



SNDT Women's University, Mumbai

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

**Bachelor of Science
Home Science
(Human Ecology and Community
Science)**

B.Sc. In H.Sc. – HECS

As Per NEP – 2020

Semester – V & VI

**Syllabus
(W.E.F. Academic Year 2026-27)**

Terminologies

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

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

Programme Template

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

		become agent for sustainable life.
Eligibility Criteria for Programme		10+2 with Arts, Science, Commerce, M.C.V.C. and equivalent board
Intake		120

Structure with Course Titles**B.Sc. In Home Science - Human Ecology and Community Science****Semester – V**

Sr. No.	Course	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester – V					
50130611	Preschool Education & Management (Th+Pr) (2+2)	Major (Core)	4	100	50	50
50130612	Textile Finishing (Th+Pr) (2+2)	Major (Core)	4	100	50	50
51030611	Indian Knowledge System in Family & Community Science (Th)	IKS (Major Specific)	2	50	0	50
50230611	Front Office Management (Th+Pr) (2+2)	Major (Elective) (Any One)	4	100	50	50
50230612	Leadership Development (Th+Pr) (2+2)					
50230613	Food Service Management in Institutions (Th+Pr) (2+2)					
50330611	Sustainable Development for Family & Community (Th+Pr) (2+2)	Minor Stream	4	100	50	50
50630601	Fundamentals of Bakery and Confectionery Skills (Pr)	VSC-4	2	50	50	0
51330601	Field Project (Related to Major)	FP	2	50	50	0
			22	550	300	250

Semester – VI

Sr. No.	Course	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester - VI					
60130611	Event Designing & Execution (Th+Pr) (2+2)	Major (Core)	4	100	50	50
60130612	Applied Community Nutrition (Th+Pr) (2+2)	Major (Core)	4	100	50	50
60230611	Daycare Management for Adults & Children (Th+Pr) (2+2)	Major (Elective) (Any One)	4	100	50	50
60230612	Program Planning for Community Work (Th+Pr) (2+2)					
60230613	Fashion Designing (Th+Pr) (2+2)					
60330611	Community Health (Th)	Minor Stream	2	50	0	50
60330612	Management Of Non-Governmental Organizations (NGO's) (Th+Pr) (2+2)	Minor Stream	4	100	50	50
61230621	Internship In Relevant Field (Pr)	OJT	4	100	50	50
			22	550	250	300

Exit with Degree (3-year)

Course Syllabus

Semester – V

.5.1 Major (Core)

Course Titles	Preschool Education and Management (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After completing the course, learner will be able to:
	1. Comprehend pre requisites of preschool education centers through a visit to the center.
	2. Develop potential for preschool program planning, organizing and implementing
	3. Demonstrate specific skills required for becoming an effective preschool teacher
	4. Evaluate preschool education centers in terms of its quality in different aspects
5. Develop school readiness in children with age-appropriate activities	
Module 1 (Credit 1 Th): Introduction to early childhood education	
Learning Outcomes	On completion of this module, the learner will be able to...
	1. Know the meaning and importance of ECE
	2. Understand different types of preschools in India
	3. Understand roles and responsibilities of a preschool teacher
4. Develop skill in maintaining different types of reports and records as well as other resources	
Content Outline	<ul style="list-style-type: none">• Meaning need and Importance of preschool education, Types of preschools in India, Objectives of Preschool education• Types of preschool programs: Anganwadi, nursery school, kindergarten etc.• Infrastructure requirement-space, building, ground etc.• Equipment's, material, furniture –indoor and outdoor• Preschool teachers- role and responsibilities, qualification and qualities, responsibilities and duties• Records and reports
Module 2 (Credit 1 Th): Administration and management of Preschool	
Learning Outcomes	On completion of this module, the learner will be able to...
	1. Know about curriculum planning for preschool education
2. Understand different activities to be conducted along with goals and teacher's role in preschool education	

	3. Develop their own resource unit on any topic for preschool education
	4. Understand the importance of working with parents
	5. Implement different methods and handling feelings of insecurity and hostility
Content Outline	<ul style="list-style-type: none"> • Curriculum Planning – Importance, Principles and guidelines, factors influencing • Types of Curriculums - Long Term, Short term etc. • Indoor and outdoor activities • Methods and approaches: play way, Montessori, kindergarten, activity based experiential learning – role of teacher • Working with parents: Importance and methods • Handling feeling of insecurity and hostility
Module 3 (Credit 1 Pr): Teaching and learning in Preschool	
Learning Outcomes	After learning the module, learners will be able to –
	1. Evaluate the preschool in terms of physical infrastructure and teacher quality
	2. Design curriculum for language development, science and social science
	3. Conduct different activities for preschoolers
Content Outline	<ul style="list-style-type: none"> • Observation of Preschool: Observation of school, activities, teacher and student development and report writing (6hours) • Language –Goals, different language activities, teacher’s role • Science - Goals, content, methods and resources- teachers role • Social Science - Goals, content, methods and resources, festivals, teacher’s role
Module 4 (Credit 1 Pr): School readiness activities in preschool education	
Learning Outcomes	After learning the module, learners will be able to –
	1. Plan and conduct creative art, music and movement activities for preschool children
	2. Develop school readiness with age-appropriate activities
	3. Design curriculum for school readiness and mathematics
	4. Develop skill in preparing resource unit
Content Outline	<ul style="list-style-type: none"> • School readiness activities – reading, writing and arithmetic, teachers’ role • Mathematics: objectives and concept • Music and movements – Goals, teachers’ role

- | | |
|--|---|
| | <ul style="list-style-type: none">• Preparing a resource unit |
|--|---|

Assessment scheme

- Total: 100 marks
- Theory: 50 marks: External
- Practical: 50 marks: Internal (CCE)

Assignment /Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

- Visit and observation of preschool class
- Scrap book of Different records collection

Module 2:

- Preparation of lesson plan (At least 5 - activity based)
- Preparing resource unit on any one topic
- Case studies of a pre-primary teacher on handling children's issues and emotions in school setting
- Designing a daily schedule for preschool education

Module 3:

- Different types of creative art activities: drawings, paintings and printings,
- Finger painting, modeling, threading, lacing,
- Tearing, cutting and collage,
- Preparing picture book,
- Listing science activities for preschoolers

Module 4:

- Collection of songs – singing song in right tune and pitch: Presentation,
- Preparing a teaching aid or musical instrument,
- Story telling techniques (flash cards, puppets, masks etc) – preparing and telling a story,
- School readiness activities (reading: matching sets, visual discrimination cards, work pages and writing: pencil fun games, simple to complex activities)

References:

1. Bennett, V., Wood, L. and Rogers, S. (1997) : "Teaching through play" Open University Press, Philadelphia
2. Brewer, J. (3rd ed.)(1992) Introduction to early childhood education- Preschool through primary grades", Allyn and Bacon
3. Carol, E. C. Jana. (1993) Early childhood Curriculum, New York Macmillan
4. Day, B. (1993): Early Childhood Education, New York Macmillan
5. Grewal, J.S. (1984): Agra National Psychological Corporation
6. Kaul, V. (1991): Early Childhood Education Program, NCERT, New Delhi
7. Mohanty, J. and Mohanty (1994): Early Childhood Education, Deep and Deep Publication, New Delhi
8. Pankajam, A. (1994): Pre-School Education: Philosophy and Practice, Indian Publication, Ambala, India

9. Singh (1997): *Preschool Education*, APH Publishing Company, New Delhi
10. Viruru (2001): *Early Childhood Education*, age publication, California

Semester – V**.5.2 Major (Core)**

Course Titles	Textile Finishing (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After learning the module, learner's will be able to
	1. To comprehend basic Textile processing concepts
	2. To impart knowledge of Textile and Garment
	3. To apply knowledge of dyeing techniques
	4. To develop skill of selected finishing techniques
	5. To classify and apply selected textile auxiliaries used in textile processing
Module 1 (Credit 1): Wet Processing	
Learning Outcomes	After learning the module, learner's will be able to
	1. To identify different stages of wet processing
	2. To access wet processing techniques
	3. To explain importance of wet processing in textile production
Content Outline	<ul style="list-style-type: none">• Pre treatment• Singeing• Desizing• Scouring• Bleaching• Mercerizing
Module 2 (Credit 2): Textile Finishes	
Learning Outcomes	After learning the module, learner's will be able to
	1. To classify finishing processes
	2. To identify common finishing techniques
	3. To make use of selected finishes on fabric
Content Outline	<ul style="list-style-type: none">• Objectives of finishing process• Aesthetic Finishes• Mechanical finishes• Chemical finishes• Functional finishes• Flame retardant finish• Anti Static finish

