food selection according to different activities & socio economic levels
- ii. Application of exchange lists and Indian Food Composition Tables in meal planning
- iii. Introduction into different life cycle stages requirements

**II. Focused Nutrient Dense Recipes and Meal Plans**

- i. Protein
- ii. Omega 3
- iii. Fiber
- iv. Calcium
- v. Iron
- vi. Vitamin A
- vii. Vitamin C
- viii. B Complex Vitamins
- ix. Other key nutrients - Overview

**III. Meal Planning, recipe selection and meal preparation for adult men and women – with focus across body frames, activity levels (Heavy, moderate and sedentary workers) and life and professional situations**

**IV. Meal Planning, recipe selection and meal preparation for pregnant and lactating mothers – with special focus on meal plans across the three trimesters**

- i. Calcium and iron rich recipes
- ii. Meal plans to manage nausea, vomiting and gastro esophageal reflux in the first trimester
- iii. Small frequent energy dense meals in the third trimester
- iv. Meal plans for 0 – 6 months of lactation
- v. Meal plans for 7 months to 2 years of lactation
- vi. Galactagogue rich recipes

**Module 2: 30 Hours**

**Meal Planning through Childhood, Adolescence and Geriatric Life Cycle Stages**

- I. Meal Planning, recipe selection and meal preparation for infancy**
  - i. Liquid, semi-solid and solid foods
  - ii. Preparation of Amylase Rich Foods (ARF)- Demonstration
- II. Meal Planning, recipe selection and meal preparation for childhood – with special focus on healthy packed lunches and nutrient dense snacks.**
  - i. Toddlerhood
  - ii. Early childhood
  - iii. Middle Childhood
  - iv. Late childhood
- III. Meal Planning, recipe selection and meal preparation for adolescent boys and girls – with special focus on nutrient dense meals**
  - i. Nutrient dense snacks
  - ii. Blending palatability with nutrition
  - iii. Snacks designed to better performance and cognitive health
- IV. Meal planning and meal preparation for Geriatric population with focus on effects of physiological changes**
  - i. Change of consistency
  - ii. Loss of muscle and sarcopenia
  - iii. Gastrointestinal well being
  - iv. Cognitive well being
  - v. Visual Well being

**1 Text Books & Reference Books:**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leong, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>

7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1** Internal Continuous Assessment:  
**2** 40%

**External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**1** Continuous Evaluation through:  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>		<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks		10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments		10
<b>Total Marks for Internal Assessment</b>		<b>20</b>

As per the Format of Question Paper

**Syllabus**  
**B. Sc. (Home Science)**  
**(Sem.- III)**

**Title of Paper Parent and Community Education**

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<p style="text-align: center;"><b>Parent and Community Education</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps the learners to gain an understanding of the key terms and emphasis the importance of parent and community education. It enables the learners to demonstrate techniques to engage parents in school activities and decision-making and to design a community outreach project promoting educational awareness.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables learners to:**

1. To understand the role of parents and community in child development and education.
2. To develop effective strategies to engage families and communities in the educational process.
3. To demonstrate skills in organizing and conducting community-based education programs.
4. To reflect on cultural and socioeconomic factors influencing parent and community involvement.
5. To collaborate with stakeholders to enhance educational outcomes for children.

**8 Course Outcomes: ( List some of the course outcomes )**

Course Outcomes:	
At the successful completion of the course, students will:	
CO1	Define key terms related to parent and community education.
CO2	Explain the importance of parent and community involvement in the educational process.
CO3	Demonstrate techniques to engage parents in school activities and decision-making.
CO4	Examine barriers to effective parent-community-school partnerships.
CO5	Design a community outreach project promoting educational awareness.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Understanding Parent and Community Education**

- A. Importance of Parental Involvement in Children’s Academic and Emotional Development**
- i. Students analyze real-life case studies of high and low parental involvement and its impact on student performance.
  - ii. Visit a school and observe a parent-teacher meeting. Prepare a reflective report on the nature and quality of interactions.
  - iii. Conduct interviews with 2–3 parents from diverse backgrounds about their role in supporting their child’s education.
  - iv. Role-play scenarios where a teacher conducts a home visit to discuss academic progress with parents.
- B. Parenting Styles and Their Impact on Learning Outcomes**
- i. Role-Playing Different Parenting Styles: Simulate authoritative, authoritarian, permissive, and neglectful parenting in various educational contexts. Discuss implications.
  - ii. Reflection Journal: Keep a journal reflecting on one’s own upbringing and how it influenced learning behaviour.
  - iii. Design a simple parenting style survey and administer it to a small sample (e.g., peers or relatives). Analyse and present results.
  - iv. Group Discussion: Conduct peer-led discussions on how different parenting styles impact student motivation and discipline.
- C. Communication Strategies for Effective Parent-Teacher Interaction**
- i. Mock Parent-Teacher Meetings: Students take turns playing roles of teacher, parent, and observer. Focus on empathy, active listening, and conflict resolution.

- ii. Design a Parent Communication Plan: Create a monthly communication plan using newsletters, WhatsApp groups, or learning management systems (e.g., ClassDojo).
- iii. Workshop Facilitation: Conduct a mini-workshop on “Effective Communication Skills for Educators.”
- iv. Feedback Practice: Develop constructive written and verbal feedback for parents on a child’s progress and behaviour.

## Module 2: 30 Hours

### Planning and Organizing Educational Programs

#### A. Conducting Surveys and Needs Assessments

- i. Design and distribute a questionnaire to parents, students, and teachers to identify educational gaps.
- ii. Conduct focus group discussions with stakeholders (e.g., school leaders, community elders).
- iii. Analyse the data using simple tools (Excel, Google Forms).

#### B. Organizing Workshops, Seminars, and Parent-Teacher Meetings

- i. Create a checklist for event planning (venue, materials, invitations).
- ii. Role-play conducting a parent-teacher meeting to address learning issues.
- iii. Invite guest speakers (e.g., local education officers, successful alumni).

#### C. Field Work and Reflective Practice

- i. Plan and conduct structured observation Field Visits to Community Centers and Schools (with checklists).
- ii. Interview local teachers, students, and community workers.
- iii. Take field notes focusing on strengths, challenges, and opportunities.
- iv. Write a reflective journal after each field visit.

