



**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL –624101**



DEPARTMENT OF HOME SCIENCE

B.Sc. HOME SCIENCE

Curriculum Framework, Syllabus, and Regulations

**(Based on TANSICHE Syllabus under
Choice Based Credit System – CBCS)**



(For the candidates to be admitted from the Academic Year 2023-24)

**Mother Teresa Women's University, Kodaikanal
Department of Home Science**

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B.Sc. HOME SCIENCE

1. About the Programme

Home Science is both multidisciplinary and interdisciplinary in its context encompassing five major disciplines which includes Family Resource Management, Foods and Nutrition, Textiles and Clothing, Human Development, and Extension Education. Each discipline has one or more specific areas of specialization. Each specialization under Home Science offers a wide array of courses that prepares students for employment or setting up an enterprise in a wide range of sectors such as healthcare, childcare, food and hospitality, textiles, home and office interiors. Further, all courses of the programme are designed to improve the lifestyle of the individual, family and society that could most certainly contribute to the holistic development of the community.

The course curriculum for this programme has been planned to improve the employability potential and increase the scope for higher education. Globalization has created a market for jobs with different skills in the areas of food and healthcare industries and can thus contribute to the professional growth of students enrolled in this programme. This programme facilitates action-based research in the various fields with the advantage of nurturing critical and analytical thinking that pave the way for innovation and entrepreneurship.

Nutrition professionals are in high demand due to the fast-paced lifestyle, and an increasing incidence of lifestyle related disorders affecting all sections of the population. With growing awareness to lead healthier lifestyles, courses relating to foods and nutrition can provide the framework for developing skills and knowledge to become a well-trained Nutritional professional. The programme can also contribute in designing community-based interventions for a healthier society. For a Home maker, this programme will give an insight into the management of different resources on a day-to-day basis, and keeping abreast with the challenges posed by modern day living.

2. Programme Educational Objectives (PEOs)

PEO1	<p>Disciplinary Knowledge and Skills Demonstrates theoretical and practical knowledge and understanding in subjects related to Food Science and Nutrition/ Textiles and Clothing/ Resource Management/ Extension and Communication/Human Development and Family Studies</p>
PEO2	<p>Effective Communicator Is capable of effective communication of subject specific scientific information through oral and written formats using ICT wherever necessary. Explores communication skill set to engage key stakeholders such as the family and Community.</p>
PEO3	<p>Critical thinking, Analytical reasoning and problem solving Applies disciplinary knowledge, understanding and transferable skills to the given context. Is capable of identifying and analyzing problems and issues and seek solutions to real-life problems</p>

PEO4	Research and Scientific Reasoning Demonstrates skills in research through collection of relevant qualitative and quantitative data, analysis and interpretation of data using appropriate methodologies for formulating evidence-based solutions and arguments
PEO5	Co-operation/ Team Work Is capable of contributing significantly and working enthusiastically both independently and in a group
PEO6	Digital Literacy Demonstrates competency in accessing relevant and authentic information and data from electronic media with a motive to learn and synthesize information for academic and extension work presentation; prepare computer aided designs and use specific software
PEO7	Multicultural competence Recognizes and assesses societal, environmental and cultural issues related to area of study within the local and global context
PEO8	Moral and Ethical awareness/reasoning: Displays moral responsibility and values; Has a professional approach, is objective, unbiased and truthful in all aspects of work and refrains from unethical practices such as plagiarism, fabrication, falsification, misinterpretation of the data and breaching intellectual property rights
PEO9	Leadership readiness/qualities Possesses leadership skills, takes initiative, mobilizes resources has the capacity to lead community-based projects and initiatives successfully
PEO10	Lifelong learning Is capable of staying motivated to be updated consistently with content, concepts, theories, specializations, fields, technologies, books and avenues to meet professional and personal needs at any given instant.

3. Program Outcomes (POs)

Programme Specific Outcomes	
On successful completion of the B.Sc. Home Science programme, the students are expected to	
PO1	To Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families, and communities.
PO2	To understand the science and technologies that enhance the quality of life of people.
PO3	To create dexterity in the field of food science, textiles, resource development, and community development
PO4	To inculcate the need to create awareness on nutrition and health problems in the family and community
PO5	To enhance professional and entrepreneurial skills for economic empowerment of self in particular, and community in general.
PO6	To acquire the ability to take up careers in academics, research, and to become an entrepreneur.
PO7	To apply the contextual knowledge of the Home Science to function effectively in society.

4. Programme Specific Outcomes (PSOs)

On completion of the Programme the students will be able to

Programme Specific Outcomes (PSO):	PSO1: understand the nature and role of basic concepts in Home Science for the welfare of the community.
	PSO2: inculcate skill-based knowledge in the area of food science and nutrition, Textiles, and life span development.
	PSO3: apply research knowledge in various disciplines of Home Science.
	PSO4: promote entrepreneurs in the field of Home Science.
	PSO5: get employments in hospitals, fashion designing companies, and public health sectors, etc.

5. Eligibility

- i. Candidate should have passed the Higher Secondary Examination conducted by any recognized board and with at least one of the following subject Biology/Botany/Zoology.
- ii. Candidate should have secured atleast 55% in the above subject and above in the aggregate.
- iii. A relaxation of 10% in the total percentage will be given to SC, ST candidates.

6. General Guidelines for UG Programme

- i. **Duration:** The Programme shall extend through a period of 6 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English

7. Evaluation: Evaluation of the candidates shall be through Internal Assessment and External Examination.

7.1. Evaluation Pattern

METHODS OF EVALUATION		Maximum Marks Theory and Practical	Minimum Marks Theory and Practical
Internal Evaluation	Continuous Internal Assessment Test	25 Marks	10 Marks
	Assignments / Snap Test / Quiz		
	Seminars		
	Attendance and Class Participation		
External Evaluation	End Semester Examination	75 Marks	30 Marks
Total		100 Marks	40 Marks

* Minimum credits required to pass: 140

7.2. Internal Assessment-CIA

Theory Course: For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

7.3. Theory Question Paper Pattern (Bloom's Taxonomy based-Common for all UG Programmes)

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions(MCQs): 2 questions from each Unit	10

2	B	5*4=20 Two questions from each Unit with Internal Choice (either / or)	20
3	C	3*15=45 Open Choice: Any three questions out of 5 : one question from each unit	45
Total Marks			75

7.4. Methods of Assessment

METHODS OF ASSESSMENT	
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand / Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
Analyze(K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate Between various ideas, Map knowledge
Evaluate(K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons
Create(K6)	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations

8. Project

8.1. Project Report

A student should select a topic for the Project Work at the end of the fifth semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 30 typed pages in Times New Roman font with 1.5 line space.

