



SNDT Women's University, Mumbai

**Open Electives Course (OEC)
for
Students of Faculty of Commerce and
Management
for
Semester – I**

As Per NEP – 2020

**Syllabus
(WEF. 2025-2026)**

OEC for Semester I

Sr. No.	Subject code	Title
1	10410611	Entrepreneurship Development
2	10410111	English for Empowerment - Paper I (For Students of Non-English Medium)
3	10410711	Evolution of the Universe and the Earth
4	10410811	Indian Pastimes, Food and Fashions through the Ages
5	10410911	Women in Indian National Movement
6	10411011	Psychology of Adjustment and Coping
7	10411111	Current Social Issues in India
8	10410411	मराठी चित्रपट
9	10410311	फिल्म रसास्वादन
10	10410511	Manav Jeevan Evam Yoga (मानवजीवनं एवं योगः)
11	10410211	शीर्षो गजु रात्री - प्राथमिक
12	10441221	Calligraphy (P)
13	10443111	Introduction to Digital Media
14	10444222 OR 10444111	Fashion Photography PR OR History of Fashion TH
15	10444222 OR 10444221	Fashion Photography PR OR Writing Skills for Fashion PR
16	10444412 OR 10444111	Fabrics for Home Fashion & Apparel Th Pr OR History of Fashion TH
17	10444512	Traditional Jewelry of India TH PR

	OR 10444513	OR Jewelry Essentials TH /PR
18	10444222 OR 10444221	Fashion Photography PR OR Writing Skills for Fashion PR
19	10444411 OR 10444111	Traditional Textiles of India OR History of Fashion
20	10430511	Basics of Child Care & Development (Th)
21	10432611	Herbal Science
22	10432111	Dyes and Pigment
23	10434311	Haematology-I (Theory + Practical)
24	10430911	Fashion Photography
25	10430611	Applied Science (Theory & Practical)
26	10430111	Cuisines Of India – I (Theory and Practical)
27	10430311	Food Preservation (2 Th + 2 Pr)
28	10430211	Nutrition for Optimal Health (Th)
29	10430411	Basics of Child Care & Development (Th)
30	10432311 10432312 10432313	Mathematics for Business and Management – I or Bio-Mathematics-I or Basic Mathematics for competitive examination
31	10432511	Microbiology In Everyday Life (Theory)
32	10432211	Electrical and Electronic gadgets for all
33	10430711	Fashion Studies
34	10432411	Nutrition & Health

Course Title	Entrepreneurship Development
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Describe the entrepreneurship process.
	<ul style="list-style-type: none"> • Explain the types and role of entrepreneurs
	<ul style="list-style-type: none"> • Discuss the various Government Schemes for entrepreneur development schemes
	<ul style="list-style-type: none"> • Case studies of successful entrepreneurs
Module 1(Credit 1)	Process of Entrepreneurship
Learning Outcomes	After learning the module, learners will be able to
	1.Explain the Concept & Functions of an Entrepreneur.
	2.Summarize the process of Entrepreneurship.
	3.Describe the Classification of Entrepreneurship in Different Basis
Content Outline	1.1 Concept & Functions of an Entrepreneur 1.2 Evolutionary Approach 1.3 Process of Entrepreneurship <ul style="list-style-type: none"> a. Decision Making b. Communication skills c. Time Management d. Entrepreneur as a Business Leader 1.4 Classification of Entrepreneurship in Different Basis
Module 2 (Credit 1)	Types & Role of Entrepreneur
Learning Outcomes	After learning the module, learners will be able to
	1.Discuss the types of entrepreneurs.
	2.Identify the role of Entrepreneur in developed and developing countries.
	3.Illustrate the impact of Globalization on entrepreneurs.
Content Outline	2.1 Types of Entrepreneurships: Opportunistic vs survival 2.2 Fabian & Drone & Their Respective Characteristics. 2.3 Role of Entrepreneur in developed and developing countries. 2.4 Impact of Globalization, Liberalizations and Privatization on entrepreneurship, neo protectionism.
Module 3 (Credit 1)	Entrepreneurship Development Programme (EDP)