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### Text Books & Reference Books:

1. Altschuld, J. W., & Watkins, R. (2014). *Needs assessment: Analysis and prioritization* (Vol. 2). SAGE Publications.
2. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
3. Bolton, G. (2014). *Reflective practice: Writing and professional development* (4th ed.). SAGE Publications.
4. Burton, N., Brundrett, M., & Jones, M. (2008). *Doing your education research project*. SAGE Publications.
5. California Department of Education. (2017). *Family engagement toolkit: Continuous improvement through an equity lens*. <https://www.cde.ca.gov>
6. Central Board of Secondary Education (CBSE). (2020). *Handbook on communication for schools*. CBSE Publications.
7. Edutopia. (n.d.). *Parent-teacher communication resources*. George Lucas Educational Foundation. <https://www.edutopia.org>
8. Epstein, J. L. (2018). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
9. Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen & listen so kids will talk*. Scribner.
10. Harvard Family Research Project. (2010). *Family engagement as a systemic, sustained, and integrated strategy to promote student achievement*. Harvard Graduate School of Education.
11. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
12. Kapoor, S. (2005). Parenting styles and their impact on adolescent behavior. *Indian Journal of Social Psychology*, 21(2), 78–86.
13. Macvarish, J. (2016). *Parenting for learning: Evidence, values and everyday parenting*. Palgrave Macmillan.
14. Ministry of Education. (2021). *Samagra Shiksha: Framework for implementation*. Government of India.
15. National Council of Educational Research and Training (NCERT). (2015). *National curriculum framework for teacher education*. NCERT.
16. National Council of Educational Research and Training (NCERT). (2013). *Teacher education curriculum: Field experience handbook*. NCERT.
17. National Institute of Open Schooling (NIOS). (2018). *Community participation in education* (Module 3). NIOS. <https://nios.ac.in>

18. Organisation for Economic Co-operation and Development (OECD). (2017). *Parents as partners in education*. OECD Publishing. <https://doi.org/10.1787/9789264273755-en>
19. Pratham Education Foundation. (2023). *Annual Status of Education Report (ASER) 2023*. ASER Centre. <https://www.asercentre.org>
20. Ramachandran, V. (Ed.). (2004). *Community participation in primary education: Innovations in Rajasthan*. SAGE Publications India.
21. Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63(1), 1–19. <https://doi.org/10.2307/1130897>
22. Swati, P. V. (2016). *Parenting: The Indian way*. Brainfeed Books.

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- III)

Title of Paper Fashion Event Management

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p style="text-align: center;"><b>Fashion Event Management</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Vocation Skill Course VSC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a VSC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course helps in Identifying and describing the various fashion event formats and types to analyses major fashion events, identifying practices in event planning, branding etc. It enables the learners to design a comprehensive fashion show (Fashion Show/ exhibitions, product launches, etc.) plan including timeline, logistics, budgeting, and scheduling etc. It involves developing digital marketing material for promoting fashion events.</p>
2	<b>Vertical :</b>	VSC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> -(1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables the learners to:**

- Understand the fundamentals of fashion event management.
- analyse different types of fashion events and their formats.
- Plan, organize, manage fashion events.
- Foster creative thinking in assisting to organize fashion events.

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe various fashion event formats and types.	1 and 2
CO2	Analyse major fashion events to identify practices in event planning, branding etc.	4
CO3	Develop a comprehensive fashion show plan including timeline and logistics	6
CO4	Design an event plan (Fashion Show/ exhibitions, product launches, etc.) including budgeting, scheduling etc.	6
CO5	Develop digital marketing material for promoting fashion events.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**A. Introduction to Fashion Event Management**

- Types of fashion events (fashion shows, exhibitions, product launches, etc.) and event formats.
- Key responsibilities of event managers.
- Case study analysis of two major fashion events (e.g., Met Gala, Lakmé Fashion Week, etc.). (Designers, models, theme, coverage and publicity, invitees, sponsorships etc.).

**Module 2: 30 Hours**

**A. Event Planning, Budgeting and Promotion**

- Event Planning and Management
- Planning an event: concept and theme development (Fashion Show, exhibitions, product launches, etc.).
- Creating a timeline and event schedule.
- Create Event planning checklist.
- Prepare a budget for a fashion show and cost management.
- Planning stage layout and seating.
- Coordinating and creating a playlist for fashion sequences.
- Visual storytelling through décor, displays and setups.
- Lighting and sound planning.
- Backstage management.

**B. Marketing and Promotion**

- Design a digital flyer / social media campaign.
- Branding and promotion strategies for fashion event (Fashion Show, exhibitions, product launches, etc.).
- Other collaborations for promotion such as influencers, brands, and vendors etc.

**C. Crisis Management**

- Handling last-minute changes and challenges.

- ii. Managing health, safety, and security issues.
- D. Final Execution of the event.**

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**Text Books & Reference Books:**

1. Bowdin, G. A. J., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2011). *Events management* (3rd ed.). Routledge.
2. Getz, D. (2012). *Event studies: Theory, research and policy for planned events* (2nd ed.). Routledge.
3. Silvers, J. R. (2012). *Professional event coordination* (2nd ed.). Wiley.
4. Tum, J., Norton, P., & Wright, J. (2006). *Management of event operations*. Routledge.
5. Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2012). *Events management: An introduction*. Routledge.
6. Berridge, G. (2007). *Events design and experience*. Routledge.

**12**

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13**

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN

## (External and Internal)

B.Sc. SEMESTER III

### Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

### Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

### Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sign of the  
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Chairman**

**Sign of the  
Offg. Associate  
Dean**

**Sign of the  
Offg. Associate  
Dean**

**Sign of the  
Offg. Associate Dean**

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Offg. Dean**

**Board of  
Studies in**

**Sem. - IV**

# **Vertical – 1 Major**

# Syllabus B.Sc. (Home Science) (Sem.- IV)

## Title of Paper Event Management

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Event Management</b> Event Management course explores and teaches one to provides the skills and knowledge needed to plan, organize, and execute various events, from weddings to corporate conferences. It covers topics like event planning, budgeting, venue selection, marketing, logistics, and post-event evaluation, equipping individuals with the tools to manage events of different scales and types  Career opportunities in Event Management: Event Planner, Event Manager, Event Coordinator, Wedding Planner, Marketing Manager, Logistics Manager, and Venue Manager
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <ol style="list-style-type: none"> <li>1. To recall and describe basic types of events and the purpose of event management.</li> <li>2. To explain the steps involved in planning and organizing different types of events.</li> <li>3. To apply event planning concepts such as budgeting, scheduling, and team coordination.</li> <li>4. To analyze event-related problems such as crowd control, logistics, or vendor coordination.</li> <li>5. To evaluate and design creative event ideas and promotional strategies using simple tools.</li> </ol>	

**8 Course Outcomes: ( List some of the course outcomes )**

CO.No.	At the successful completion of the course, students will be able to:
CO1	recall and define types of events, their scope, and terminology used in event management.
CO2	explain the event lifecycle and the planning process with examples.
CO3	apply basic planning tools such as checklists, event timelines, and budgets to a simple event scenario.
CO4	analyse the key roles, logistics, and challenges involved in executing events.
CO5	create a basic event plan including theme, promotion, and role allocation.