8.2. Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

9. Conversion of Marks to Grade Points and Letter Grade

(Performance in a Course/ Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
40-49	4.0 – 4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

10. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

11. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

12. Any Other Information

In addition to the above-mentioned regulations, any other common regulations pertaining to the UG Programmes are also applicable to this Programme.

13. Faculty Course File

a.	Academic Schedule	q.	Laboratory Experiments related to the Courses
b.	Students Name List	r.	Internal Question Paper
c.	Time Table	s.	External Question Paper

d.	Syllabus	t.	Sample Home Assignment Answer Sheets
e.	Lesson Plan	u.	Three best, three middle level and three average Answer sheets
f.	Staff Workload	v.	Result Analysis (CO wise and whole class)
g.	Course Design (content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes (POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).	w.	Question Bank for Higher studies Preparation (GATE/Placement)
h.	Sample CO Assessment Tools	x.	List of mentees and their academic achievements
i.	Faculty Course Assessment Report (FCAR)		
j.	Course Evaluation Sheet		
k.	Teaching Materials (PPT, OHP etc)		
l.	Lecture Notes		
m.	Home Assignment Questions		
n.	Tutorial Sheets		
o.	Remedial Class Record, if any		
p.	Projects related to the Course		

14. TEMPLATES FOR SYLLABUS FRAMEWORK FOR UG PROGRAMMES

As per TANSCHHE – From 2023-24

SEMESTER – 1

Part	List of Courses	Credits	No. of Hours
Part-1	Language-1 – Tamil	3	6
Part-2	Language-2 – English	3	6
Part-3	Core-1: Theory	5	5
	Core-2: Theory / Practical (Depending on the Discipline)	5	5
	Elective-1 (Departmental Elective)	3	4
Part-4	Skill Enhancement Course SEC - 1 (Subject Based)	2	2
	Foundation Course (Subject Based)	2	2
Total		23	30

SEMESTER-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language-1 – Tamil	3	6
Part-2	Language-2 – English	3	6
Part-3	Core-3: Theory	5	5
	Core-4: Theory/Practical (Depending on the Discipline)	5	5
	Elective-2 (Departmental Elective)	3	4
Part-4	Skill Enhancement Course -SEC - 2 (Soft Skills)	2	2
	Skill Enhancement Course -SEC - 3 (Subject Based)	2	2
Total		23	30

15. Syllabus in Detail

MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL
Framework of the Syllabus to be implemented from the Academic Year 2023-2024
Curriculum Framework and Syllabus for
B.S.C. HOME SCIENCE

(For the candidates to be admitted from the academic year 2023-2024 onwards)

S.No	Course Code	Course Title	Credits	Hours		CIA	ESE	Total
				Theory	Practical			
FIRST YEAR - SEMESTER I								
Part 1	U23TAL11	Language I Tamil/other	3	6	-	25	75	100
Part 2	U23ENL21	Language II English	3	6	-	25	75	100
Part 3	U23HST11	Core – 1 (Theory): Food Science	5	5	-	25	75	100
	U23HSP11	Core – 2 (Practical): Food Science Practical	5	-	5	25	75	100
	U23HSE1A/ U23HSE1B/ U23HSE1C	Department Specific Elective-1: A - Traditional Indian Textiles B - Children with Special Needs C - Human Physiology	3	4	-	25	75	100
Part 4	U23HSS11	Skill Enhancement Course - SEC I (Subject based) - House Keeping	2	2	-	25	75	100
	U23HSF11	Foundation Course (Subject based) - Rural Program Planning	2	2	-	25	75	100
Total			23	25	5	-	-	700
SEMESTER II								
Part 1	U23TAL12	Language I Tamil / Other	3	6	-	25	75	100
Part 2	U23ENL22	Language II English	3	6	-	25	75	100
Part 3	U23HST22	Core - III (Theory): Human Development I	5	5	-	25	75	100
	U23HST23	Core IV (Theory): Family Resource Management I	5	5	-	25	75	100

	U23HSE2A / U23HSE2B / U23HSE2C	Elective – II (Departmental Specific) A - Interior Design and Decoration B - Food Hygiene and Sanitation C - Development Communication	3	4	-	25	75	100
Part 4	U23HSS22	Skill Enhancement Course II (SEC- 2): Soft skills	2	2	-	25	75	100
	U23HSS23	Skill Enhancement Course III (SEC- 3 - Subject based) Fundamentals of Arts and Design	2	2	-	25	75	100
Total			23	30		--	--	700

SEMESTER I

Course code	U23HST11	FOOD SCIENCE		L	T	P	C
Core 1				5	-	-	5
Pre-requisite		Basic knowledge in Food science		Syllabus Version		2023-2024	
Course Objectives:							
<p>The main objectives of this course are to:</p> <ul style="list-style-type: none"> ➤ To understand the functions of food, basic concepts of food groups, and balanced diet. ➤ To describe the functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients. ➤ To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods. 							
Expected Course Outcomes:							
On successful completion of the course, student will be able to:							
CO1	Understand the functions of food, basic concepts of food groups, and a balanced diet.						K2
CO2	Understand the selection, nutritional contribution, and changes during cooking of the commonly consumed foods.						K2
CO3	Understand functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients.						K2
CO4	Develop an understanding of the methods of preparing food.						K3
CO5	Understand the concept of nutrient losses during pre- preparation and preparation of food.						K2
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6–Create							
Unit:1	Food groups						
Food definition, functions of food, food groups-: energy-yielding foods, body building foods, protective foods, classification, five food groups, seven food groups, balanced diet- definition, planning of balance diet, Recommended Dietary Allowances (RDA) Dietary guidelines.							
Unit:2	Cereals and Pulses						
Cereals: Structure and nutritive value of rice and wheat, Gelatinization, Process of milling and malting - wheat, Rice, Gluten formation, Nutritive value of millets - ragi, bajra . Pulses: Germination process, factors affecting the cooking quality of pulses, composition, nutritive value, and its advantages in cookery. Cereals-structure, nutritive value, classification, processing, milling, Pulses and legumes - nutritive value, processing in pulses, toxins in pulses.							
Unit:3	Vegetables and Fruits Vegetables						
Vegetables and Fruits Vegetables – Selection of vegetables, Nutritive value, Changes in nutritive value before and after cooking, Effect of cooking on the vegetable pigments - chlorophyll, carotenoids, anthocyanin, anthoxanthin. Fruits- Classification, nutritive value, ripening of fruits, Effect of browning and its prevention, Storage of fruits.							