Module 3 Pr (Credit 1): Dyeing	
Learning Outcomes	After learning the module, learner's will be able to
	4. To acquire knowledge of various dyes used on textile fibers, yarns and fabrics
	5. To recognize the procedure of Dyeing for different textile materials
	6. To experiment with eco-friendly dyeing for fabrics
Content Outline	<ul style="list-style-type: none"> • Classification of dye • Process of Dyeing • Fiber dyeing • Yarn Dyeing • Fabric Dyeing • Different methods of tie and dye • Eco friendly dyes
Module 4 Pr (Credit 1): Printing Styles	
Learning Outcomes	After learning the module, learner's will be able to
	1. To describe different styles of printing
	2. To differentiate between dyeing and Printing
	3. To organize selected printing methods for textile
Content Outline	<ul style="list-style-type: none"> • Introduction of Styles of Printing • Direct printing • Block printing • Stencil printing • Duplex printing • Screen printing • Discharge printing • Resist printing • Tie and dye • Batik

Assignments/ activities towards comprehensive Continuous Evaluation (CCE):

- Prepare samples of tie and dye
- Prepare samples of selected printing styles
- Make one sample of eco-friendly dye

Assessment Scheme:

- Theory 50 Marks

- Internal Marks 50
- Journal making using tie dyed and printed samples
- Continuous evaluation

References:

1. Trotman E.R. Dyeing and Chemical Technology of Textile Fibers, B.I. Publishing Pvt Ltd New Delhi, 1994
2. Shenai V.A. Chemistry of Dyes and Principles of Dyeing, Sevak Publications, Mumbai, 1995
3. Hall A.J. Textile Finishing 2nd Edition, McGraw Hill, 1995
4. Marsh J.T. Introduction to Textile Finishing, Vol. II, New age, 1996
5. Murphy, W.S. Textile Finishing, Publications, 2000

Semester – V

.5.3 Indian Knowledge System (IKS) (Major Specific)

Course Titles	Indian Knowledge System in Family and Community Science (Th)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Explain key concepts of IKS related to family and Community
	2. Analyze traditional family roles and community structures
	3. Apply indigenous knowledge in daily life for well-being
	4. Appreciate cultural diversity and sustainable practices
	5. Integrate traditional wisdom and cultural heritage with modern science to promotes sustainable living and healthy lifestyles
Module 1 (Credit 1 Th): Introduce the principles of Indian knowledge system in family and community contexts	
Learning Outcomes	After learning the module, learners will be able to
	1. Introduce the principles of Indian Knowledge Systems in family and community contexts
	2. Summarize traditional family structures and value systems
	3. Examine indigenous practices related to health, food, and lifestyle
Content Outline	<ul style="list-style-type: none"> • Unit 1: Relevance of IKS in modern family and community science • Unit 2: Family in Indian Knowledge Traditions <ul style="list-style-type: none"> ○ Concept of <i>Dharma</i>, <i>Seva</i>, and respect for elders' ○ Intergenerational knowledge transfer ○ Indian Family Systems: Studying the concept and relevance of traditional Indian family structures and value education Child-rearing believes and practices • Unit 3: Indigenous Practices in Family Life <ul style="list-style-type: none"> ○ Traditional food systems and nutrition ○ Home remedies and preventive health practices (Ayurvedic Practices) ○ Daily routines (<i>Dinacharya</i>) and seasonal practices Seasonal and regional eating habits
Module 2 (Credit 1 Th): Community Harmony and Sustainable Cultural Practices in Indian Traditions	
Learning	After learning the module, learners will be able to

Outcomes	1. Explore community-based knowledge for sustainable living
	2. Identify traditional Indian practices that promote sustainability
	3. Promote sustainable and eco-friendly living
	4. Apply indigenous knowledge in home management
	5. Develop awareness of cultural heritage and its contemporary applications
Content Outline	<ul style="list-style-type: none"> • Unit 4: Community and Social Organization <ul style="list-style-type: none"> ○ Concept of 'Vasudhaiva Kutumbakam' ○ Festivals and community bonding ○ Traditions in social harmony and conflict resolution ○ Traditional Communication for social extension • Unit 5: Sustainability and Cultural Practices <ul style="list-style-type: none"> ○ Sustainable lifestyle practices in families ○ Sustainable Practices: <ul style="list-style-type: none"> ✓ Adopting eco-friendly household practices ✓ Zero-waste practices in Indian households ✓ Traditional practices in efficient use of resources ○ Heritage Crafts: <ul style="list-style-type: none"> ✓ Preserving traditional embroidery and weaving techniques

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1: Project on traditional family structures and value systems Project on indigenous practices related to health, food, and lifestyle

Module 2: Project on concept of Vasudhaiva Kutumbakam, traditional practices of social harmony and conflict resolution Project on Sustainable Cultural Practices in Indian Traditions

References:

1. Introduction to Indian Knowledge System: A Textbook for UG Students. Dr. Rohidas Nitonde, Notion Press
2. A Family and Community Sciences Perspective on Indian Knowledge Systems. Prof. Uma Iyer and others, MSU Baroda
3. Introduction to Home Science (Major and Minor Students) Dr. Neelima Gupta and Dr. Vinod Gupta
4. Traditional Knowledge System in India Amit Jha
5. Essentials of Home Science Manglam Publications
6. Indian Knowledge Systems (AICTE textbook)

7. Ministry of Education IKS resources
8. NCERT publications on culture and society

Semester – V

.5.4 A. Major (Elective)

Course Titles	Front Office Management (Th+Pr)
Course Credits	4 (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Understand the structure and functions of the front office in hospitality and service industries.
	2. Demonstrate professional communication and interpersonal skills required at the front desk.
	3. Apply operational procedures such as reservations, check-in, and guest handling.
	4. Handle customer queries, complaints, and service challenges effectively.
	5. Use basic front office tools, documentation, and digital systems.
	6. Exhibit professionalism, grooming, and etiquette required in real-world settings.
Module 1 (Credit 1): Fundamentals of Front Office Management	
Learning Outcomes	After learning the module, learners will be able to
	1. Define the concept and importance of the front office.
	2. Explain its role across service sectors.
	3. Interpret its impact on customer satisfaction.
	4. Describe the organizational structure and key positions.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Introduction to Front Office <ul style="list-style-type: none"> ○ Meaning and importance of Front Office ○ Role in hospitality, retail, healthcare, and corporate sectors ○ Front office as the “face of the organization” ○ Organizational structure of Front Office Department • Unit 2: Functions and Operations <ul style="list-style-type: none"> ○ Key functions: Reservation, Reception, Information, Cashiering ○ Types of reservations - Online / Offline (OTAs, booking platforms, PMS – basic concept) ○ Check-in and Check-out procedures ○ Handling guest records and documentation
Module 2 (Credit 1): Front Office Communication, Service & Professional Skills	
Learning	After learning the module, learners will be able to

Outcomes	1. Demonstrate effective communication skills.
	2. Apply professional etiquette in interactions.
	3. Resolve communication barriers and complaints.
	4. Handle guests and service situations efficiently.
	5. Exhibit grooming, body language, and workplace ethics.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Communication Skills <ul style="list-style-type: none"> ○ Verbal and non-verbal communication ○ Telephone and email etiquette ○ Professional language and tone ○ Barriers to communication and solutions • Unit 2: Customer Service & Professional Etiquette <ul style="list-style-type: none"> ○ Concept of customer satisfaction and service quality ○ Handling VIP guests and special requests ○ Managing complaints and conflict resolution ○ Personal grooming standards and body language ○ Workplace ethics and professionalism
Module 3 (Credit 1): Front Office Operations & Service Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Create basic front office documents and reservation formats.
	2. Draft professional emails for different guest interactions.
	3. Maintain simple records using manual and digital tools.
	4. Demonstrate effective communication in service situations.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Front Office Operations & Documentation Skills <ul style="list-style-type: none"> ○ Creating a front desk setup model (chart / layout) ○ Basic reservation form creation (manual / digital) ○ Filling guest registration forms (practice-based) ○ Drafting professional emails (enquiry, confirmation, complaint reply)
Module 4 (Credit 1): Hospitality Presentation & Service Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Demonstrate basic hospitality service techniques.
	2. Apply grooming and professional etiquette standards.
	3. Present service skills confidently in practical settings.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Basic Service Techniques & Professional Etiquette

	<ul style="list-style-type: none"> ○ Napkin folding techniques ○ Basic serving etiquette (water / tea service) ○ Grooming standards (male & female) ○ Presentation / video demonstration of service skills
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Students must complete any 2–3 of the following:

- **Case Study Analysis:** Handling a difficult guest situation
- **Role Play Script:** Front desk interaction (check-in / check-out)
- **Mini Project:** Study of front office operations of a hotel / clinic / office
- **Presentation:** Importance of communication in front office
- **Preparation of a “Grooming & Professional Etiquette Booklet” including:**
 - Grooming guidelines for male and female front office staff
 - Do’s and Don’ts of professional appearance
 - Body language and workplace etiquette instructions
 - Basic napkin folding techniques (with steps / illustrations)