**9 Modules:- Per credit One module can be created****Module 1: 15 Hours****Introduction to Events and the Event Planning Process**

1. Event Management – Definition, importance, types of events (social, cultural, corporate, educational, fundraising, festivals)
2. Phases of Event Management
  - a. Pre-event, during event, post-event
  - b. Stakeholders in events - client, organizer, sponsor, audience, vendors
3. Event Planning Essentials
  - a. Creating checklists and timelines
  - b. Event planning worksheet
  - c. Theme selection, budgeting basics
4. Venue & Vendor Selection - Criteria for selecting venues and working with suppliers (sound, catering, décor, lights)
5. People and Roles in Events
  - a. Roles and responsibilities of event manager, volunteers, MCs, etc.
  - b. Team building and coordination

**Module 2: 15 Hours****Managing Logistics, Promotion and Evaluation**

- 1 Event Marketing and Promotion
  - a. Posters, invites, social media basics
  - b. Guest management, RSVP tools
- 2 Logistics & On-site Management
  - a. Seating, registration desk, tech requirements
  - b. Crowd control, emergency plan
- 3 Budgeting and Sponsorship Basics
  - a. Simple event budgeting exercise
  - b. Pitching for sponsors and partnerships
- 4 Handling Event-Day Challenges
  - a. Common issues: delays, power cuts, last-minute cancellations

b. Classroom discussion on real-life cases

5 Post-Event Tasks

- a. Feedback, thank-you notes, impact measurement
- b. Basic event report writing

6 Mini Project - Students design a theme-based event proposal including timeline, team roles, invite, and promo plan

**10 & 11 Text Books & Reference Books:**

1. *Advanced Marketing (Event Management)*. (2023). (n.p.): Success Publication.
2. *Bhiwandiwalla, H. (2017). Event Management. India: Nirali Prakashan, Educational Publishers.*
3. *Bladen, C., Kennell, J., Abson, E., Wilde, N. (2012). Events Management: An Introduction. United Kingdom: Taylor & Francis.*
4. *Chaturvedi, A. (2009). Event Management: A Professional & Development Approach. India: Global India Publications Pvt. Limited.*
5. *Dowson, R., Albert, B., Lomax, D. (2022). Event Planning and Management: Principles, Planning and Practice. United Kingdom: Kogan Page.*
6. *Event Marketing And Management. (2009). India: Vikas Publishing House Pvt Limited.*
7. *Everett, S., Cade, N., Hunt, A., Lock, D., Lupton, K., McDonald, S. (2020). The Tourism, Hospitality and Events Student's Guide to Study and Employability. United Kingdom: SAGE Publications.*
8. *Getz, D. (2005). Event Management & Event Tourism. United States: Cognizant Communication Corporation.*
9. *Kolb, B. (2018). Marketing Research for the Tourism, Hospitality and Events Industries. United Kingdom: Taylor & Francis.*
10. *Kolb, B. M. (2021). Event Management for the Tourism and Hospitality Industries. United Kingdom: Taylor & Francis.*
11. *Kolb, B. M. (2021). Event Management for the Tourism and Hospitality Industries. United Kingdom: Taylor & Francis.*
12. *Reic, I. (2016). Events Marketing Management: A Consumer Perspective. United Kingdom: Taylor & Francis.*
13. *Sharma, D. (2005). Event Planning and Management. India: Deep & Deep Publications.*

**12 Internal Continuous Assessment: 40%**

**External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. ( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus B.Sc. (Home Science) (Sem. - IV)

## Title of Paper Occupational Health & Safety

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Occupational Health &amp; Safety</b>
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) 1. To recall and define key concepts of workplace safety, health hazards, and risk types. 2. To explain the causes and effects of common occupational injuries and diseases. 3. To apply preventive and protective measures to real-life work environments. 4. To analyze case studies and workplace safety incidents to understand risk management. 5. To evaluate workplace health programs, safety audits, and emergency plans for improvements.	
8	<b>Course Outcomes:</b> ( List some of the course outcomes )	
	<b>CO.No.</b>	<b>At the successful completion of the course, students will be able to:</b>
	CO1	define key terms, hazards, and responsibilities related to occupational health and safety.
	CO2	describe the causes and prevention of occupational diseases and physical, chemical, and biological hazards.
	CO3	apply OHS principles to recommend safety practices in typical work settings.
	CO4	analyse accidents and evaluate the effectiveness of safety procedures and policies.
	CO5	evaluate the role of wellness programs, safety inspections, and audits in maintaining a safe workplace.
9	<b>Modules:-</b> Per credit One module can be created	

**Module 1: 15 Hours**

**Understanding Workplace Hazards and Health Risks**

1. Introduction to Occupational Health and Safety
  - a. Definition, objectives, and importance of safety in different work environments.
  - b. Worker Rights and Responsibilities
2. Types of Workplace Hazards
  - c. Safety: Slips, Trips, Falls
  - d. Physical: noise, radiation, temperature
  - e. Chemical: fumes, dust, gases
  - f. Biological: bacteria, viruses, allergens
  - g. Mechanical: Impact, cutting, crushing, entanglement
  - h. Psychosocial: stress, harassment, workload, bullying
  - i. Ergonomic: MSDs, Posture, repetition, forceful exertion
3. Occupational Diseases and Injuries
  - d. Ergonomic disorders, respiratory illnesses, skin diseases, repetitive strain injuries
  - e. Case stories for better understanding
4. Basic Safety Equipment and Personal Protective Equipment (PPE)
  - a. Eye and Face Protection, Head Protection, Hearing Protection, Hand Protection, Leg and Foot Protection, Respiratory Protection
  - b. Other PPE
5. Introduction to First Aid & Emergency Response
  - c. Basic first aid practices
  - d. CPR concept, fire extinguisher demo videos

**Module 2: 15 Hours**

**Safety Management and Wellness**

- 1 Principles of Risk Assessment and Risk Control
  - a. Hazard identification, risk matrix
  - b. Hierarchy of controls (eliminate, substitute, PPE)
- 2 Workplace Safety Policies and Legal Frameworks
  - a. Indian Factories Act, ESI, Workmen Compensation, ILO guidelines
  - b. Brief on employer responsibilities
- 3 Safety Signage and Ergonomic Design
  - a. Safety colors, symbols, posture-friendly workspace
  - b. Visual quiz or signage matching game
4. Incident Reporting & Investigation - Accident reporting forms, root cause analysis (simple case examples)
5. Workplace Health & Wellness Programs
  - a. Stress management, healthy eating, posture breaks
  - b. Fit-Desk and wellness break ideas
6. Mock Safety Audit & Presentation
  - a. Students design a mock workplace audit checklist