Unit:4	Milk and meat products
<p>Milk and Milk Products: Types of milk, pasteurization of milk, composition and nutritive value, milk products – cheese, paneer, and khoa Egg: Structure, composition and nutritive value, Qualitative determination of egg and its role in cookery. Meat: Structure, composition, and nutritive value of meat, the cutting process of meat, cooking changes in meat, and tenderness of the meat. Poultry-classification, Nutritive value, Selection and cooking methods poultry. Fish -selection of fish, Structure, composition, and nutritive value.</p>	
Unit:5	Fats and sugar
<p>Fats, Sugar, Beverages and Spices Fats and Oils- composition of common fats and oils, smoking temperature, rancidity, and role of fats and oils in cookery. Sugar – Nutritive value, sugar-related products, stages of sugar cookery, Crystallization, Factors affecting crystallization. Beverages: classification, nutritive value - coffee, tea, cocoa, milk-based beverages, fruit juices, and aerated beverages. Spices and condiments – Types and use in Indian cookery, Medicinal value.</p>	
Text Books	
1	1) Srilakshmi, B. <i>Food science</i> . New Age International, 2003.
2	2) Potter, Norman N., and Joseph H. Hotchkiss. <i>Food science</i> . Springer Science & Business Media, 2012.
3	3) Manay S and Swamy S, <i>Food Facts and Principles</i> , New Age International (P) Ltd Publishers, New Delhi, 2001.
Reference book	
1	1. Swaminathan, M., <i>Food Science, Chemistry and Experimental Foods</i> , Bappco Publishers, 2005.
2	2. Sivasankar B, <i>Food Processing and Preservation</i> , Prentice-Hall of India Private Limited, New Delhi, 2002

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	S	M	M	S	S	M	M	M	S
CO2	S	S	S	M	M	S	S	S	S	S	M	M
CO3	S	S	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	M	M	M	S	S	S	M	S	S
CO5	S	S	M	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course code	U23HSP11	FOOD SCIENCE PRACTICAL		L	T	P	C
Core II				-	-	5	5
Pre-requisite		Basic knowledge in Food science		Syllabus Version		2023-2024	
Course Objectives:							
The main objectives of this course are to:							
<ul style="list-style-type: none"> ➤ To understand the advantages and disadvantages of cooking methods on the stability of nutrients. ➤ To analyze the effect of processing and storage on the nutritional composition of foods. ➤ To learn the factors influencing the cooking quality of different foods. 							
Expected Course Outcomes:							
On successful completion of the course, student will be able to:							
CO1	Understand the fundamentals of cereals, pulses, fruits & vegetable processing, equipment, and products.					K2	
CO2	Demonstrate the different methods of cooking.					K2	
CO3	Analyze Appropriate Cooking Method to Conserve Nutrients.					K4	
CO4	Evaluate the basic methods and principles involved in cooking.					K5	
CO5	Evaluate the change of pigment during cooking					K5	
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6–Create							
Unit:1	Grouping of foods						
<ul style="list-style-type: none"> a. Basic 4, 5, 7, and 11, Meaning of foods – solids, liquids, and butter. b. My plate Familiarizing with laboratory equipment, procedure, and learn to weigh food ingredients.							
Unit:2	Experimental cookery of cereals						
Preparation of cereal products using rice, wheat, ragi based on steaming, absorption, pressure cooking, and straining methods. Steaming, boiling, and pressure -cooking separation of the gluten content of Wheat.							
Unit:3	Experimental cookery of Pulses						
Effect of Cooking in hard and soft water, alkali.							
Unit:4	Experimental cookery of vegetables, Green leafy Vegetables						

Study on the effect of acid, alkali, heat, and time on the color, texture, and flavour		
Unit:5	Milk	
Preparation of paneer, Curd, and Whey water using different types of milk. (Identification of physical parameters of developed products)		
Unit-6	Stages of sugar cookery	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	S	M	M	S	S	M	M	M	S
CO2	S	S	S	M	M	S	S	S	S	S	M	M
CO3	S	S	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	M	M	M	S	S	S	M	S	S
CO5	S	S	M	S	S	S	S	S	S	S	S	S

Strongly Correlating (S) -3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	U23HSE1A	TRADITIONAL INDIAN TEXTILES		L	T	P	C
Elective I				4	-	-	3
Pre-requisite		Basic knowledge about textiles					
Course Objectives:							
The main objectives of this course are to:							
1. Study the traditional textile arts in their historical perspective, the impact of modernization, and their contemporary status							
2. Create awareness about the khadi, handloom, and handicraft sectors and measures undertaken by organizations for their sustenance							
3. Impart knowledge of fundamentals of textile storage and conservation							
Expected Course Outcomes:							
On the successful completion of the course, student will be able to:							
CO1	Explain the history, construction, and design of selected traditional woven fabrics					K2	
CO2	Recognize and identify embroidered fabrics of different states in terms of construction and designs					K3	
CO3	Provide an insight into the evolution and socio-economic significance of khadi, handloom and handicraft sectors					K6	
CO4	Analyze the textile arts in their historical perspective, the impact of modernization, and their contemporary status					K4	
CO5	Classify conservation techniques and recognize signs of deterioration of textiles					K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create							
Unit-1	Textile crafts						
Textile crafts							
Study of Textile Crafts of India: concepts, objectives, and features. Woven Textiles- Banaras, Brocades, Jamdanis and Bluchers of Bengal, Kani Shawls of Kashmir, Chanderi. Role of textile crafts in economic development.							
Unit:2	Embroidered textiles						
Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries - colours, motifs, and materials used.							
Unit:3	Printed textiles						
Printed Textiles -concepts, features, and significance. Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujarat, Kalamkari and Block printing							