Assessment Scheme: 50 Marks

- Assignments (Booklet – Compulsory): 20 Marks
- Case Study / Role Play: 15 Marks
- Mini Project / Presentation: 15 Marks

References:

1. Andrews, Sudhir. *Hotel Front Office: A Training Manual*, 3rd Edition, McGraw Hill Education (India) Pvt. Ltd., New Delhi, 2013 (Revised reprints 2018–2019)
2. Bhatnagar, S.K. *Front Office Management*, Frank Bros & Co. (Publishers), New Delhi, 1st Edition, 2002
3. Kapoor, V.K. *Front Office Management in Hotels*, Sultan Chand & Sons, New Delhi, Latest Edition (Revised editions available)
4. Tewari, Jatashankar R. *Hotel Front Office Operations and Management*, Oxford University Press, New Delhi, 2016 Edition
5. Bardi, James A. *Hotel Front Office Management*, John Wiley & Sons / Prentice Hall, USA, 4th Edition, 2007
6. Kasavana, Michael L. & Brooks, Richard M. *Managing Front Office Operations*, Educational Institute of American Hotel & Lodging Association (AHLEI), USA, 8th Edition, 2012
7. Rao, V.S.P. *Personality Development and Soft Skills*, Pearson Education India, New Delhi, 2010 (Reprint editions available, updated reprints in subsequent years)
8. Carnegie, Dale. *How to Win Friends and Influence People*, Simon & Schuster, New York, Revised Edition, 1981 (Latest reprints available, widely used updated editions)

Semester – V

.5.4 B. Major (Elective)

Course Titles	Leadership Development (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to...
	1. Understand the concept of leadership.
	2. Comprehend the attributes required to be a leader.
	3. Identify the role of leaders in different spheres of life.
	4. Apply the concept of leadership to their area of specialization.
Module 1 (Credit 1): Introduction to Leadership	
Learning Outcomes	After learning the module, learners will be able to...
	1. State the meaning and definition of leadership.
	2. Classify different types and characteristics required for a good leader.
	3. Develop creative thinking and innovative approach towards leadership.
	4. Develop out of the box approach.
Content Outline	<ul style="list-style-type: none"> • Concept of leadership • Leadership Types • Characteristics of Leaders – Leadership building exercises • Functions of Leaders – Exercises • Leaders as role models from different walks of life (academics, sports, business, social service etc.)
Module 2 (Credit 1): Organisational Behaviour	
Learning Outcomes	After learning the module, learners will be able to...
	1. Understand various styles of leadership.
	2. Identify the significance of motivation in leadership.
	3. Perceive a situation from other's point of view.
	4. Strengthen motivation in themselves.
Content Outline	<ul style="list-style-type: none"> • Styles of leadership • Theories of leadership • Motivation • Definition, meaning and types of motivation • Motivational cycle – Exercises • Maslow's hierarchy of needs – SWOC analysis

	<ul style="list-style-type: none"> • Importance of motivation in students • Stress management • Stress and behavioural manifestation • Effects of stress on health
Module 3 (Credit 1): Domains of Leadership	
Learning Outcomes	After learning the module, learners will be able to...
	1. Recognize different methods of training leaders.
	2. Classify types and importance of team.
	3. Creatively work with team members.
Content Outline	<ul style="list-style-type: none"> • Training in leadership – <ul style="list-style-type: none"> ○ Need and methods of training, ○ Phases of training • Team Building – <ul style="list-style-type: none"> ○ Definition, ○ Characteristics of an effective team, ○ Types of teams, ○ Roles of team leader, ○ Exercises
Module 4 (Credit 1): Corporate Communication	
Learning Outcomes	After learning the module, learners will be able to...
	1. Develop skill in public speaking and project presentation.
	2. Review the importance of stress management.
	3. Inculcate the ability to manage change, take risks, collaborate and build partnership and teams without stress.
Content Outline	<ul style="list-style-type: none"> • Communication skills • Basic communication skills • Applied communication skills

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Collect information about leaders from fields like sports, academics, politics, social service, education & business; present in the class.
- "Hat speech": students to speak on a topic for 3–5 minutes.
- "Role play" to be performed on a given topic.
- Team building activities/exercises.
- Writing your own C.V.

- Preparing for an interview.
- "Role-play" on various issues/topics/situations.

References:

1. Adair, J. (1995). *Effective Communicator*. Bombay: Alco Publishing House.
2. Anderson, A. H. and Anna, K. (1994). *Effective Organization Behaviour*. Oxford: Blackwell Publisher.
3. Anslem, M. (1985). *Organizational Behaviour towards an Integrated Organization*. Bombay: Himalaya Publications.
4. Aswathappa, K. (2013). *Organisational Behavior* (11th ed.). Mumbai: Himalaya Publishing House.
5. Batra, P. (1996). *Management Thoughts* (3rd ed.). New Delhi: Books Today.
6. Chande, S., Banerjee, V. (2009). *Introduction to Leadership Development*. Mumbai: Vipul Prakashan.
7. Carrol, S.J., Rizzo, J.R., and Tossi, H.L. (2000). *Handbook of Organizational Behaviour*. New York: Infinity Books.
8. Cole, G.A. (1993). *Management Theory and Practical* (4th ed.). London: D.P. Publisher.
9. Dayal, I. (1988). *Management Training in Organization*. New Delhi: Prentice Hall of India Pvt Ltd.
10. D'souza, A. (1989). *Leadership*. Bombay: Better Yourself Book.

Semester – V

.5.4 C. Major (Elective)

Course Titles	Food Service Management in Institutions (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Explain institutional food service operations
	2. Plan nutritionally balanced menus for institutions
	3. Manage food production in large quantities
	4. Apply cost control and budgeting techniques
	5. Ensure hygiene and safety standards
	6. Develop skills to manage food operations in institutions focusing on quality, nutrition and cost-effective management
Module 1 (Credit 1 Th): Institutional Food Service, Infrastructure and Materials Management	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop knowledge of institutional food service systems
	2. Build managerial skills in food service operations
Content Outline	<ul style="list-style-type: none"> • Unit 1: Introduction to Institutional Food Service <ul style="list-style-type: none"> ○ Definition and scope, Types of institutions, Organizational structure, Commercial vs. institutional food service • Unit 2: Organization & Administration of Food Services <ul style="list-style-type: none"> ○ Organization Structure • Unit 3: Management in Food Service <ul style="list-style-type: none"> ○ Definition of Management, Principles of Management, Functions of Management, Tools of Management, Attributes and Responsibilities of a Manager • Unit 4: Physical Facilities and Layout <ul style="list-style-type: none"> ○ Size and Type of Kitchen, Design of Kitchen, Ventilation, Lighting, Flooring and Sample Layout of Kitchen ○ Storage Area and Equipment Required • Unit 5: Food Materials Management <ul style="list-style-type: none"> ○ Purchasing of Food Materials, Receiving & Storing - Importance of Receiving Raw Materials ○ Inventory control methods (FIFO, LIFO basics)
Module 2 (Credit 1 Th): Food Preparation, Service, Sanitation and Personnel Management & Financial Controls	

Learning Outcomes	After learning the module, learners will be able to
	1. Explain large-scale food production and service systems
	2. Learn menu planning for different institutions (hospitals, schools, hostels)
	3. Develop skills in budgeting, purchasing, and cost control
	4. Apply hygiene and food safety standards
	5. Manage staff and operations efficiently
Content Outline	<ul style="list-style-type: none"> • Unit 1: Quantity Food Preparation <ul style="list-style-type: none"> ○ Types of Menu, Menu Planning, Production Management, Standardization and Portion Control • Unit 2: Styles of Service <ul style="list-style-type: none"> ○ Self-Service, Tray Service, Waiter-Waitress Service, Vending • Unit 3: Food Safety, Sanitation and Hygiene <ul style="list-style-type: none"> ○ Environmental Hygiene & Sanitation, Safe Food Handling Practices, Personal Hygiene, Food safety regulations, Introduction to HACCP • Unit 4: Personnel Management <ul style="list-style-type: none"> ○ Recruitment & Selection, Induction, Training, Performance Appraisal, Communication, Employee Benefits, Laws Governing Food Service Establishment • Unit 5: Food Cost Control, Accounting & Budgeting <ul style="list-style-type: none"> ○ Elements of cost, Menu costing, Waste control, Journal and Ledger ○ Book of Account: Cash Book, Purchase Book, Sales Book, Purchase Returns & Sales Returns Book, Budget preparation
Module 3 (Credit 1 Pr): Standardization, Scaling & Food Service Management	
Learning Outcomes	After learning the module, learners will be able to
	1. Confidently scale recipes from small to large quantities
	2. Summarize business aspects of food service
	3. Demonstrate professional service skills
	4. Demonstrate service styles, table setups, and customer relation skills
	5. Maintain cost control, records and accounts
Content Outline	<ul style="list-style-type: none"> • Standardization and Scaling Up of Recipes <ul style="list-style-type: none"> ○ Standardization of different recipes and scaling up to 10 portions of selected recipes • Quantity Cooking