b. Group presentation of findings and safety recommendations

10  
&  
11

**Text Books & Reference Books:**

1. Bridger, R. S., Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. United Kingdom: CRC Press, Taylor & Francis Group.
2. Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). *Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation*. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.
3. Friend, M., Kohn, J. (2006). *Fundamentals of Occupational Safety and Health*. United States: Government Institutes.
4. Gatto, M. P. (2019). *Occupational Health and Safety in the Chemical and Biological Laboratory Handbook*. United States: Nova Science Publishers, Incorporated.
5. *Handbook of Occupational Safety and Health*. (2010). United Kingdom: CRC Press.
6. Hughes MBE, P., Ferrett, E. (2020). *Introduction to Health and Safety at Work: For the NEBOSH National General Certificate in Occupational Health and Safety*. United Kingdom: Taylor & Francis.
7. Korhan, O. (2017). *Occupational Health*. Croatia: IntechOpen. +
8. *Occupational Health and Safety*. (2011). United Kingdom: Gower.
9. *Occupational Health and Safety*. (2024). (n.p.): EduGorilla Publication.
10. *Occupational Health Psychology*. (2010). United Kingdom: Wiley.
11. *Principles of Occupational Health and Hygiene: An Introduction*. (2020). United Kingdom: CRC Press.
12. Rao, R. (2018). *Introduction to Ergonomics*. ISBN 978-93-5321-4500
13. Rao, R. (2024). *Fundamentals of Ergonomics*. ISBN 978-93-341-3235-9
14. Reese, C. D. (2008). *Occupational Health and Safety Management: A Practical Approach*, Second Edition. United Kingdom: CRC Press.
15. *Safe Work in the 21st Century: Education and Training Needs for the Next Decade's Occupational Safety and Health Personnel*. (2000). United States: National Academies Press.
16. Zahir, F. (2019). *Introduction to Occupational Health Hazards*. Singapore: Bentham Science Publishers.

12

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal  
and External Examination**

13

**Continuous Evaluation through:**

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

## Syllabus B.Sc. (Home Science) (Sem. - IV)

### Title of Paper Principles of Marketing

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Principles of Marketing</b> Principles of Marketing course provides a foundational understanding of the core concepts, strategies, and practices of marketing within a business context. It explores how organizations understand and meet customer needs, develop and deliver products and services, and create value through the "marketing mix". The course also examines the broader marketing environment and the role of marketing in achieving competitive advantage.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / <del>Practical</del>
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours / <del>60 Hours</del>
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives: ( List some of the course objectives )</b> <ol style="list-style-type: none"> <li>1. To facilitate students comprehensive understanding of the marketing function, its role in organizations, and the different philosophies of marketing.</li> <li>2. To train students to analyze the external and internal marketing environments, including social, economic, technological, and competitive forces.</li> <li>3. The course will enable familiarize students with the "4 Ps" of marketing and potentially the "7 Ps" for service-oriented marketing</li> <li>4. To Create awareness amongst students about the emerging trends in marketing</li> </ol>	

8	<p><b>Course Outcomes:</b> ( List some of the course outcomes )</p> <table border="1"> <thead> <tr> <th data-bbox="191 149 342 184">CO.No.</th> <th data-bbox="342 149 1386 184">At the successful completion of the course, students will be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 184 342 254">CO1</td> <td data-bbox="342 184 1386 254">Define key marketing concepts and terms and recognize the various channels used in marketing communications</td> </tr> <tr> <td data-bbox="191 254 342 323">CO2</td> <td data-bbox="342 254 1386 323">Recall and describe the different stages of the product life cycle and various marketing channels</td> </tr> <tr> <td data-bbox="191 323 342 392">CO3</td> <td data-bbox="342 323 1386 392">Apply the marketing mix to develop marketing plans for different products or services.</td> </tr> <tr> <td data-bbox="191 392 342 443">CO4</td> <td data-bbox="342 392 1386 443">Evaluate the effectiveness of different marketing channels and promotional methods.</td> </tr> </tbody> </table>	CO.No.	At the successful completion of the course, students will be able to:	CO1	Define key marketing concepts and terms and recognize the various channels used in marketing communications	CO2	Recall and describe the different stages of the product life cycle and various marketing channels	CO3	Apply the marketing mix to develop marketing plans for different products or services.	CO4	Evaluate the effectiveness of different marketing channels and promotional methods.
CO.No.	At the successful completion of the course, students will be able to:										
CO1	Define key marketing concepts and terms and recognize the various channels used in marketing communications										
CO2	Recall and describe the different stages of the product life cycle and various marketing channels										
CO3	Apply the marketing mix to develop marketing plans for different products or services.										
CO4	Evaluate the effectiveness of different marketing channels and promotional methods.										
9	<p><b>Modules:-</b> Per credit One module can be created</p> <p><b>Module 1:                    15 Hours</b></p> <p><b>1. Introduction to Marketing:</b></p> <ol style="list-style-type: none"> <li>i. Definition, scope, and functions of marketing.</li> <li>ii. Marketing vs. Selling.</li> <li>iii. Marketing as an activity and a function.</li> <li>iv. The 4Ps and 4Cs of marketing.</li> <li>v. Channels of Distribution</li> <li>vi. Marketing concepts: needs, wants, demands, transactions, transfer, and exchanges.</li> </ol> <p><b>2. Marketing Environment:</b></p> <ol style="list-style-type: none"> <li>i. Internal and external marketing environments.</li> <li>ii. Political, social, economic, and technological (PEST) factors.</li> <li>iii. Globalization and its impact on marketing</li> </ol> <p><b>Module 2:                    15 Hours</b></p> <p><b>1. Marketing Mix (4Ps/7Ps):</b></p> <ol style="list-style-type: none"> <li>i. Product mix: classification, product life cycle, new product development, branding, labelling, and packaging.</li> <li>ii. Price mix: pricing policies, factors influencing pricing, and pricing methods.</li> <li>iii. Place mix: channels of distribution and intermediaries.</li> <li>iv. Promotion mix: advertising, sales promotion, personal selling, and public relations.</li> <li>v. (Expanded) 7Ps: People, process, and physical evidence.</li> </ol> <p><b>2. Recent Development in Marketing</b></p> <ol style="list-style-type: none"> <li>i. Marketing of Services</li> <li>ii. Rural Marketing</li> <li>iii. International Marketing</li> <li>iv. Digital Marketing</li> <li>v. Marketing through Social Channels</li> <li>vi. Green Marketing</li> </ol>										
10 & 11	<p><b>Text Books &amp; Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Cristina Calvo Porral, John L. Stanton (2017), Principles of Marketing. Publisher: ESIC Editorial. ISBN:9788417129453, 8417129456</li> <li>2. Debbie Human, Christine De Meyer-Heydenrych, Daniel Maduku, Corné Meintjes, Jacques Nel ·(2018), Principles of Marketing. Publisher: Oxford. ISBN:9780199079407, 0199079404</li> <li>3. Gary Armstrong, Philip Kotler (2012), Principles of Marketing. Publisher: Pearson Education Limited. ISBN-10: 0273779826, ISBN-13: <b>9780273779827</b></li> </ol>										