Unit:4	Dyeing	
Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Kalamkari, and Block printing. Importance of dyeing in the textile industry, various dyeing units, and its essential features.		
Unit:5	Traditional and modern textiles	
Status of Traditional Textiles in Modern India - Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector - Conservation of Textiles - Factors affecting the deterioration of textiles - Care and storage of textiles.		
Reference Books		
	Premalatha Mullick Textile Designing, Kalyani Publishers, New Delhi, 2007	
	Shailaja. D. Naik Traditional embroideries of India, APH publications, New Delhi, 2012	
	Carl Kohler, A History of Costume, Dover Publications, INC, New York, 2012	
	Sankar K. Roy, Textile traditions of northeast India, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal and orient publishers, New Delhi, 2008	
	Ritu Kumar Costumes and Textiles of Royal India, Antique collectors club, 2008	
	Parul Bhatnagar, Traditional Indian Textiles, Abhishek publications, Chandigarh, 2004	
	John Gillow, Nicholas Barnard, Indian Textiles, Thames & Hudson, London, 2008	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	M	S	S	S	S	S	S	S	S
CO2	S	S	M	M	S	S	S	S	S	S	S	S
CO3	S	S	M	M	S	S	S	S	S	S	M	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly Correlating (S) -3 Marks Moderately Correlating (M) -2 marks
 Weakly Correlating (W) -1 Mark No Correlation (N) - 0 mark

Course Code	U23HSE1B	CHILDREN WITH SPECIAL NEEDS	L	T	P	C
Elective I			4	-	-	3
Pre-requisite	Knowledge about Children with special needs					
Course Objectives:						
The main objectives of this course are to:						
➤ Acquire knowledge about the special needs of exceptional children and the methods of satisfying their needs						
➤ Acquire skills in guiding the parents of exceptional children.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
CO1	empathize the needs of exceptional children					K3
CO2	familiarize with the educational provisions of exceptional children					K2
CO3	gain skills in identifying children with special needs.					K4
CO4	Understand the special needs of exceptional children					K2
CO5	Identifying the methods to satisfy the need of exceptional children.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Children with special needs					
Children with Special needs: Meaning, Types, Characteristics, History of Education of Exceptional Children. Special educators – their qualities and qualifications. Defining disabilities, Models of disability Classifying disabilities, Social construction of disability, Demography, Rights of Children with Disabilities.						
Unit:2	Common childhood disabilities					
Common Childhood Disabilities –definition, methods of identification, assessment methods, and etiology concerning Locomotor disability, Visual disability, Auditory and speech disability, Intellectual disability, Autism, and Learning Disability.						
Unit:3	Children with disabilities					
Children with Disabilities and Society - Families of children with disability, Prevention, and management of different disabilities, Physically Challenged Children: Orthopedically Handicapped – types, educational practices- Special education and inclusion, Policy and programmes and Policies for children with disabilities.						
Unit:4	Programmes					

<p>Programmes and Policies for children with disabilities -The Indian Constitution, National Policy for Persons with Disabilities 2006, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The Rehabilitation Council of India Act 1992, The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act 1999. Legal Rights Of The Disabled In India, Role Of Important Institutions laws.</p>		
Unit:5	Characteristics and educational needs	
<p>Characteristics and educational needs– types, characteristics, and educational needs, Speech challenged – types, characteristics, and educational needs, Assistive technology - meaning, need, types benefits - the barriers to assistive technology. Scheme of Assistance to Disabled Persons for Purchase/ Fitting Of Aids & Appliances (ADIP).</p>		
REFERENCE		
	Mangal S.K., “Educating Exception Children”, PHI Learning Private Limited, New Delhi, 2009	
	2. Reddy G.L, and Sujatha J., “Children with Disabilities” Discovery Publishing House, New Delhi, 2006	
	3. Reddy S.K.,” Educating of Children with Special Needs” Discovery publishing House, New Delhi, 2007	
	4. Reddy L., Ramar R., and Kusuma A. “Hearing Impairment-An Educational Consideration”, Discovery Publications, New Delhi, 2004	
	5. Relakar S., Delvi U., and Kaut A. “Fundamentals of speech and speech teaching” 2006	
	6. Sharma K., “Rehabilitation of Hearing-Impaired Children”, Sarup and Sons, New Delhi, 2006	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	U23HSE1C	HUMAN PHYSIOLOGY	L	T	P	C
Elective I			4	-	-	3
Pre-requisite		Knowledge about choice of Human physiology				
Course Objectives:						
The main objectives of this course are to:						
1. To enable students to understand the structure and physiology of various organs in the body.						
1. To help students to obtain a better understanding of the principles of nutrition and dietetics through the study of physiology.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
CO1	Understand the Structure and Functions of the various organ systems of the body.					K2
CO2	Compare the digestive and excretory systems and infer the mechanisms of digestion and excretion in human beings.					K2
CO3	Relate the Structure with Functions of the tissues and organs.					K3
CO4	Comprehend the Mechanism of Action of Organs.					K4
CO5	Discuss the role of hormones and functions of the human reproductive system					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Cell and Digestive system					
Cell – structure, types of tissue, cell functions. Digestive system –mouth, tongue, salivary glands, oesophagus, stomach, small intestine, large intestine: Structure, functions, movements (Deglutition, peristalsis) and secretion of the gastrointestinal tract (Various enzymes and indigestion).						
Unit:2	Respiratory system					
Respiratory system external organs of the respiratory system- nasal cavity, respiratory organ, parts of the respiratory system, structure, functions of the respiratory system, mechanism of the respiratory system, transport of gases.						
Unit:3	Door and Window Treatments					
Circulatory system – Composition of blood – the structure of the heart and its working mechanism – conduction of heartbeat. Excretion organ – general organization (including the structure of kidney, nephron, mechanism of urine formation).						