	<ul style="list-style-type: none"> ○ Scaling up to 50 or more portions (Students have to plan, cost, price, purchase, advertise, produce, serve, and maintain accounts and Record Keeping) ● Food Service <ul style="list-style-type: none"> ○ Methods and styles of service, Table Setting, Food presentation, Clearing up, Customer relations
Module 4 (Credit 1 Pr): Institutional Food Service Planning & Operations	
Learning Outcomes	After learning the module, learners will be able to
	1. Design efficient kitchen layouts
	2. Plan nutritionally balanced institutional menus
	3. Conduct hygiene inspections using standard guidelines
	4. Analyze real-life food service systems through field visits
Content Outline	<ul style="list-style-type: none"> ● Kitchen layout design ● Menu planning for institutions ● Hygiene inspection practice ● Visit to different food service institutions

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Project on Institutional Food Service, Infrastructure and Materials Management

Module 2

- Project on Food Preparation, Service, Sanitation and Personnel Management & Financial Controls

Module 3

- Prepare standardized recipe
- Convert standardized recipes to 10 portions: Ingredient calculation, Portion control and Cooking
- Prepare dishes in bulk for large scale production

Module 4

- Draw layout plans for: Small canteen / School kitchen
- Plan Weekly menu for school children and Calculate Cost per meal
- Develop a hygiene checklist, Conduct mock inspections, Record observations and prepare Hygiene inspection report
- Visits to School/college canteens, Hospitals Kitchen, Industrial kitchens (Any one) and prepare visit report

References:

1. *Institutional Food Management*, Mohini Sethi, New Age International Publishers
2. *Food Service Management: How to Succeed in the High-risk Restaurant Business by Someone Who Did*, Bill Wentz, Atlantic Publishing Group
3. *The Non-Commercial Food Service Manager's Handbook: A Complete Guide for Hospitals, Nursing Homes, Military, Prisons, Schools and Churches*, Douglas R. Brown and Shri Henkel, Atlantic Publishing Group Inc.
4. *Managing Food and Nutrition Services for Culinary, Hospitality, and Nutrition Professions*, Sari Edelstein (editor), Jones and Bartlett Learning
5. *Food Service Management: Principles and Practices*, Mohini Sethi and Surjeet Malhan
6. *Modern Food Service Management*, Khanna Gupta, Food Service Management

Semester – V

.5.5 Minor Stream

Course Titles	Sustainable Development for Family and Community (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to:
	1. Explain the concept and principles of sustainable development
	2. Analyze sustainability issues affecting families and communities
	3. Apply sustainable resource management practices
	4. Design community-based sustainability programs
5. Evaluate sustainability initiatives using SDG indicators	
Module 1 (Credit 1): Introduction to Sustainable Development	
Learning Outcomes	After learning the module, learners will be able to:
	1. Describe the concept of sustainable development
	2. Explain principles of sustainability
	3. Identify dimensions of sustainability
	4. Understand SDGs
5. Recognize role of families and communities	
Content Outline	<ul style="list-style-type: none">• Unit 1: Meaning and definition of Sustainable Development• Unit 2: Principles of sustainability• Unit 3: Environmental, Social and Economic dimensions• Unit 4: Overview of Sustainable Development Goals (SDGs)• Unit 5: Role of family and community in sustainability
Module 2 (Credit 1): Sustainable Practices in Family Life	
Learning Outcomes	After learning the module, learners will be able to:
	1. Identify sustainable household practices
	2. Apply resource conservation methods
	3. Practice waste management
	4. Promote eco-friendly practices
5. Understand role of women in sustainability	
Content Outline	<ul style="list-style-type: none">• Unit 1: Sustainable consumption patterns• Unit 2: Water conservation and energy conservation• Unit 3: Household waste reduction and segregation• Unit 4: Kitchen gardening and food sustainability• Unit 5: Eco-friendly household practices

Module 3 (Credit 1): Community Sustainability Survey	
Learning Outcomes	After learning the module, learners will be able to:
	1. Conduct community surveys
	2. Analyze local resources
	3. Identify environmental challenges
	4. Prepare community reports
Content Outline	<ul style="list-style-type: none"> • Unit 1: Identification of community sustainability issues • Unit 2: Mapping local resources • Unit 3: Survey on environmental challenges • Unit 4: Preparation of sustainability profile
Module 4 (Credit 1): Sustainable Development Activities and Project	
Learning Outcomes	After learning the module, learners will be able to:
	1. Organize awareness activities
	2. Promote sustainable practices
	3. Demonstrate sustainability models
	4. Develop sustainability project
Content Outline	<ul style="list-style-type: none"> • Unit 1: Tree plantation and cleanliness drives • Unit 2: Water conservation awareness • Unit 3: Kitchen garden demonstration • Unit 4: Preparation of vermicompost / rainwater harvesting / waste management model

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1: Project on Introduction to Sustainable Development

Module 2: Project on Sustainable Practices in Family Life

Module 3:

- Project on Identification of Community Sustainability Issues
- Survey on Environmental Challenges
- Map Local Resources
- Create a project report including:
 - Local issues
 - Resources available
 - Survey findings
 - Suggestions for improvement

Module 4:

- Tree Plantation & Cleanliness Drive: Participate in or organize a drive and submit report
- Water Conservation Awareness: Make Posters / slogans / pamphlets or give a short presentation on saving water
- Kitchen Garden Activity
- Model Making (Any One): Vermicompost model, Rainwater harvesting model, Waste management model

References:

1. Karpagam, M. *Environmental Economics*
2. Singh, Y. K. *Environmental Science*
3. Reddy, M. Anji. *Textbook of Environmental Science and Technology*
4. Dreze, Jean & Sen, Amartya. *India: Development and Participation*
5. United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*
6. Gadgil, M., & Guha, R. *Ecology and Equity*

Semester – V

.5.6 Vocational Skill Courses (VSC-4)

Course Titles	Fundamentals of Bakery and Confectionery Skills (Pr)
Course Credits	2 Credit's
Course Outcomes	After completing the course, learners will be able to:
	1. Demonstrate basic to intermediate baking skills.
	2. Explain principles of baking and analyze ingredient functions.
	3. Prepare and produce a variety of baked and confectionery products.
	4. Apply hygiene, safety, and presentation standards in baking practices.
	5. Develop job-ready skills and initiate entrepreneurial opportunities in the bakery sector.
Module 1 (Credit 1): Basic Baking Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1. Measure and quantify ingredients accurately.
	2. Operate basic baking tools and ovens safely.
	3. Explain functions of key ingredients.
	4. Apply basic baking techniques (mixing, creaming, folding).
	5. Prepare simple baked products.
	6. Practice and maintain hygiene and sanitation standards.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Demonstration and practice of personal hygiene and kitchen sanitation before baking activities • Unit 2: Identification, handling, and proper storage of common bakery ingredients • Unit 3: Demonstration of weighing and measuring ingredients using standard measuring tools • Unit 4: Hands-on exposure on basic bakery equipment (oven, mixer, weighing scale, baking trays, etc.) • Unit 5: Training in oven operation, temperature setting, preheating, and baking time control
Module 2: Confectionery Basics (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain and differentiate sugar cooking stages.
	2. Apply safe handling techniques for hot sugar preparations.
	3. Prepare basic confectionery products.

	4. Maintain hygiene and quality standards.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Sugar cooking stages (soft ball, hard crack, caramelization) • Unit 2: Preparation of: <ul style="list-style-type: none"> ○ Simple Icing techniques (Buttercream, Glaze) ○ Basic confectionery (Fudge / Toffee) ○ Caramel custard ○ Simple fudge

Evaluation – 50 Marks

1. Continuous Practical Assessment – 30 Marks
2. Bakery / Confectionery Unit Visit – 15 Marks
 - Students will observe the process from raw materials to final product sale and submit a brief report.
3. Record File / Journal – 5 Marks

References:

1. Gupta, A. K. Textbook of Bakery and Confectionery.
2. Ashokkumar, Y. Textbook of Bakery and Confectionery (Revised ed.).
3. Mathuravalli, S. M. D. Handbook of Bakery and Confectionery.
4. Bashir, K., & Jan, K. Bakery and Confectionery Technology.
5. Gisslen, W. Professional Baking.
6. Greweling, P. P. Chocolates and Confections: Formula, Theory and Technique.
7. Corriher, S. O. BakeWise: The Hows and Whys of Successful Baking.
8. Mathuravalli, S. M. D. Handbook of Bakery and Confectionery (Biscuits section).
9. Sultan, W. J. Bakery Science and Technology (Basic Reference for Biscuits).
10. Ministry of Food Processing Industries / NCERT. Bakery and Confectionery Basics.