4. Gupta CB (2021) Principles of Marketing.5<sup>th</sup> Edition, Sultan Chand and Son's. ISBN: 9789391820695
5. Isita Lahiri, Ghosh (2011), Principles of Marketing and E-Commerce. Publisher: Pearson India. ISBN:9789332510302, 933251030X
6. Kumar Pardeep (2022), Principles of Marketing (NEP). Publisher: Sultan Chand and Son's. ISBN: 9789391820169
7. Neeru Kapoor (2021), Principles of Marketing.2<sup>nd</sup> Edition. Amazon and Flipkart.
8. Philip Kotler (January 2010), Understanding Marketing. **Publisher:** Harvard Business Review Press; Illustrated edition. ISBN-10: 142212892X ,ISBN-13: 9781422128923
9. Philip T. Kotler, Gary Armstrong, Prafulla Agnihotri (2021), Principles of Marketing (17th Edition) Pearson Education. ISBN: 9789352865611
10. Philip Kotler, Gary Armstrong, Sridhar Balasubramanian (July 2023), Principles of Marketing. 19th Edition Pearson Education.ISBN-10: 9357055215, ISBN-13: 978-9357055215
11. Prof. Kavita Sharma (Author), Dr. Swati Aggarwal (August 2024) Principles of Marketing. 3<sup>rd</sup> Edition, Taxmann Publications Private Limited. ISBN-10: 9357788832, ISBN-13: 978-9357788830

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
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<b>13</b>	<p><b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )</p>
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CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

Title of Paper Entrepreneurship and New Venture Development

Sr. No	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Entrepreneurship and New Venture Development</b>  This course is a description of distinct entrepreneurial traits, enabling learners to execute the process of entrepreneurship, <i>manifesting</i> start-ups, Initiating new venture creation. Thus this course helps in designing strategies for the successful implementation of innovative ideas of new ventures.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To provide an overview of entrepreneurship and the competencies that are needed to become an entrepreneur</li> <li>2. To enhances student's analytical and logical skills that will enable them to solve any problem.</li> <li>3. To enable students to explore and launch entrepreneurial ventures in their own areas of interest.</li> <li>4. To equip students with the knowledge of marketing and sales by Understanding the marketing mix and managing customer relationships</li> <li>5. To equip students with the practical skills and knowledge necessary to successfully navigate the challenges and opportunities of starting and growing a new venture</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes )	
	<b>At the successful completion of the course, students will:</b>	
	<b>CO1</b>	Describe distinct entrepreneurial traits.
	<b>CO2</b>	Recognize the process and nature of entrepreneurship.
	<b>CO3</b>	Identify the different ways in which entrepreneurs manifest in start-ups.
	<b>CO4</b>	Comprehend the entrepreneurial process for initiating new venture creation.
	<b>CO5</b>	Design strategies for the successful implementation of innovative ideas of new ventures.

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**A. Idea Generation and Opportunity Assessment:**

- **Self-Discovery:** Identifying personal strengths, passions, and entrepreneurial traits.
- **Idea Generation:** Exploring sources of business ideas, assessing their viability, and understanding opportunity recognition
- **Idea Evaluation:** Applying design thinking, prototyping, and value proposition design to refine and evaluate business ideas.
- **Exercises:**
  - i. Brainstorming sessions to generate business ideas.
  - ii. Identifying market needs and potential opportunities.
  - iii. Analyzing industry trends and competitive landscapes.
  - iv. Developing a problem statement and a solution.

**B. Market Research and Business Planning:**

- **Feasibility Analysis:** Conducting market research, analyzing target markets, and understanding customer behavior.
- **Business Plan Development:** Creating a comprehensive business plan, including marketing strategies, financial projections, and organizational structure.
- **Exercises:**
  - i. Conducting surveys and interviews to gather market research data.
  - ii. Analyzing competitor strategies and market trends.
  - iii. Developing a business plan for a chosen venture.
  - iv. Presenting business plans and receiving feedback from peers and faculty.

**Module 2: 30 Hours**

**A. Venture Creation and Management:**

- **New Venture Creation:** Understanding the entrepreneurial process, securing funding, and launching a new business.
- **Venture Management:** Managing finances, marketing, and operations of a new venture.
- **Exercises:**
  - i. Developing and implementing marketing strategies for a new venture.
  - ii. Securing funding from various sources, including investors and banks.
  - iii. Managing cash flow and financial records. Developing and managing a team of employees

**B. Institutional Support and Network Building:**

- **Institutional Support:** Understanding the role of various organizations in supporting entrepreneurship.
- **Network Building:** Connecting with mentors, advisors, and other entrepreneurs.
- **Exercises:**
  - i. Visiting and interacting with local incubators and accelerators.
  - ii. Attending industry events and networking with potential investors and partners.

**C. Project-Based Learning:**

- Throughout the course, students are expected to develop and present a capstone project, which could involve creating a new venture, developing a business plan, or conducting a market research study.

Example Practical Activities:

- **Case Study Analysis:** Analyzing real-world business cases to understand successful and unsuccessful entrepreneurial ventures.
- **Simulations:** Engaging in simulated business scenarios to practice decision-making and problem-solving.
- **Field Trips:** Visiting local businesses and industry events to gain practical experience and network with industry professionals.
- **Guest Lectures:** Inviting entrepreneurs and industry experts to share their experiences and insights