Unit:4	Sense Organ	
Sense Organs – tongue, nose Eye, Ear, Skin: structure, functions, and its importance. Nervous system – Central nervous system – autonomic nervous system: structure of the brain, the role of the spinal cord.		
Unit:5	Endocrine gland	
Endocrine gland: definition, functions, hormones, Pituitary, Adrenal, Thyroid, ACTH, Parathyroid, and sex glands - Structure. Functions of ductless glands, location, hormone secretion, hyper, and hypo secretion its effect		
REFERENCE		
	1.Sembulingam, Kirma, and Prema Sembulingam. <i>Essentials of medical physiology</i> . JP Medical Ltd, 2012.	
	2. Ashalatha, P. R., and G. Deepa. <i>Textbook of Anatomy & Physiology for Nurses</i> . JP Medical Ltd, 2012.	
	3. Chatterjee CC, Human Physiology, Volume I, 11th Edition, CBS Publishers, New Delhi, 2016.	
	4. Sathya P and Devananda V, Textbook of Physiology, First edition, CBS Publishers and Distributors Pvt Ltd, New Delhi, 2013	
	5. Boron WF and Boulais EL, Medical Physiology, II edition, Saunders Elsevier, 2009	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	S	S	S	S	S	M	S
CO2	S	S	M	S	S	S	S	S	S	S	M	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Pre-requisite	Basic knowledge in House keeping	Syllabus Version	2023-2024
Course Objectives:			
The main objectives of this course are to:			
<ul style="list-style-type: none"> ➤ To understand the basic principles of housekeeping in Food Service Institutions ➤ To gain experience in the selection, use, and care of housekeeping tools and equipment. 			
Expected Course Outcomes:			
On successful completion of the course, student will be able to:			
CO1	Appreciate the need for maintenance of facilities and services.		K2
CO2	Understanding operations management in cleaning and safety systems.		K2
CO3	Develop competence for professional practice in housekeeping		K6
CO4	Ability to manage the resources of the housekeeping department effectively		K3
CO5	Ability to explain the safety and security needs of hospitality operations.		K2
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6–Create			
Unit:1	Housekeeping		
Role of housekeeping in the hospitality industry, Organizational chart of housekeeping department Planning, organization & communication of housekeeping activities, Co-ordination with other housekeeping departments, Roles and responsibilities of personnel in the housekeeping department.			
Unit:2	Cleaning agents		
Cleaning agents - selection and use for different surfaces, cleaning equipment - selection, care and maintenance, cleaning techniques - Daily, weekly, yearly; procedure for cleaning of the guest room and public area fire prevention and control. Accident prevention, security measures. First –aid and pest control Types of common pests and effective methods of control pests.			
Unit:3	Linen room		
.Linen room –Linen types, storing, stocktaking, and distribution of linen. Inventory control, Condemnation, Procedure & costing consideration. Features of linen room and its management.			
Unit:4			
Furniture selection: objectives, features, the importance of furniture selection and its types, flower arrangement – principles, preservation of flower and plant materials, window treatment, bed making, carpets.			

Unit:5	Service	
Special service - Telephone answering, guestroom inspection, guest loan items, lost and found. Role of housekeeping in home and food service institutions, features of special service, factors to improve service.		
REFERENCE		
	Sudhir Andrews, Food and Beverage Service Training Manual, Tata McGraw Hill Publishing Company Ltd New Delhi, 1999.	
	Lilli Crap, D R and Cousins J A Food and Beverage Service, 4th Edition, Hodder and Stoughton, 1994.	
	Vijay Dhawan, Food and Beverage Service, 1st Edition, Frank Bros & Co., 2000 Braun, Verlagshans. of Spa Design 1st ed, 2009.	
	Arora, R. K, Professional Housekeeping. A. P. H. Publishing Corporation, New Delhi, 2010.	
	George, J. B, Housekeeping Operations, Design and Management, Mumbai: Jaico Publications, 2008.	
	Negi, J et al, Housekeeping Operation and Management – Procedures and Techniques, New Delhi: Kanishka Publication, 2011.	
	Schneider, Madelin, Tucker, Georgina and Scoviak, Mary (1998). The Professional Housekeeper. John Wiley & Sons, Inc., New York	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	S	S	S	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	U23HSF11	RURAL PROGRAM PLANNING	L	T	P	C
Foundation Course (Subject based)			2	-	-	2
Pre-requisite	Basic knowledge about rural program planning					
Course Objectives:						
The main objectives of this course are to:						
1.Expose the students to know the fundamentals of PLA						
2. Understanding the participatory Techniques and getting hands-on experience in the field settings.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
CO1	Gain knowledge on people participation					K2
CO2	Acquire information on local and micro-level planning					K3
CO3	Know the basics of PRA					K2
CO4	Train the community to do the exercise					K5
CO5	Acquiring the skills to mobilize and involving the people in local participation					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit-1	Concepts					
Participation: Meaning and definitions of participation, Types, Factors influencing participation, Process of participation, Dimensions of participation. Disadvantages of the traditional method of a planner, The top-down approach and bottom-up approach						
Unit:2	Local-level planning					
Local-level planning: Meaning and definition of local and micro-level planning, Participatory learning action in micro-level planning, Four components of micro-level plans, Stages of Micro-level plans: Tactical planning stage and action planning stage.						
Unit:3	PRA roles					
PRA Participatory Meaning and definition of PRA, Principles of PRA, Do's and Don'ts and advantages of PRA, Attitude Behaviour Change (ABC).						
Unit:4	Mapping and diagram					

<p>Meaning, types of participatory maps, Procedure for drawing maps - applications - advantages and limitations of maps. Transects - Meaning – types –procedures – applications – merits and limitations. Flow diagram, meaning, types, applications, merits, and limitations of flow diagrams.</p>		
Unit:5	Time related methods	
<p>Time-Related methods Ranking Exercise Meaning, types, procedure, applications, merits, and limitations of time-related methods such as timeline, trend analysis, seasonal calendars, and daily schedule. Wealth or well-being ranking, pair-wise ranking, matrix ranking, matrix ranking and scoring, direct ranking, and decision-making matrix</p>		
Reference Books		
	1. Thomas William, A.J. Christopher “Rural Development concept and Recent approaches”, RAWAT publication, 2015.	
	2. Amitav Mukherjee, Participatory Rural Appraisal”, Concept publishing company, New Delhi, 2004.	
	3. Somesh Kumar (2003), Methods for Community Participation, New Delhi, Vistara Publications2003.	
	4. Pandit, Harshida. <i>Women of India: An Annotated Bibliography</i> . Vol. 26. Routledge, 2017.	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Bsc Home Science, Syllabus - 2023