Semester – V

.5.7 Field Project (FP)

Course Titles	Field Project related to Major (Pr)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Design and conduct community-based research studies
	2. Use appropriate tools for data collection
	3. Analyze and interpret field data effectively
	4. Develop professional project reports
	5. Understand real-life community issues and propose solutions
	6. Demonstrate ethical and responsible fieldwork behavior
Module 1 (Credit 1 Pr): Fundamentals of Field Work, Research Design, and Data Collection in Community Sciences	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the significance of fieldwork and the role of Community Sciences in addressing societal needs
	2. Demonstrate an understanding of ethical principles in research.
	3. Identify and formulate research problems
	4. Apply appropriate sampling techniques for selecting study populations.
	5. Design and use various data collection tools effectively.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Introduction to Field Work in Community Sciences <ul style="list-style-type: none"> ○ Meaning and importance of field projects ○ Role of Community Sciences in society ○ Ethics in fieldwork (consent, confidentiality, respect) ○ Areas of study: Nutrition and Health, Child Development, Family Resource Management, Community Development, Textile Science • Unit 2: Research Design and Planning <ul style="list-style-type: none"> ○ Identification of research problem ○ Setting objectives and hypotheses ○ Selection of study area and population ○ Sampling techniques (random, purposive, etc.) ○ Preparation of research proposal • Unit 3: Tools and Techniques of Data Collection

	<ul style="list-style-type: none"> ○ Questionnaire design ○ Interview schedule ○ Observation method ○ Case study method ○ Pilot testing of tools
Module 2 (Credit 1 Pra) Field Work, Data Analysis, and Reporting in Community Sciences	
Learning Outcomes	After learning the module, learners will be able to
	1. Conduct fieldwork effectively
	2. Analyze data using classification, tabulation, and basic statistical tools
	3. Interpret findings to derive meaningful conclusions related to community studies
	4. Prepare structured project reports
	5. Present their work confidently through presentations
Content Outline	<ul style="list-style-type: none"> • Unit 1: Field Work and Data Collection <ul style="list-style-type: none"> ○ Conducting surveys in the community ○ Rapport building with respondents ○ Recording and documentation of data ○ Ethical practices during data collection • Unit 2: Data Processing and Analysis <ul style="list-style-type: none"> ○ Classification and tabulation of data ○ Use of basic statistics (percentage, mean, charts) ○ Graphical representation (bar graphs, pie charts) ○ Interpretation of results • Unit 3: Report Writing and Presentation <ul style="list-style-type: none"> ○ Structure of project report ○ Writing introduction, methodology, analysis, and findings ○ Referencing and bibliography ○ Preparation of charts, tables, and annexure ○ Oral presentation / viva

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Select a topic related to community sciences
- Conduct field work
- Prepare a detailed project report

- Present findings through seminar / viva

Assessment Scheme:

- Field Work & Data Collection – 10 marks
- Project Report – 15 marks
- Presentation / Viva – 10 marks
- Internal Assessment – 15 marks

References:

1. Kothari, C. R. – Research Methodology: Methods and Techniques
2. Kumar, Ranjit – Research Methodology: A Step-by-Step Guide for Beginners
3. Devadas, Rajammal – Nutrition and Dietetics
4. Srilakshmi, B. – Dietetics
5. Park, K. – Preventive and Social Medicine
6. World Health Organization – Reports on community health and nutrition
7. UNICEF – Child development and nutrition reports
8. Ministry of Health and Family Welfare – National health programs and data
9. National Institute of Nutrition – Dietary guidelines and surveys
10. National Sample Survey Office – Socio-economic data
11. NITI Aayog – Development reports and indexes

Course Syllabus

Semester – VI

.6.1 Major (Core)

Course Titles	Event Designing and Execution (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to:
	1. Explain the fundamentals and types of events
	2. Plan and design events based on client requirements
	3. Apply event management skills for coordination and execution
	4. Demonstrate teamwork, communication, and problem-solving during events
5. Execute small-scale events with proper planning and evaluation	
Module 1 (Credit 1): Introduction to Event Management	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain types and scope of events
	2. Identify success factors of events
3. Analyse events using SWOT and basic risk concepts	
Content Outline	<ul style="list-style-type: none">• Unit 1: Basics of Events<ul style="list-style-type: none">○ Meaning, scope, and importance of event management○ Types of events: social, corporate, cultural, academic, sports○ Size of events: mega, major, minor○ Qualities and competencies of an event manager○ 5 C's of Event Management○ Introduction to event lifecycle (planning to evaluation)• Unit 2: Event Success & Analysis<ul style="list-style-type: none">○ Keys to successful events○ SWOT analysis (advantages & limitations)○ Risk identification and basic crisis management○ Introduction to sustainable/green events○ Basics of legal permissions and safety measures
Module 2 (Credit 1): Event Marketing & Budgeting	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain event marketing concepts and promotional strategies
2. Identify digital tools and promotional methods	

	3. Prepare basic budgets and financial plans
	4. Analyze funding, sponsorship, and event profitability
Content Outline	<ul style="list-style-type: none"> • Unit 1: Event Marketing <ul style="list-style-type: none"> ○ Introduction and nature of event marketing ○ Process of event marketing ○ 5 P's of Marketing (Product, Price, Place, Promotion, Positioning) ○ Digital promotion: social media, influencers, online campaigns ○ Basics of event protocol ○ Introduction to branding and audience engagement strategies • Unit 2: Budgeting & Financial Planning <ul style="list-style-type: none"> ○ Meaning and importance of budgeting ○ Steps in preparing an event budget ○ Basic account keeping and cost control ○ Sponsorship and funding basics ○ Introduction to ROI (Return on Investment) in events
Module 3 (Credit 1): Event Planning, Design & Sustainability	
Learning Outcomes	After learning the module, learners will be able to:
	1. Create event proposals, plan timelines, and design invitations
	2. Develop themes, décor, and layout plans
	3. Prepare budgets and apply basic branding
	4. Apply eco-friendly practices in event execution
Content Outline	<ul style="list-style-type: none"> • Unit 1: Event Planning & Creative Design <ul style="list-style-type: none"> ○ Preparation of basic event proposal for a college-level event (cultural event, awareness drive, workshop, or small social event) ○ Creating event checklist and timeline ○ Designing invitation cards (manual/digital – Canva) ○ Developing event theme, décor, and layout plan ○ Basic budget draft and resource planning ○ Use of recyclable materials in decoration ○ Introduction to branding elements (logo, tagline, theme concept)
Module 4 (Credit 1): Technology & Evaluation	

Learning Outcomes	After learning the module, learners will be able to:
	1. Create posters, plan promotions, and manage registrations
	2. Conduct online/hybrid events and collect feedback
	3. Analyze data and prepare event reports
Content Outline	<ul style="list-style-type: none"> • Unit 1: Digital Tools & Event Evaluation <ul style="list-style-type: none"> ○ Creating event posters (Canva/basic tools) ○ Planning social media promotion (Instagram/WhatsApp) ○ Using Google Forms (registration/feedback) ○ Basics of online/hybrid events (Zoom/Google Meet) ○ Collecting and analyzing feedback data ○ Preparing event report and documentation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Students must complete any 2–3 of the following:

- Event Analysis (SWOT & Risk) – Select a college/cultural event and perform SWOT analysis, identify risks and suggest solutions
- Mini Project – Plan a small event including proposal, checklist, timeline, and report
- Presentation – Topic such as event marketing, budgeting, or digital promotion strategies
- Video Assignment – Short video (3–5 mins) explaining event plan, theme, and execution idea
- Role Play / Group Activity – Students act as Event Manager, Client, Sponsor, Vendor; simulate event planning meeting, negotiation, and problem-solving

Assessment Scheme – 50 Marks

- Assignments – 20 marks
- Mini Project / Presentation – 15 marks
- Case Study / Role Play – 15 marks

References:

1. Allen, J., O’Toole, W., Harris, R., & McDonnell, I. (2022). *Festival and special event management* (7th ed.). Wiley
2. Bowdin, G., Allen, J., O’Toole, W., Harris, R., & McDonnell, I. (2011). *Events management* (4th ed.). Routledge
3. Conway, D. (2009). *The event manager’s bible: The complete guide to planning and organising events*. How To Books
4. Goldblatt, J. (2014). *Special events: Creating and sustaining a new world for celebration* (7th ed.). Wiley
5. Hoyle, L. H. (2002). *Event marketing: How to successfully promote events, festivals, conventions, and expositions*. Wiley