<b>10 &amp; 11</b>	<p><b>Text Books &amp; Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Amit, R., &amp; Zott, C. (2020). Business model innovation strategy: Transformational concepts and tools for entrepreneurial leaders. John Wiley &amp; Sons.</li> <li>2. Barringer, B.R., &amp; Ireland, R.D. (2015). Entrepreneurship. Pearson.</li> <li>3. Desai, V., (2016) Small-Scale Enterprises and Entrepreneurship Ecosystem, 6th Edition, Himalaya Publishing House.</li> <li>4. Blundel, R., Lockett, N., Wang, C., &amp; Mawson, S. (2021). Exploring entrepreneurship. Sage</li> <li>5. Frederick, H., Connor, A., Kuratko, F. D. (2016) Entrepreneurship: Theory, Process and Practice, 4th Edition, Cengage Learning</li> <li>6. Gersick, K. E., Davis, J. A., Hampton, M. M., &amp; Lansberg, I. (1997). Generation to generation: Life cycles of the family business. Boston, United States: Harvard Business School Press.</li> <li>7. Hisrich, R.D., Manimala, M.J., Peters, M.P., &amp; Shepherd, D.A. (2013). Entrepreneurship. Delhi, India: Tata McGraw Hill.</li> <li>8. Kuratko, D.F., &amp; Rao, T. V. (2012). Entrepreneurship: A South-Asian Perspective .Cengage</li> <li>9. Lewrick, M. (2022). Design Thinking for Business Growth: How to Design and Scale Business</li> <li>10. Lorenzo, O., Kawalek, P., &amp; Wharton, L. (2018). Entrepreneurship, Innovation, and technology: A guide to core models and tools. Routledge</li> <li>11. Malhotra Naresh, K. Marketing Research: An Applied Orientation (Pearson, 8th Edition 2022)</li> <li>12. Mitra, J. (2019). Entrepreneurship, innovation, and regional development: an introduction. Routledge.</li> <li>13. Nicholls, A. (Ed.). (2006). Social entrepreneurship new models of sustainable social change. London: United Kingdom: Oxford University Press. 3 Discipline Specific Core Course-4.2(DSC-4.2): Cost Accounting</li> <li>14. Scarborough, N. M., Cornwall, J. R., &amp; Zimmerer, T. (2016). Essentials of entrepreneurship and small business management. Boston, United States: Pearson.</li> <li>15. Shankar, R. (2012). Entrepreneurship Theory and Practice. Delhi, India: Tata McGraw Hill</li> <li>16. Shukla, M.B. (2007). Entrepreneurship and Small Business Management. Allahabad, India: Kitab Mahal Publishers.</li> <li>17. Zimmerer, T., &amp; Scarborough, N. M. (2005). Essentials of Entrepreneurship and Small Business Management. Prentice Hall.</li> </ol>
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<b>12</b>	<p><b>Internal Continuous Assessment: 40%</b></p>	<p><b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b></p>
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**13** **Continuous Evaluation through:**  
Quizzes, Class Tests,  
presentation, project, role play,  
creative writing, assignment etc.( at  
least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

**Vertical - 4**

**SEC**

**Syllabus  
B.Sc. (Home Science)  
(Sem. - IV)**

**Title of Paper Meal Planning for Disease Management**

S r. N o.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p><b>Meal Planning for Disease Management</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p>This course highlights the significance of diet and meal planning for optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases. It involves examining the dietary needs of people suffering from infectious, deficiency and degenerative diseases. It enables learners to develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements.</p>
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	<del>Theory</del> / Practical
4	<b>Credit:</b>	2 credits / <del>4-credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables learners to:**

1. Understand the fundamentals of meal planning and the factors influencing meal planning for infective, deficiency and degenerative diseases
2. Analyze the nutritional needs of people suffering from infectious, deficiency and degenerative diseases.
3. Apply concepts of nutrition in designing nutrient rich recipes and nourishing healthy meal plans for management of infectious, deficiency and degenerative diseases.
4. Assess and select recipes for their nutritional content for infectious, deficiency and degenerative diseases and to ensure optimal nutrient availability.
5. Reflect on community and cultural food choices and incorporate it into meal plans.
6. Design and create nourishing meal plans for infectious, deficiency and degenerative diseases and for ensuring adequacy of specific nutrients.

**8 Course Outcomes: ( List some of the course outcomes )**

**At the successful completion of the course, students will be able to:**

<b>CO1</b>	Define meaning and significance of meal planning and modifications of diet in promoting optimal nutrition and nutrient adequacy in infectious, deficiency and degenerative diseases
<b>CO2</b>	Examine the dietary needs of people suffering from infectious, deficiency and degenerative diseases.
<b>CO3</b>	Understand the role of proper meal planning in preventing and managing infectious, deficiency and degenerative diseases.
<b>CO4</b>	Analyze the nutritional and lifestyle requirements in relation to infectious, deficiency and degenerative diseases.
<b>CO5</b>	Reflect on and critique the application of wrong nutritional and lifestyle practices on health.
<b>CO6</b>	Develop and design appropriate recipes and meal plans for infectious, deficiency and degenerative diseases focusing on specific nutritional requirements and; for ensuring adequacy of specific nutrients.

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**Meal Planning for Infections, Simple Intestinal Issues and Deficiency Diseases**

**I. Meal Planning for Infections and Simple Intestinal Issues**

- i. Fever
- ii. Acute Diarrhoea
- iii. Constipation and Flatulence
- iv. Typhoid
- v. Respiratory Tract Infections

**II. Meal Planning for Deficiency Diseases**

- i. Protein Energy Malnutrition
- ii. Anaemia
- iii. Osteomalacia and osteoporosis
- iv. Deficiency of B Complex Vitamins
- v. Goiter

**Module 2: 30 Hours**

**Meal Planning for Degenerative and Lifestyle Diseases**

**I. Modification of Diets for consistency, texture and delivery route**

- i. Liquid and soft diets
- ii. Tube feeds

**II. Meal Planning and lifestyle recommendations for weight management**

- i. Weight loss
- ii. Weight gain

**III. Meal Planning and lifestyle recommendations for management of Metabolic syndrome**

- i. Fat modified meal plans
- ii. Carbohydrate modified meal plans for blood sugar optimization
- iii. Sodium restricted meal plans

**1 Text Books & Reference Books:**

1. *Basic Food Preparation (Third Edition)*. (2001). India: Orient Longman Private Limited.
2. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leong, B. L., Sahyoun, N. R. (2020). *Nutrition Through the Life Cycle*. United States: Cengage Learning.
3. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). *Indian Food Composition Tables*. India: National Institute of Nutrition, Indian Council of Medical Research.
4. Manay, N. S., Shadaksharaswamy, M. (2008). *Food: Facts and Principles*. India: New Age International (P) Limited.
5. Raymond MS, R., Morrow, K. (2022). *Krause and Mahan's Food and the Nutrition Care Process*, 16e, E-Book. United States: Elsevier.
6. Recommended Dietary Allowance for Indians 2024  
<https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
7. Srilakshmi, B. (2006). *Nutrition Science*. India: New Age International.
8. Srilakshmi, B. (2011). *Dietetics*. India: New Age International Pub.

**1 Internal Continuous Assessment: 40%**

**External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**1 Continuous Evaluation through:**  
**3** Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

Title of Paper Fundamentals of Counselling Skills

Sr. No.	Heading	Particulars
1	<p><b>Description the course :</b></p> <p><b>Including but Not limited to :</b></p>	<p><b>Fundamentals of Counselling Skills</b></p> <p>* Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.</p> <p><b>This course helps learning and demonstrating</b> the use of core counselling skills such as active listening and open-ended questioning through practical role-plays. It enables the learners to <b>identify</b> and <b>interpret</b> emotional patterns and personal triggers using structured journaling and reflective tools towards <b>applying</b> Cognitive Behavioral Techniques for managing and reflecting on personal life challenges. It trains the learners to <b>construct</b> a personal action plan that integrates guidance strategies for personal growth and ethical peer support.</p>
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

- 7 Course Objectives: ( List some of the course objectives )**
1. To enable students to develop core counselling skills such as active listening, use of open-ended questions, and providing constructive feedback in peer settings.
  2. To foster self-awareness and emotional intelligence through reflective exercises focused on emotional expression and response patterns.
  3. To equip students with practical tools for applying counselling concepts to real-life personal challenges using foundational techniques such as CBT.
  4. To encourage the formulation of personal development goals and strategies for growth, resilience, and ethical support of self and others.
  5. To facilitate the creation of a personalized action plan incorporating self-care, peer support mechanisms, and ethical boundaries and to apply guidance and counselling principles in everyday life.