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

SEMESTER II

Course code	U23HST22	HUMAN DEVELOPMENT – I	L	T	P	C
CORE III			5	-	-	5
Pre-requisite	Basic knowledge in Human development		Syllabus	2023-	Version	2024
Course Objectives:						
<p>The main objectives of this course are to:</p> <ul style="list-style-type: none"> ➤ To enable the students to become knowledgeable about the basic concepts in Human Development ➤ To enable the students to understand the growth processes taking place from conception till childhood period. 						
Expected Course Outcomes:						
On successful completion of the course, student will be able to:						
CO1	Understand the Human Development – Significance – Stages of Life Span Growth.					K2
CO2	Summarize the Conception, Stages of prenatal development. Signs and symptoms of Pregnancy.					K2
CO3	Describe the Period of Infancy – Appearance of the newborn- size – physical proportion and physiological functions					K2
CO4	Analyze the Infant mortality – Causes and prevention					K4
CO5	Summarize the Importance of the period-physical, motor, social, emotional, cognitive, and language					K2
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6–Create						
Unit:1	Fundamental Concepts					
<p>Fundamental Concepts: Introduction to Human Development – Significance – Stages of Life Span Growth and Development - Meaning, principles, Factors influencing. Nature – Nurture Controversy. Methods of child study-projective technique, observation, experimentation, case study (elementary treatment). Needs of Children.</p>						
Unit:2	Pre-natal development					

<p>Pre-natal Development and Child Birth: Conception, Stages of prenatal development. Signs and symptoms of Pregnancy. Common discomforts and complications of Pregnancy. Factors influencing prenatal development.</p> <p>Maternal mortality – Causes and prevention. Child Birth – stages and types. Post-natal care of the mother.</p>		
Unit:3	Infant development	
<p>Infant Development: Period of Infancy – Appearance of the new-born- size – physical proportion and physiological functions; sensory abilities of the new-born. Low birth weight, premature babies. Apgar test, care of the new-born, Immunization. Infant feeding – Breast feeding and its advantages, bottle feeding, and supplementary feeding</p>		
Unit:4	Babyhood years	
<p>Development during Babyhood years: growth and development- Physical, motor, cognitive, language, social, and emotional development during the first two years. Infant mortality – Causes and prevention.</p>		
Unit:5	Early childhood	
<p>Early childhood: Importance of the period - physical, motor, social, emotional, cognitive, and language development during early childhood years. Developmental tasks. Behaviour problems and handling the problems.</p>		
Text Books		
1	Berk.L.E. Development through the life span, Pearson Educational, New Delhi, 2007.	
2	Berk. L. Childhood to adolescence, Mc.Graw Hill Company, London, 2000.	
3	Berk. L.E., Infants, Children and Adolescents, Allyn and Bacon, Boston, 1993.	
4	Cobb. N.J., The child, infants, children and adolescents, Mayfield Publishing company, California, 2001.	
Reference book		
1	Hurlock.E.B. Child., Child development, Tata Mc. Graw Hill Publishing Company, New Delhi, 2005.	

2	Hurlock.E.B. Developmental Psychology – A life span approach, Tata Mc. Graw Hill Publishing Company, New Delhi, 2006.
3	Santrock.J.W. Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi, 2006.
4	Santrock.J.W., A tropical approach to life span development, Tata Mc. Graw Hill Publishing Company, New Delhi, 2007

Moderately Correlating (M) - 2 marks
 -1 Mark No Correlation (N) -0 mark

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	M	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 Marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 Mark

Course code	U23HST23	FAMILY RESOURCE MANAGEMENT- I	L	T	P	C
CORE IV			5	-	-	5
Pre-requisite	Basic knowledge in Family resource management		Syllabus Version	2023-2024		
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> ➤ Understand the importance of management in family and personal living ➤ Improve their ability in the management of family Resources ➤ Understand and apply the basic principles of art in Interior decoration 						
Expected Course Outcomes:						
On successful completion of the course, student will be able to:						
CO1	Improve their ability in the management of family Resources					K2
CO2	Understand and apply the basic principles of art in Interior decoration.					K2
CO3	Understand the elementary principles of planning a house and its interior arrangement.					K2
CO4	To use the principles of design in day-to-day life.					K3
CO5	To use the principles of design in day-to-day life.					K3
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6–Create						
Unit:1	Home Management Meaning and Process					
<p>Concept of Home Management. Planning, organizing, controlling, and evaluation. Managerial inputs – values, goals, and standards – their inter relationship. Resources – classification and characteristics; optimizing the use of family resources. Decision making – Meaning, types – steps in decision making – ways of resolving conflicts. Characteristics of a good home manager.</p>						
Unit:2	Time management					
<p>Time and energy management Time: Importance of time management – guidelines in the planning schedule.</p> <p>Energy: Its importance –fatigue-types of fatigue and ways of overcoming fatigue. Work simplification</p>						

– Mundel’s Classes of changes. Work measurement (Basic idea).		
Unit:3	Applied art design	
Applied Art Design: Meaning, Types, characteristics, elements of design, principles of design – harmony, proportion, balance, emphasis, and rhythm. Colour: Qualities of colour – Prang colour system – colour harmonies. Application of the principles in simple designs Flower arrangement: Principles, types. Accessories in the home – Classification, and selection.		
Unit:4	House plan	
House Plan and Arrangement Site: Selection – factors to be considered. House Plans – types – reading of floor plans – drafting floor plans for middle- and low-income group families. Features of a house contributing to liveability – orientation, grouping – roominess, lighting, and ventilation, circulation, storage facilities, privacy, flexibility, sanitation, and economy.		
Unit:5	Room arrangement	
Room Arrangement Furniture –Selection, arrangement, and care. Furnishings – Type, Selection, and care. Application of art principles in room arrangement. Kitchen – different types – planning of a kitchen. Work triangle.		
Text Books		
	Nickle. P. Dorsey, J. M, Management in family living, Sterling Publishers, New Delhi, 2002.	
	Gross I.M. and Grandall.D, Management for modern families, 2000	
	Varghese, N.Ogale, Home management, 2001.	
	Seymour, John, The Self-Sufficient Life and How to Live It. London: DK Publishing, 2003.	
Reference books		
	Princen, The Logic of Sufficiency. New York: MIT Press, 2005.	
	Ciperthwaite, Wm, A Handmade Life: In Search of Simplicity. New York: Chelsea Green, 2004.	
	Heinberg, Richard, Power-down: Options and Actions for a Post-Carbon World. Canada: New Society Publishers, 2004.	
	Asty, Sharon, Depletion, and Abundance: Life on the New Home Front. Canada: New Society	

	Publishers, 2008.
	McDilda, Diane Gow, The Everything Green Living Book: Easy Ways to Conserve Energy, Protect Your Family's Health, and Help Save the Environment. Avon, MA: Adams Media, 2007.