6. Shone, A., & Parry, B. (2019). *Successful event management: A practical handbook* (5th ed.). Cengage Learning
7. Silvers, J. R. (2012). *Professional event coordination* (2nd ed.). Wiley
8. Tum, J., Norton, P., & Wright, J. N. (2013). *Management of event operations*. Routledge
9. Ministry of Education, Government of India. (2020). *National education policy 2020*

Semester – VI

.6.2 Major (Core)

Course Titles	Applied Community Nutrition (Th+Pr)
Course Credits	4 Credit's (2 Th +2 Pr)
Course Outcomes	1. After going through the course, learners will be able to:
	2. Explain basic concepts of community nutrition, health, and malnutrition
	3. Analyze causes and consequences of nutritional problems in communities
	4. Assess nutritional status using standard methods
	5. Plan and implement nutrition education programmes
	6. Evaluate national nutrition policies and programmes
	7. Propose practical solutions to improve community nutrition
	8. Explain and utilize the role of organizations in addressing nutritional issues
Module 1 (Credit 1 Th): Introduction to Community Nutrition and Health	
Learning Outcomes	1. After learning the module, learners will be able to:
	2. Explain the fundamental concepts of community nutrition, health, and malnutrition
	3. Analyze the causes, consequences, and prevention of major nutritional problems in communities
	4. Evaluate the nutritional status of individuals and groups using standard assessment methods
Content Outline	<ul style="list-style-type: none"> • Unit 1: Introduction to Community Nutrition <ul style="list-style-type: none"> ○ Concept and Goal • Unit 2: Community Nutrition and Health <ul style="list-style-type: none"> ○ Concept of Health ○ Concept of Nutrition and its Relation to Health • Unit 3: Major Nutritional Problems in Communities <ul style="list-style-type: none"> ○ Malnutrition ○ Macronutrient Deficiency ○ Under nutrition: Protein energy malnutrition ○ Over nutrition ○ Micronutrient Malnutrition ○ Iodine Deficiency Disorder (IDD) ○ Vitamin A Deficiency (VAD)

	<ul style="list-style-type: none"> ○ Iron Deficiency Anemia ○ Other Micronutrient Deficiency: Folate deficiency & Calcium deficiency ● Unit 4: Assessment of Nutritional Status in Community <ul style="list-style-type: none"> ○ Introduction ○ Methods of Assessing Nutritional Status ○ Anthropometric Measurements ○ Clinical Method ○ Biochemical Analysis ○ Diet Survey ○ Growth Monitoring
Module 2 (Credit 1 Th): Strategies to Tackle Nutritional Problems in Community	
Learning Outcomes	After learning the module, learners will be able to:
	1. Apply knowledge to plan and implement nutrition education programmes
	2. Demonstrate the ability to suggest practical solutions to improve community nutrition
	3. Analyze policies and national programs designed to combat malnutrition
	4. Explain and utilize the support of national and international organizations in addressing nutritional issues
Content Outline	<ul style="list-style-type: none"> ● Unit 1: Nutrition Education <ul style="list-style-type: none"> ○ Objectives and principles ○ Methods ● Unit 2: Major Nutrition Policy, National Programmes and Organizations <ul style="list-style-type: none"> ○ Nutrition Policy ○ National Nutrition Policy (NNP) ○ Major National Nutrition Programmes <ul style="list-style-type: none"> ○ I – Nutrient Deficiency Control Programme ○ National Programme for Prevention of Nutritional Blindness due to Vitamin A Deficiency ○ National Nutritional Anaemia Control Programme (NNACP) ○ National Iodine Deficiency Disorder Control Programme (NIDDCP) ○ II – Supplementary Feeding Programmes ○ Integrated Child Development Services (ICDS)

	<ul style="list-style-type: none"> ○ Midday Meal Scheme (PM-Poshan Shakti Nirman) ○ Role of National and International Organizations: ○ ICMR ○ NIN ○ ICAR ○ WHO ○ FAO ○ UNICEF
Module 3 (Credit 1 Pr): Practical Assessment of Nutritional Status	
Learning Outcomes	After learning the module, learners will be able to:
	1. Demonstrate proficiency in taking precise anthropometric measurements for all age groups
	2. Interpret growth charts to assess nutritional status
	3. Identify clinical signs of macro and micro-nutrient deficiencies
	4. Conduct dietary surveys for community nutrition assessment
	5. Interpret laboratory data to detect biochemical signs of malnutrition
Content Outline	<ul style="list-style-type: none"> • Anthropometric Measurements <ul style="list-style-type: none"> • Techniques for infants, children, and adults • Growth Monitoring – Plotting on WHO/Indian growth charts • Interpretation – Classifying malnutrition based on BMI (adults) and Z-scores (children) • Clinical Examination <ul style="list-style-type: none"> • Identifying deficiency symptoms and physical signs of malnutrition • Dietary Survey Techniques <ul style="list-style-type: none"> • 24-Hour Recall – Calculating daily energy and protein intake • Food Frequency Questionnaire (FFQ) – Determine dietary habits and consumption patterns • Biochemical Data Interpretation <ul style="list-style-type: none"> • Analyzing laboratory reports for signs of malnutrition
Module 4 (Credit 1 Pr): Strategies to Tackle Nutritional Problems	
Learning Outcomes	After learning the module, learners will be able to:
	1. Develop appropriate nutrition education materials and strategies
	2. Apply nutrition education strategies to promote healthy eating habits

	3. Evaluate health and nutrition programs in community
	4. Design nutrition education interventions, planning, implementing, and evaluating community programs
Content Outline	<ul style="list-style-type: none"> • Nutrition Education Activities <ul style="list-style-type: none"> ○ Developing Material – Creating visual aids for nutrition and health promotion ○ Methods – Planning and conducting demonstration sessions for low-cost, nutritious recipes suitable for local habits • Community Program Analysis <ul style="list-style-type: none"> ○ ICDS Center Visit – Observe implementation of supplementary feeding and growth monitoring ○ Local School Visit – Observe implementation of Mid-Day Meal (PM-Poshan) • Planning & Surveillance <ul style="list-style-type: none"> ○ Community Survey – Conduct a mini-survey to identify local nutritional problems ○ Formulating Solutions – Develop intervention plan targeting a specific group

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Theory (Module 1 & 2):

Module 1 – Introduction to Community Nutrition and Health

- Project on Major Nutritional Problems prevalent in communities

Module 2 – Strategies to Tackle Nutritional Problems in Community

- Project on Major Nutrition Policy, National Programmes and Organizations

Practical (Module 3 & 4):

Module 3 – Practical Assessment of Nutritional Status

- Use of Anthropometric Measurements for assessing nutritional status
- Visit to local health centre/hospitals to observe and identify clinical signs and symptoms of nutritional deficiencies
- Conduct dietary survey
- Analyzing and interpretation of biochemical reports

Module 4 – Strategies to Tackle Nutritional Problems

- Program Planning Project:
 - Developing a targeted nutrition education program for a specific population group
 - Implementation and evaluation of nutrition education program for a target group
- Visit anganwadi and schools to observe programmes like:
 - Integrated Child Development Services
 - Mid-Day Meal (PM-Poshan)
- Conducting community-based nutritional surveillance

References:

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

Semester – VI

.6.3 A. Major (Elective)

Course Titles	Day Care Management for Adults & Children (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After learning the module, learners will be able to –
	1. Understand basic needs of children and importance of health care, discipline and communication during childhood
	2. Assess different disciplinary techniques used by parents and its impact on their development
	3. Understand basic needs of adults and role of family and society in protecting their health
	4. Examine different institutions working for adults and children
	5. Develop skill in management and administration of day care institutions for adults and children
	6. Develop skill in planning and arranging inclusive events for adults and children
Module 1 (Credit 1 Th): Health Needs of Children in India	
Learning Outcomes	After learning the module, learners will be able to –
	1. Describe needs of children
	2. Identify the qualities required for working with children
	3. Analyse different disciplinary techniques used by parents
	4. Skills in communicating with children
Content Outline	<ul style="list-style-type: none"> • Needs of Children: Biological and Psychological • Personal qualities required for care giver • Importance of nutrition, hygiene, health and play for children, meaning and impact • Discipline: Meaning and importance, techniques and their evaluation • Speech defects: Meaning, types, factors responsible for speech defects and handling • Psychological care of children • Communicating with children
Module 2 (Credit 1 Th): Health Needs of Adults in India	
Learning Outcomes	After learning the module, learners will be able to –
	1. Describe needs of adults
	2. Identify the changing health issues with ageing
	3. Analyse role of family members in protecting mental health of