**8**

<b>Course Outcomes:</b>	
<b>At the successful completion of the course, students will be able to:</b>	
CO1	<b>Demonstrate</b> the use of core counselling skills such as active listening and open-ended questioning through practical role-plays.
CO2	<b>Identify</b> and <b>interpret</b> emotional patterns and personal triggers using structured journaling and reflective tools.
CO3	<b>Apply</b> simple Cognitive Behavioral Techniques to manage and reflect on personal life challenges.
CO4	<b>Construct</b> a personal action plan that integrates guidance strategies for personal growth and ethical peer support.
CO5	<b>Evaluate</b> the effectiveness of peer support approaches and ethical considerations in simulated counselling situations.

**Course Outcomes: ( List some of the course outcomes )**

**9 Modules:-** Per credit One module can be created

**Module 1: 30 Hours**

**Skills Development Through Practice**

**A. Core Skills in Action**

- i. Practicing active listening through structured role-plays.
- ii. Using open-ended questions in conversations.
- iii. Practicing empathy and feedback in peer settings.

*Suggested Activity:* Paired role-play exercises and feedback sessions.

**B. Self-Awareness and Emotional Intelligence**

- i. Emotional recognition and expression exercises.
- ii. Identifying and understanding triggers and responses.

*Suggested Activity:* Daily or weekly journal entries reflecting emotional experiences.

**Module 2: 30 Hours**

**Personal Growth and Support Planning**

**A. Applying Counselling to Real-life Challenges**

- i. Using guidance tools to reflect on and solve personal challenges.
- ii. Practicing simple CBT strategies in daily life.
- iii. Setting realistic personal development goals.

**B. Creating a Personal Action Plan**

- i. Developing an individual strategy for ongoing growth and support.
- ii. Building and maintaining a support network.
- iii. Practicing ethical boundaries in peer counselling.

*Suggested Activity:* Development of a written Personal Action Plan that includes steps for self-care, peer support, and continuous learning.

**10 & 11 Text Books & Reference Books:**

1. Burns, D. D. (1999). Feeling good: The new mood therapy. Harper.
2. Covey, S. R. (2004). The 7 habits of highly effective people: Powerful lessons in personal change. Free Press.
3. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.
4. McLeod, J. (2018). An introduction to counselling (6th ed.). McGraw-Hill Education.
5. Rogers, C. R. (1995). On becoming a person: A therapist's view of psychotherapy. Houghton Mifflin.
6. American Psychological Association. (n.d.). Mental health resources. <https://www.apa.org>
7. MindTools. (n.d.). Personal and professional development resources. <https://www.mindtools.com>
8. National Institute of Mental Health. (n.d.). Mental health information. <https://www.nimh.nih.gov>
9. Positive Psychology. (n.d.). Articles and exercises on positive psychology. <https://www.positivepsychology.com>

**12 Internal Continuous Assessment: 40%**      **External, Semester End Examination 60% Individual Passing in Internal and External Examination**

**13 Continuous Evaluation through:**  
 Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# Syllabus

## B. Sc. (Home Science)

### (Sem.- IV)

#### Title of Paper Traditional Costume Styling

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	<b>Traditional Costume Styling</b> * Note: It is important to opt for any one of the practical courses offered as Skill Enhancement Course SEC under Vertical 4. The ratios for groups formed will be decided on an equitable basis considering the teaching and learning workload. The number of seats for a SEC will be decided by the admission committee on the basis of choice and merit of the learner.  This course enables learners to describe regional variations in traditional attire, drapes, and accessories for men and women. It leads to the appreciation of traditional saree, dupatta, dhoti, and turban and their different draping techniques. It helps in studying different types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities. It enables learners to create complete looks with costumes elements, accessories, and makeup for festivals and folk-dance performances. It fosters designing sustainable and innovative styling concepts using recycling and upcycled of textiles.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits / <del>4 credits</del> (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	<del>30 Hours</del> / 60 Hours
6	<b>Marks Allotted:</b>	50 Marks/ <del>100 Marks</del>

**7 Course Objectives: ( List some of the course objectives )**

**The course enables the learners to:**

- Understand and execute various traditional Indian costume draping techniques for both women and men, including sarees, dhotis, and turbans.
- Develop hands-on styling skills with traditional Indian attire components, including regional variations in garments, accessories, and textiles.
- Explore and apply traditional methods of hairstyling, headgears, and makeup associated with Indian festivals, dance forms, and tribal expressions.
- Demonstrate proficiency in styling with jewellery, footwear, belts, veils, shawls, and upcycled accessories using indigenous crafts.
- Creatively design complete looks for themed occasions such as festivals, folk dances, and sustainable fashion contexts using traditional elements and depicting them through a lookbook.
- Appreciate the cultural, historical, and aesthetic significance of Indian costume traditions across various states and communities.

**8 Course Outcomes: ( List some of the course outcomes )**

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and describe regional variations in traditional Indian attire, drapes, and accessories for men and women.	1
CO2	Demonstrate traditional saree, dupatta, dhoti, and turban draping techniques using 6-yard and 9-yard sarees and regional garments.	3
CO3	Classify and differentiate between types of traditional jewellery, footwear, makeup, and headgear used across Indian states and tribal communities.	2
CO4	Execute complete look styling with costume elements, accessories, and makeup for festivals and folk-dance performances.	3
CO5	Evaluate the aesthetic and cultural appropriateness of styled looks for specific regional, festive, or performance contexts.	5
CO6	Design sustainable and innovative styling concepts using upcycled or leftover traditional textile elements for modern adaptations.	6

**9 Modules:- Per credit One module can be created**

**Module 1: 30 Hours**

**A. Traditional Costume Styling for Women's Wear**

**i. Saree/ Dupatta Drapes:**

- **Traditional Saree Drapes:** 5-7 Saree draping techniques using 6 yards and 9 yards sarees incorporating traditional draping styles of different states of India.
- **Dupatta draping styles:** 5-7 traditional dupatta drapes

**ii. Women's Attire Styling:**

- **Top Wear:** Kameez, Kurta, Choli, blouses and tops
- **Bottom Wear:** Salwar, Churidar, Sharara, Ghagra, tribal skirts and drapes

**iii. Jewellery Styling:**

- Traditional adornment by region - Styling with different types of traditional jewellery

**iv. Accessory Styling**

- Styling with belts, Kamar bandhs, Potli bags, veils.