Learning Outcomes	After learning the module, learners will be able to
	1.Discuss the : Concept, Objectives, Phases, Importance of EDP
	2.Explain the skill development programme
	3.Identify the Start-up and Opportunity for women through training and internships
	4.Analyze the progress of Entrepreneurship Development in India
Content Outline	3.1 EDP: Concept, Objectives, Phases, Importance, 3.2 Entrepreneurial Training and Development. 3.3 Ministry of skill development, NEAS, DEDC. 3.4 Start-up and Opportunity for women through training and internships. 3.5 Entrepreneurship Development in India
Module 4 (Credit 1) Factors Affecting Entrepreneurial Development	
Learning Outcomes	After learning the module, learners will be able to
	1.Explains the factors affecting Entrepreneurial development.
	2.Discuss the importance of Cultural & Political Factors in success of Entrepreneurial development.
	3.Describe the psychology and technological relationship in success
	4.Identify the international factors effect on Entrepreneur's development.
Content Outline	4.1 Internal & External Factors 4.2 Personal Factors – Family Background 4.3 Socio-economic Factors 4.4 Cultural & Political Factors 4.5 Psychological Factors 4.6 Technological Factors 4.7 Educational & International Factors

Component	Details
Course Title	English for Empowerment – Paper I (For Students of Non-English Medium)
Course Credits	4
Course Outcomes	<ol style="list-style-type: none"> 1. Use literary texts as a context for learning language in use. 2. Listen and use language in context. 3. Learn the building blocks of paragraph writing. 4. Use the building blocks of paragraph writing to transfer information visually and verbally. 5. Understand and apply rules of email writing and letter writing. 6. Use the system of sounds in English.

Module 1	Details
Title	Reading Short Stories
Credits	1
Learning Outcomes	<ol style="list-style-type: none"> 1. To develop reading skills. 2. To comprehend literary texts.
Content Outline	Prescribed Texts: - 'Unnikatha' by M. Mukundan. - 'Girls' by Mrinal Pande. <i>Yuvakatha</i> , Vol. 4, Ed. by Geeta Dharmarajan, Katha Publications, New Delhi, 1996.

Module 2	Details
Title	Language in Use
Credits	1
Learning Outcomes	<ol style="list-style-type: none"> 1. Build vocabulary. 2. Learn word-formation. 3. Learn English grammar (Nouns and their types, Subject-Verb Agreement). 4. Use tenses. 5. Use linking words. 6. Skimming and scanning.
Content Outline	Prescribed Content: - Vocabulary. - Grammar – Nouns and their types, Subject-Verb Agreement. - Exercises on Tenses. - Exercises on linking words. - Skimming and Scanning.

Module 3	Details
Title	Writing Paragraphs and Letters
Credits	1
Learning Outcomes	<ol style="list-style-type: none"> 1. Build sentences and write paragraphs. 2. Learn how to write informal letters.
Content Outline	Prescribed Grammar Components: - Coherence and cohesion. - Information transfer.

Module 3	Details
	- Introduction to letter writing/emails (informal - requests and invitations).

Module 4	Details
Title	Listening and Speaking
Credits	1
Learning Outcomes	1. Understand spoken English. 2. Respond to spoken structures.
Content Outline	Prescribed Components: - <i>A Course in Listening & Speaking – I</i> (Chapters 1 to 5) by V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, Cambridge Univ. Press, 2014.

Course Title	Evolution of the Universe and the Earth
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Describe the origin of the Universe and the Earth
	2. Comprehend the Solar System
	3. Summarize the various layers and it's evolution of the Earth
	4. Categories the properties of the Earth
Module 1(Credit 1): The Origin of the Universe:	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the various theories related to the Universe
	2. Explain the formation of Galaxies and Stars
Content Outline	1.The Origin of the Universe: 1.1 Theories related to the Universe 1.2 Nebulae Hypothesis 1.3 Binary Theories 1.4 Big Bang Theory 1.5 Formation of Galaxies and Stars
Module 2(Credit 1): Our Solar System:	
Learning Outcomes	After learning the module, learners will be able to
	1. Compare the various Planets of the Our Solar System
	2. Discuss the Characteristics of the Moon
Content Outline	2. Our Solar System: 2.1 Mercury 2.2 Venus 2.3 Earth 2.4 Mars 2.5 Jupiter 2.6 Saturn 2.7 Uranus 2.8 Neptune