	adults
	4. Understand infrastructural changes to be made for adults
Content Outline	<ul style="list-style-type: none"> • Needs of adults • Personal qualities required for care giver • Changing health and issues of adults • Role of family in care giving • Grandparent and grandchildren relationships • Mental wellbeing: Role of family and society • Preparing age-appropriate physical home setting for adults
Module 3 (Credit 1 Pr): Institutions Working for Adults and Children	
Learning Outcomes	After learning the module, learners will be able to –
	1. Identify different institutions working for adults and children in India
	2. Understand the increasing needs of such centres in community
	3. Observe and analyse the functioning of different centres for children and adults
Content Outline	<ul style="list-style-type: none"> • Meaning, importance, objectives, facilities, daily routine and staff of the following centres: • ICDS (Balwadi, Anganwadi) • NGOs • Centres for socially deprived children: juvenile homes, orphanages, observation homes • Day care centres • Old age homes • Recreational centres for children and adults • Libraries for children and adults • Hobby centres for children and adults
Module 4 (Credit 1 Pr): Management and Administration	
Learning Outcomes	After learning the module, learners will be able to –
	1. Skills and competencies required for day care management for adults & children
	2. Develop skills in planning different events and learning activities for adults and children
	3. Acquire potential in budgeting and financial management
	4. Potential in executing inclusive events for children and adults
Content Outline	<ul style="list-style-type: none"> • Types of record:

	<ul style="list-style-type: none"> • Children – Registration, Health, Attendance, Cumulative record of child’s development • Adults – Health profiles, Medical histories, Daily care plans, Emergency contact details • Administrative records, financial records, regulatory compliance, fee, material, dead stock, snacks, inward and outward, correspondence, legal documents • Budgeting: Managing finance • Organising inclusive events and activities for adults and children
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Assessment Scheme:

- Total: 100
- Theory: 50 marks – External
- Practical: 50 marks – Internal (CCE)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

- Collecting a day’s schedule of a child from any family and its presentation with proper analysis
- Case study of disciplinary techniques used by parents for their children

Module 2:

- Case study of an adult experiencing age-related health changes and changing family relationships
- Listing infrastructural modifications, materials and equipment for adults

Module 3:

- Visiting at least any two institutions working for adults/children and writing report on it
- PPT presentations by students on institutions working for adults and children

Module 4:

- Preparing samples of each type of record
- Workshop on financial management/managerial skills/care giving
- Listing inclusive events and activities for adults and children and planning one event in detail

References:

1. Hurlock, E.B. (2017). Child development (6th ed., Indian reprint) Tata McGraw-Hill
2. Kaur, R. (2018). Human development (Indian Perspective). Kalyani Publishers
3. NCERT (2006). Position paper on early childhood education. New Delhi: Author
4. Sharma, P. & Sharma, K. (2015). Early childhood care and education. APH Publishing Corporation
5. Kaul, A. (2012). Early childhood education in India: Issues and challenges. New Delhi: NCERT
6. Ministry of Women and Child Development (2018). Integrated Child Development Services (ICDS) scheme. Government of India

7. Help Age India (2021). Annual report. New Delhi: Author
8. CRY (2022). Annual report. Mumbai: Author
9. UNICEF India (2021). Child protection and welfare report. New Delhi
10. National Health Mission (2019). Guidelines for community health and childcare services. Government of India
11. Kapur, R. (2019). Human development and family studies in India. New Delhi: S. Chand Publishing

Semester – VI

.6.3 B. Major (Elective)

Course Titles	Program planning for community work (Th+Pr)
Course Credits	4 (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to:
	1. Understand concepts and principles of program planning in community work.
	2. Identify community needs using participatory and scientific methods.
	3. Design community-based programs based on local needs.
	4. Implement community development activities effectively.
	5. Monitor and evaluate community programs.
	6. Develop leadership and teamwork skills in community settings.
Module 1 (Credit 1): Introduction to Human Ecology and Community Work	
Learning Outcomes	After learning the module, learners will be able to:
	1. Define Home Science and Community Work.
	2. Explain philosophy and principles of Home Science.
	3. Describe historical development of Home Science.
	4. Identify branches of Home Science.
	5. Explain relevance to family and society.
	6. Understand role in national development.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Introduction to Home Science <ul style="list-style-type: none"> ○ Definition and concept of Home Science ○ Philosophy and principles ○ History and development ○ Branches of Home Science • Unit 2: Development and Relevance <ul style="list-style-type: none"> ○ Relevance to family and society ○ Role in technological and commercial development ○ Role in national development
Module 2 (Credit 1): Human Ecology and Community Science	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. Define Human Ecology. 2. Explain interdisciplinary nature.

	3. Describe relationship with other disciplines.
	4. Identify scope and applications.
	5. Recognize career opportunities.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Basic Concepts <ul style="list-style-type: none"> ○ Definition of Human Ecology ○ Interdisciplinary nature ○ Relationship with other disciplines ○ Scope and applications ○ Contribution to quality of life • Unit 2: Career Opportunities <ul style="list-style-type: none"> ○ Entrepreneurship opportunities ○ Professional roles ○ Industrial roles ○ Research and government opportunities
Module 3 (Credit 1): Program Planning Process in Community Work	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain meaning and importance of program planning.
	2. Describe principles of program planning.
	3. Identify steps in planning process.
	4. Conduct community need assessment.
	5. Prepare objectives and action plans.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Principles and Steps <ul style="list-style-type: none"> ○ Meaning of program planning ○ Importance of program planning ○ Principles of program planning ○ Steps in program planning ○ Identification of community needs • Unit 2: Planning Techniques <ul style="list-style-type: none"> ○ Situational analysis ○ Resource identification ○ Setting objectives ○ Preparation of plan of work
Module 4 (Credit 1): Implementation, Monitoring and Evaluation	
Learning	After learning the module, learners will be able to:

Outcomes	1. Organize community programs.
	2. Apply leadership and teamwork skills.
	3. Use communication techniques.
	4. Monitor community programs.
	5. Evaluate program effectiveness.
	6. Prepare reports and documentation.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Implementation <ul style="list-style-type: none"> ○ Organizing community programs ○ Leadership and teamwork ○ Communication techniques ○ Community participation methods • Unit 2: Monitoring and Evaluation <ul style="list-style-type: none"> ○ Monitoring methods ○ Evaluation techniques ○ Reporting and documentation ○ Feedback and follow-up

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

- Community survey and need assessment
- Preparation of community profile
- Development of program plan
- Organization of community activity
- Preparation of evaluation report
- Documentation of field work

References:

1. Dahama, O. P., & Bhatnagar, O. P. Extension and Rural Welfare.
2. Supe, S. V. An Introduction to Extension Education.
3. Reddy, A. A. Extension Education.
4. Leagans, J. P. Program Planning in Extension Education.
5. Chambers, R. Rural Development: Putting the Last First.
6. Oakley, P., & Marsden, D. Approaches to Participation in Rural Development.

Semester – VI

.6.3 C. Major (Elective)

Course Titles	Fashion Designing (Th+Pr)
Course Credits	4 Credit's (2 Th +2 Pr)
Course Outcomes	After learning the module, learners will be able to:
	1. Acquire knowledge about fashion designing
	2. Create and illustrate their own designs
	3. Recognize the role of the retail industry
	4. Review the role and work of fashion designers
	5. Describe sustainable fashion
Module 1 (Credit 1): Fashion History and Trends	
Learning Outcomes	After learning the module, learners will be able to:
	1. Explain history of fashion from ancient to modern era
	2. Illustrate various traditional costumes
	3. Gain knowledge of fashion forecasting
	4. Recognize the role of fashion designers
	5. Acknowledge sustainable fashion concept
Content Outline	<ul style="list-style-type: none">• History of fashion• Various trends in fashion• Evolution of fashion (ancient to modern)• Indian traditional costumes• Fashion forecasting• Sustainable fashion• Role of fashion designer• Fashion designers in India
Module 2 (Credit 2): Fashion Marketing and Merchandising	
Learning Outcomes	After learning the module, learners will be able to:
	1. Assess the role of fashion merchandiser
	2. Comprehend the basics of fashion marketing
	3. Access how fashion brands operate
	4. Describe costing and pricing related to fashion industry
Content Outline	<ul style="list-style-type: none">• Fashion marketing• Fashion business basics• Brand development and positioning