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	S	S	S	S	M	S	S
CO2	S	S	S	M	S	S	S	S	S	M	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 Marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 Mark

Course Code	U23HSE2A	INTERIOR DESIGN AND DECORATION	L	T	P	C
Elective II			4	-	-	3
Pre-requisite	Knowledge about Interior design and decoration					
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> ➤ Enable the students to learn the basic concepts of interior decoration. ➤ enable the students to enrich their knowledge in interior designing and decoration 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
CO1	Comprehend the concept of design applicable to interior spaces.					K2
CO2	Proficiency in presentation drawings to be used in the design profession.					K3
CO3	Ability to prepare interior plans.					K6
CO4	Understand the application of materials and finishes to create aesthetic and sustainable interiors.					K2
CO5	develop proficiency in the presentation of design drawings for creating aesthetic and sustainable interior and exterior spaces.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	House planning					
House plan: Floor plan- low-income plan-medium income plan-high income plan-double storied plan. House plan: objectives, concepts, features, and importance of house planning. Factors consider during house plan.						
Unit:2	Interior design					
Interior Designing: concepts, features, principles, and advantages. Clearance spaces- Living room-dining room-Living cum Dining room- bedroom –Kitchen lay out-bath room -Definition- front yard and backyard designing.						

Unit:3	Environment	
Interior environment design and style: Size of the room, placement of doors and windows. Elements and principles of design and its application. Special considerations in interior environment design and style.		
Unit:4	Soft furnishings	
Soft furnishings: Linen Room: Linen uniform Beddings, Beds – Layout plan activities of the linen room, different jobs that can be given a contract. Linen storage and control –Table linen, bed linen, Bedding, Bed Making, and Turning down. Laundry methods, fabric stain removal. Carpet and Floor – carpet covering – Maintenance, cleaning, and removal. Productive flooring and finishes		
Unit:5	Care and cleaning	
Care and cleaning: Cleaning Equipment – Types, selection procedure, purchasing methods, care, cleaning, and maintenance of equipment. Cleaning agents-types characteristics, suitability of cleaning agents, and uses. Cleaning Guest Rooms, public Area – Rules, procedures, and principles. Daily, periodic, and spring cleaning, list of standard room supplies (bathroom included). Furniture – selection, Types, upholstery material. Care and cleaning of furniture.		
Reference		
	1. Gekl, J. Cities for people, United States: Island press, 2010	
	2. Kohli, U.K., Housing Finance Agencies in India, New Delhi: Deep and Deep Publications, 2007	
	3. Oei, L and Kegel, D. E, The Elements of Design: Rediscovering Colors, Textures,4 Forms, And Shapes, Thames and Hudson, 2002	
	4. Piorrowski.C.M, Professional Practice for Interior Designers, New Jersey, USA: John Wiley and Sons, INC, 2008	
	5. Shah,M.G., Kale,C.M and Patki S.Y, Building drawing: With an Integrated Approach to Build Environment, New Delhi: Tata Mcgraw Hill Education, 2002	

	6. Sharma, G. and Khanna, G, Advance Interior Designing incorporating Vastu and Feng-shui, India Publishers, Delhi, 2009	
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MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	M	S	S	S	S	S	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark

Course Code	U23HSE2B	FOOD HYGIENE AND SANITATION	L	T	P	C
Elective II			4	-	-	3
Pre-requisite		Basic knowledge about food hygiene and sanitation				
Course Objectives:						
The main objectives of this course are to: study the Introduction to sanitation and public health related to the foodservice industry.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
CO1	Classify the common kinds of physical/chemical contamination and simple measures to prevent food poisoning.					K1
CO2	Explain how high standards of personal hygiene for food handlers can be achieved.					K2
CO3	Define integrates practices for economic control of pests					K1
CO4	Design food hygiene and sanitation measures to control the spread of microorganisms.					K6
CO5	Criteria to fulfil water safety and environmental requirements.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Food hygiene					
Food hygiene: Importance of food safety in the food processing industry, Risk classification, Microbial contamination (including cross-contamination/indirect contamination) Chemical contamination, Physical contamination, Allergen contamination. Sanitation Overview Sanitary Regulations: Definition, Types of Hygiene and sanitation.						
Unit:2	Personal hygiene					

Personal hygiene: General principle of food hygiene and food handling habits, Importance of worker hygiene, health status, illness and injuries, Personal cleanliness and behavior, visitors, hygiene verification, Hand washing procedure. Personal hygiene of the food handler, Program of Good Health For Food handlers, Roots of Contamination, safety measures for food service personnel. • Care maintenance of Protective Clothing.

Unit:3	Insect and pest control	
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Insect and pest control: Importance of Pest Control in the food industry, Pest Classification (insects, rodents, and birds), Problems caused by pests, Prevention and effective control measures, Integrated pest management system, and tools. Food Storage Sanitation; Food Transport Sanitation, Pest Control, Packaging Sanitation, Waste Product Disposal.

Unit:4	Cleaning and sanitation	
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Cleaning and sanitation: Importance of cleaning technology, general cleaning and sanitary considerations, sanitation principle and the requirements for a food sanitation program, Cleaning agents: different types of cleaning agents, Sanitizing agents, Equipment and systems, Evaluation of sanitation efficacy.

Unit:5	Water supply and Infrastructure	
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Water supply and Infrastructure: Sanitary aspects of building, Plant layout and design, Water in the food industry, water sources, water uses, Water quality, Purification and disinfection of water, water treatments, water quality standards, Drinking water specifications, Pollution Control, Waterborne diseases, airborne diseases preventing measure for diseases

Reference		
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	Bryan, F.L. Hazard Analysis Critical Control Point Evaluations A Guide to Identifying Hazards	
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	and Assessing Risks Associated with Food Preparation and Storage. World Health Organisation, Geneva, 2000.
	2. Frazier. W., Food Microbiology, McGraw-Hill co Ltd, New Delhi.2015
	3.Adams M, R and Moss M, O., Food Microbiology, New Age International (P) Ltd., New Delhi, 2015.
	4. Vijaya Ramesh, Food Microbiology, MJP Publications, 2007.
	5. David, A. Shapton, and Naroh F. Shapton Principles and Practices for the Safe Processing of Foods, Heineman Ltd., Oxford, 2011.