**v. Hairstyling and Headgears:**

- Braiding techniques, traditional buns, floral accessories, gajra styling, regional head coverings (Odhni, dupatta, scarves)

**vi. Footwear Styling:**

- Traditional chappals, embroidered juttis, tribal footwear, woollen footwear.

**vii. Traditional Makeup Looks:**

- Kolam/Bindi designs, bold kajal-rimmed eyes, red lips, sindoor, natural base makeup.

**viii. Creative Styling Tasks:**

- Festival Look Styling for women

- Folk Dance Styling
- Sustainable Styling: Using leftover textiles for stoles, tops, or accessories.

## Module 2: 30 Hours

### B. Traditional Costume Styling for Men's Wear

- i. Men's Attire Styling:**
  - **Top Wear Styling:** Kurtas, Nehru jackets, Angarakha, and tribal upper garments
  - **Bottom Wear Styling:** Pyjama styles: Salwar, churidar, Straight, gathered, churidar, lungis, loin cloth, Dhoti variations depending on different states of India
- ii. Regional Shawl Styling:**
  - Different shawl draping styles, traditional angavastram styles etc
- iii. Turban Tying Techniques:**
  - Pagris, Phetas, Himachal caps, turbans, Tribal head wraps depending on different states of India
- iv. Jewellery Styling:**
  - Traditional men's jewelry: earrings, nose pins, kada, rings, chains, headpieces
- v. Accessory Styling:**
  - Styling with belts, cummerbunds, waistbands (kamarbandh), shoulder drapes
- vi. Hairstyling and Headgears:**
  - Traditional headgear, hair ornaments, oil hairstyles, braid rings
- vii. Footwear Styling:** Mojari, chappals, tribal footwear
- viii. Traditional Makeup Looks:**
  - Kohl-rimmed eyes, tilak, beard and mustache grooming styles
- ix. Creative Styling Tasks:**
  - Festival Look Styling for men
  - Folk Dance Styling for male dancers
  - Sustainable Styling: Use of upcycled textiles in men's attire (e.g., patchwork vests, fusion dhotis)

10  
&  
11

### Text Books & Reference Books:

1. Alkazi, R. (1996). *Ancient Indian costume*. National Book Trust.
2. Bhandari, V. (2005). *Costume, textiles and jewellery of India*. Prakash Books.
3. Bhatnagar, P. (2004). *Traditional Indian costumes & textiles*. Abhishek Publications.
4. Biswas, A. (1985). *Indian costumes*. Ministry of Information & Broadcasting.
5. Chattopadhyay, K. (1995). *The sari*. Roli Books.
6. Das, K. (2017). *The sari: Styles, patterns, history, techniques*. Lustre Press.
7. Ghoswamy, B. N., & Fischer, E. (1993). *Indian costume*. Mapin Publishing.
8. Ghurye, G. S. (1995). *Indian costume* (3rd ed.). Popular Prakashan.
9. Jain, J. (2007). *Textile traditions of India: Contemporary practices of handloom weaving*. Marg Foundation.
10. Kumar, R. (2014). *Costumes and textiles of royal India*. Christie's.
11. Mehta, R. J. (1970). *Masterpieces of Indian textiles*. D. B. Taraporevala Sons & Co.
12. Naik, S. D. (1996). *Traditional embroideries of India*. APH Publishing.
13. Tarlo, E. (1996). *Clothing matters: Dress and identity in India*. University of Chicago Press.

12

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
60% Individual Passing in Internal and  
External Examination**

**13** **Continuous Evaluation through:**  
Quizzes, Class Tests, presentation,  
project, role play, creative writing,  
assignment etc.( at least 3 )

<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>

As per the Format of Question Paper

# QUESTION PAPER PATTERN (External and Internal)

B.Sc. SEMESTER III

## Evaluation for Theory (4 Credits for 100 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	20
Class tests/PPT Presentations and relevant planned assignments	20
<b>Total Marks for Internal Assessment</b>	<b>40</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	12
Question 2 – Unit 2	12
Question 3 – Unit 3	12
Question 4 – Unit 4	12
Question 5 – From Multiple Units	12
<b>Total Marks for Semester End Examination</b>	<b>60</b>

## Evaluation for Theory (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
Class tests/PPT Presentations and relevant planned assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END THEORY EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 – Unit 1	10
Question 2 – Unit 2	10
Question 3 – From Multiple Units	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Evaluation for Practical (2 Credits for 50 Marks)

CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
Class Participation/Internal Assessment during laboratory work/experiments/practical tasks	10
Journal/Portfolio/Presentation/Reports/Case papers/Assignments	10
<b>Total Marks for Internal Assessment</b>	<b>20</b>
<b>SEMESTER-END PRACTICAL EXAMINATION</b>	
<b>All questions are compulsory with internal choice.</b>	
Question 1 - Unit 1	10
Question 2 - Unit 2	10
Journal/Portfolio/Report/Viva-Voce	10
<b>Total Marks for Semester End Examination</b>	<b>30</b>

## Question Paper Pattern (NEP Syllabus)

### THEORY EXAMINATION

<b>Marks: 30</b>	<b>1 Hour</b>
<b>Upto 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less</b>	
Q1 Unit 1	10 marks
Q2 Unit 2	10 marks
Q3 Mix of Unit 1 and 2	10 marks
<b>TOTAL</b>	<b>30 Marks</b>

<b>Marks: 60</b>	<b>2 Hours</b>
<b>Up to 50% choice to be given within each Question.</b>	
<b>Questions may be divided into sub questions as a, b, c....</b>	
<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 2 marks or less</b>	
Q1 Unit 1	12 marks
Q2 Unit 2	12 marks
Q3 Unit 3	12 marks
Q4 Unit 4	12 marks
Q5 Mix of all units	12 marks
<b>TOTAL</b>	<b>60 Marks</b>

### PRACTICAL EXAMINATION

<b>Marks: 30</b>	<b>2 Hours</b>
Q1 Unit 1	10 Marks
Q2 Unit 2	10 Marks
Journal/Portfolio/Report/Viva-Voce	10 Marks
<b>TOTAL</b>	<b>30 Marks</b>

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

**Sd/-**

**Sign of the BOS  
Chairman  
Dr. Mira Desai  
Ad-hoc Board of  
Studies in  
Home Science**

**Sd/-**

**Sign of the  
Offg. Associate  
Dean  
Dr. C.A.Chakradeo  
Faculty of  
Interdisciplinary  
Studies**

**Sd/-**

**Sign of the  
Offg. Associate Dean  
Dr. Kunal Ingle  
Faculty of  
Interdisciplinary  
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**Sd/-**

**Sign of the  
Offg. Dean  
Prof. A. K. Singh  
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Interdisciplinary  
Studies**