	<ul style="list-style-type: none"> • Consumer insights • Fashion merchandising • Visual merchandising • Costing, pricing and budgeting
Module 3 (Pr) (Credit 1): Fashion Collection Development	
Learning Outcomes	After learning the module, learners will be able to:
	1. Express creativity through sketching and apply ideas on garments
	2. Develop own ideas for various themes
	3. Interpret complete fashion collection
Content Outline	<ul style="list-style-type: none"> • Theme selection • Mood board • Story board • Colour board • Designing and developing a complete collection
Module 4 (Pr) (Credit 1): Fashion Illustration	
Learning Outcomes	After learning the module, learners will be able to:
	1. Implement the knowledge of fashion illustration for sketching various garments and accessories
	2. Showcase their ideas
	3. Render garment shaping devices with dexterity
Content Outline	<ul style="list-style-type: none"> • Fashion figure and figure analysis • Illustrating female, male and children • Illustration for different garment categories (bridal, casual, party wear, etc.) • Digital illustration • Fabric rendering • Rendering of shaping devices

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

- Making portfolio of fashion figures
- Illustration of any one garment category
- Design any one board using own theme

Assessment Scheme:

- External: 50 Marks
- Internal: 50 Marks
- Portfolio making

- Creating design board
- Continuous evaluation

References:

1. Rosenau, J. & Wilson, D. Apparel Merchandising, Fairchild Publications, 2006
2. Sontakki, C. Marketing Research, Himalaya Publishing House Pvt. Ltd., 2006
3. Leslie, D. Burns. The Business of Fashion, Fairchild Publications, 2002
4. Baling, B. Fashion Sketch Book, Delhi Publications, 2005
5. Allen, A. & Seaman, J. Fashion Drawing, Basic Principles, London, B.T. Batsford, 1993
6. Bhargav, R. Fashion Illustration and Rendering, Delhi Publications, 2005

Semester – VI

.6.4 Minor Stream

Course Titles	Community Health (Th)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to:
	1. Explain the concept, scope, and importance of community health.
	2. Identify major determinants influencing community health.
	3. Describe common communicable and non-communicable diseases and preventive measures.
	4. Apply principles of nutrition, hygiene, and sanitation in daily life.
5. Demonstrate awareness of national health programs and community participation.	
Module 1 (Credit 1): Introduction to Community Health	
Learning Outcomes	1. Understand the concept, definition, and dimensions of health in a holistic manner.
	2. Explain the scope and importance of community health in improving population well-being.
	3. Identify and analyze various determinants affecting health at individual and community levels.
	4. Interpret key health indicators such as mortality, morbidity, and life expectancy.
	5. Apply community health concepts for disease prevention, health promotion, and better quality of life.
Content Outline	<ul style="list-style-type: none">• Unit 1: Definition and concept of health• Unit 2: Dimensions of health – Physical, Mental, Social, Environmental• Unit 3: Concept and scope of community health• Unit 4: Determinants of health – Biological, Environmental, Socio-economic, Lifestyle• Unit 5: Health indicators – Mortality, Morbidity, Life expectancy
Module 2 (Credit 1): Diseases and Preventive Healthcare	
Learning Outcomes	1. Explain the meaning, causes, and types of communicable and non-communicable diseases.
	2. Describe various modes of disease transmission and their impact on public health.
	3. Identify common diseases such as tuberculosis, malaria, dengue, diarrhea, diabetes, and hypertension.

	4. Recognize preventive measures and control strategies for both communicable and non-communicable diseases.
	5. Apply healthy lifestyle practices to prevent diseases and promote overall well-being.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Communicable diseases – Meaning and causes • Unit 2: Modes of disease transmission • Unit 3: Prevention of Tuberculosis, Malaria, Dengue, Diarrhea • Unit 4: Non-communicable diseases – Diabetes, Hypertension • Unit 5: Prevention through healthy lifestyle practices <ul style="list-style-type: none"> ○ Personal hygiene and environmental hygiene ○ Safe drinking water and sanitation practices ○ Waste disposal methods and importance of sanitation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

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

Semester – VI**.6.5 Minor Stream**

Course Titles	Management of NGOs (Th+Pr)
Course Credits	4 Credit's (2 Th + 2 Pr)
Course Outcomes	After going through the course, learners will be able to:
	1. Understand the concept and role of NGOs
	2. Explain NGO registration and legal framework
	3. Apply NGO management principles
	4. Prepare project proposals and reports
	5. Demonstrate field-based NGO skills
Module 1 (Theory Credit): Introduction to NGOs	
Learning Outcomes	After learning the module, learners will be able to:
	1. Define NGOs
	2. Identify types of NGOs
	3. Understand roles in development
	4. Recognize functions of NGOs
Content Outline	<ul style="list-style-type: none"> • Unit 1: Meaning and definition of NGOs • Unit 2: History and evolution of NGOs • Unit 3: Types of NGOs (National, International, Voluntary Organizations) • Unit 4: Role of NGOs in community development • Unit 5: Functions and objectives of NGOs
Module 2 (Theory Credit): NGO Formation and Legal Framework	
Learning Outcomes	After learning the module, learners will be able to:
	1. Understand NGO formation steps
	2. Identify legal structures
	3. Explain registration procedures
	4. Follow ethical guidelines
Content Outline	<ul style="list-style-type: none"> • Unit 1: Steps in NGO formation • Unit 2: Legal forms – Trust, Society, Section 8 Company • Unit 3: Registration procedures • Unit 4: Government policies and regulations • Unit 5: Ethical practices in NGOs
Module 3 (Theory Credit): Management of NGOs	

Learning Outcomes	After learning the module, learners will be able to:
	1. Apply management principles
	2. Understand leadership roles
	3. Plan NGO activities
Content Outline	4. Monitor programs
	Unit 1: Principles of NGO management
	Unit 2: Organizational structure and governance
	Unit 3: Leadership and teamwork
Module 4 (Theory Credit): Financial Management and Resource Mobilization	Unit 4: Planning and implementation of NGO programs
	Unit 5: Monitoring and evaluation
	Learning Outcomes
	After learning the module, learners will be able to:
Content Outline	1. Prepare budgets
	2. Identify funding sources
	3. Maintain financial records
	4. Ensure accountability
Learning Outcomes	• Unit 1: Budget preparation
	• Unit 2: Fundraising methods and funding sources
	• Unit 3: Financial record keeping
	• Unit 4: Reporting systems
	• Unit 5: Resource mobilization techniques

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

- Working in the NGOs

References:

1. Kumar, A. *Management of Non-Governmental Organizations*.
2. Lewis, D. *The Management of Non-Governmental Development Organizations*.
3. Edwards, M. *NGO Management*.
4. Smillie, I. *The Alms Bazaar*.
5. Fisher, J. *Nonprofits and Governments*.

Semester – VI

.6.6 On-Job Training (OJT)

Course Titles	Internship in Relevant Field (Pr)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to:
	1. Gain hands-on experience of applying theoretical concepts in a practical setting.
	2. Summarize the existing working practices, conditions, and acquire in-depth technical knowledge.
	3. Enhance problem-solving, reporting, and professional communication skills in real-life scenarios.
	4. Develop insight into a professional industry.
	5. Explore possible career aspirations.
	6. Develop documentation, observations, and outcomes in a professional internship report.
Internship in relevant field	
Learning Outcomes	The student will be able to:
	1. Get hands-on training in a real field setting.
	2. Explain the issues and strategies organizations work on.
	3. Apply theoretical knowledge to practical tasks in industry or community settings.
	4. Conduct tasks under professional supervision.
	5. Strengthen their professional skills and interpersonal relationships.
Content Outline	<ul style="list-style-type: none"> • Internship Structure & Training Areas: <ul style="list-style-type: none"> ○ The students will be placed in an organization/industry for six weeks. ○ The students should complete training in any thrust areas of Home Science (Human Ecology & Community Sciences). • Areas: <ul style="list-style-type: none"> ○ ICDS Anganwadi centers ○ Centers working for children and adults ○ NGOs ○ Nursery / Pre School ○ Counseling Centers ○ Food Processing Units

	<ul style="list-style-type: none"> ○ Hotels or catering services ○ Hospitals / Clinics ○ Wellness centers ○ Textile Industry ○ Fashion houses or boutiques ○ Garment Industry ○ Corporate sector ○ Entrepreneurs ○ Interior designing firms ○ Event management companies ○ Social welfare organizations and Government agencies ● Internship Activities: <ul style="list-style-type: none"> ○ Orientation to Training Areas ○ Observing roles and responsibilities in the organization ○ Participation in assigned tasks ○ Monitoring and maintaining records ○ Observing and assisting in ongoing tasks ○ Interaction with professionals
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Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

- Maintain a daily work log or internship diary
- Participate in assigned professional tasks
- Collect relevant data and observations
- Prepare a comprehensive internship report
- Deliver a presentation on their experience

Assessment Scheme:

Internal Evaluation – 50 Marks:

- Daily work log / diary
- OJT report (Introduction, objectives, activities, learning outcomes)
- Presentation / Viva

External Evaluation – 50 Marks:

- Supervisor’s evaluation (Evaluation criteria to be provided by the college)