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/P O	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	S	S	M	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	M	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	M	S	S
CO5	S	S	M	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark

Course Code	U23HSE2C	DEVELOPMENT COMMUNICATION	L	T	P	C
Elective II			4	-	-	3
Pre-requisite	Basic knowledge about communication development					
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> ➤ Understand the concept of development communication in the context of social change and India's development initiative. ➤ To build an understanding of the concept, scope, and theories of development journalism 						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
CO1	Explain the methods of development and communication					K4
CO2	Identify the pros and cons of the advertisements					K4
CO3	Apply the images and graphics in communication.					K3
CO4	Assess the importance of various behavioral aspects in communication					K5
CO5	Apply the knowledge and synthesize new solutions on broadcast roles in communication					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	Development of communication					
Development Communication Development communication -Definition, concept and genesis, characteristics, philosophy & approaches to development communication. roles of development communication, goals of Development Communication, Difference between communication for development and development communication						
Unit:2	Advertisement					

Advertisement: Advertising concept, types (audio, visual and Audio Visual and role of advertisements, Analysis of advertisement in media -print, audio, and video. Designing advertisements for media - print, audio, and video, Audience segmentation and its importance in advertising, laws, standards& regulations and ethics, designing advertisement - focus and process media ethics, reduce consumer course to regulate advertisement.		
Unit:3	Image and graphics	
Image and Graphics: Introduction to Digital Image, type, and properties of graphics, Colour's theory: models and modes, Fundamental digital image and file formats. Basics Concept making and Implement on Computer, Generating Ideas, Basics About Various Software's in Industry for still image manipulating, knowledge about pixels, measuring units in diff image manipulating software's.		
Unit:4	Behavioural aspects	
Behavioural change communication: Advocacy Meaning, purpose and types of Advocacy Tools, techniques and approaches of advocacy Elements of an advocacy strategy Advocacy Planning Cycle - planning advocacy campaigns for different Stakeholders Relationship between advocacy, programme communication, and social mobilization		
Unit:5	Broadcast	
Writing for broadcast and web: Writing for eyes and ears. Characteristics of web writing, technical writing, blogs, online journalism for development cause. Freedom of Expression, Restrictions on publications, ethics, and responsibility, defamation, libel, Citizen Journalism.		
		Total Lecture hours
Reference		
	1. Rantanen, T. The Media and Globalization, New Delhi: Sage Publications, 2005	
	2. Singhal, A. & Rogers, E. India's Communication Revolution from Bullock Carts to Cyber Marts. New Delhi: Sage Publications, 2001.	
	3. Reddy, A. Adivi, and A. Reddy. <i>Extension education</i> . Sree Lakshmi Press, 1987.	
	4. Dubey, V. K. <i>Extension education and communication</i> . New Age International, 2008.	

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	M	S	S	S
CO3	M	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	M	S	S

Strongly Correlating (S) -3 Marks Moderately Correlating (M) -2 marks
 Weakly Correlating (W) -1 Mark No Correlation (N) -0 mark

Course code	U23HSS23	FUNDAMENTALS OF ARTS AND DESIGN	L	T	P	C
Skill Enhancement Course III - SEC- 3			2	-	-	2
Pre-requisite	Basic knowledge in Art and design	Syllabus Version	2023-2024			
Course Objectives:						
The main objectives of this course are to:						
<ul style="list-style-type: none"> ➤ To impart knowledge about functions and theories of clothing. ➤ To understand the basics of fashion and the fashion industry. ➤ To develop sensitivity towards the selection of garments and garment design 						
Expected Course Outcomes:						
On successful completion of the course, student will be able to:						
CO1	Understand the fundamentals of design and elements					K2
CO2	Acquire knowledge on principles of design					K2
CO3	Analyze the basics of colour theory					K4
CO4	Classify and illustrate various components of textile design					K4
CO5	Apply the knowledge of design process and apparels					K3
K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6–Create						
Unit:1	Design and Elements					
.Design, structural Design, Decorative Design, - Ornamental Design. Elements of design; Line – Vertical line, horizontal line, diagonal line, curved line, broken lines, V-neck line – shape, texture and colour.						
Unit:2	Principles of Design					
Proportion or scale – Balance: Symmetrical, Asymmetrical and radial – Emphasis: Plain background, decoration, contrast colour – Rhythm: Repetition, alteration, progression, continuous line movement – Harmony: line shape colour texture and idea.						
Unit:3	Colour					

.Definition, Elements of colour, Hue, value and intensity, classification of colour: primary, secondary, tertiary, Colour theory, Prang and Munsell colour chart and colour schemes, important colour qualities and selection of colour for various occasion and seasons.

Unit:4 **Textile Design**

- Definition, Art of designing - Motif – modification of shapes and sizes, placement of motif, Source of designs and design ideas.

Unit:5 **Design Process in apparels**

Silhouette, proportion, understanding fabric; placement of motif and design modification with reference: Basic bodices, sleeves, collars, skirts, panel skirts, pleated skirts, trousers, Basic Proto-types, Embellishment.

Text Books

- 1 Kathryn Mc Kelvey and Janine Munslow Fashion Design: Process, Innovation and Practice, Blackwell Science Ltd., Blackwell Publishing Company, UK 2005
- 2 Jenny Davis A Complete Guide to Fashion Designing, , First Edition, Abhishek Publications, Chandigarh 2006
- 3 Mahadevan, M.G. Textile colouring, First Edition, Abhishek Publication Chandigarh 2008

Reference book

- 1 Premlata Mullick Text book of Textile Designing, Kalyani Publishers, Ludhiana 2006
- 2 Parachure, J. W Fundamentals of Designing for Textiles and other end use, Wood head publishing, India, New Delhi 2009

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	M	S	S	S	S	S	S	M	S
CO2	S	S	S	M	S	S	S	S	S	S	S	S
CO3	S	S	M	M	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 Marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 Mark
 No Correlation (N) - 0 mark