	2.9 Moon
Module 3(Credit 1): Evolution of the Earth:	
Learning Outcomes	After learning the module, learners will be able to
	1. Discuss the evolution of the various layer of the Earth
	2. Explain the evolution of the life on the Earth
Content Outline	3. Evolution of the Earth 3.1 Evolution of the Lithosphere 3.2 Component of Hydrosphere 3.3 How Atmosphere Developed 3.4 Origin & Evolution of Life on the Earth
Module 4(Credit 1): The Earth and It's Properties:	
Learning Outcomes	After learning the module, learners will be able to
	1. Acquaint the properties of the Earth
	2. Describe the Characteristics of the Earth
Content Outline	4.The Earth and It's Properties 4.1 The Earth 4.2 Position of the Earth with respect to the Sun 4.3 Properties of the Earth 4.5 Characteristics of the Earth

Course Title	Indian Pastimes, Food and Fashions through the Ages
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. examine the changing conceptions of leisure and pastimes from antiquity to the modern period
	2. comprehend and appreciate the broad range of sports in India
	3. discuss the rich food culture of India
	4. analyse the different styles of fashion in India
	5. interpret the diversity of India
Module 1 (Credit 1) : Understanding Leisure, Pleasure and Pastimes through the ages	
Learning Outcomes	After learning the module, learners will be able to
	1. identify and enlist popular amusements for various social classes in India
	2. analyse the concepts of leisure and pastimes from ancient to modern period
Content Outline	<ul style="list-style-type: none"> ➤ Leisure and pastimes from antiquity to modern times: meaning and scope ➤ Select Royal pastimes (hunting, equestrian sports, Ganjifa, etc.) ➤ Select Popular amusements (fairs and festivals, Urus, Ramleela, Taboot, Taash, kite-flying etc.)
Module 2 (Credit 1) Pastimes: Play, Movement and Competition	
Learning Outcomes	After learning the module, learners will be able to
	1. demonstrate the conditions under which select games became sports in the modern period
	2. recognize the traditional sports that cater to the human instinct for movement and competition
Content Outline	<ul style="list-style-type: none"> ➤ Board Games -<i>Chaupar/ Pachisi</i>, Snakes and Ladders, <i>Chaturanga</i> ➤ Cultures of the Body: <i>Kushti, Mallakhambha</i> and <i>Kalaripayattu</i> ➤ Games to Modern Sport: <i>kho-kho, kabaddi</i> and <i>atya-patya</i>

Module 3 (Credit 1) History of Food in India	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the diversity of food in India
	2. evaluate the influence on Indian food through global networks
	3. analyse the changing food patterns in India
Content Outline	<ul style="list-style-type: none"> ➤ Diversity of Food in India: An Overview ➤ Global Networks of Food : Influence of Persians, Mughals, Portuguese ➤ Changing Food Patterns in Modern Times: Beverages, Street Food, Cafes, Restaurants, Fast Food
Module 4 (Credit 1) History of Fashions in India	
Learning Outcomes	After learning the module, learners will be able to
	1. assess the diversity of Fashions in India
	2. analyse Fashions through Indian art and literature
	3. examine the various styles of Indian sarees
Content Outline	<ul style="list-style-type: none"> ➤ Diversity in Fashions: Costumes, Hairstyles, Jewellery ➤ Reflection of Fashions in Indian Art (Sculpture, Paintings and Murals and Literature) ➤ Diversity in traditional sarees: Paithnai, Patola, Kanjivaram, Banarasi, Bandhani, Kantha etc.(any two)

Course Title	Indian Tourism: Principles and Practices
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. get introduced to the fundamental concepts and trends of tourism
	2. describe the beginnings of modern tourism in India
	3. identify the contours of the tourist industry in India
	4. critically assess the significance and impact of tourism
Module 1 (Credit 1) History of tourism in India	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the historical context of tourism
	2. demonstrate an understanding of the origins and shifts in India's tourism policy
Content Outline	<ul style="list-style-type: none"> ➤ Travel to and travels within ancient and medieval India ➤ Beginnings of modern tourism in India – Sir John Sargent Committee on tourism ➤ Tourism in independent India – India's First Tourism Policy in 1982, National Tourism Policy 2002 and Draft National Policies (2015, 2023)
Module 2 (Credit 1) Definitions and Trends	
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and definitions associated with tourism
	2. describe the nature of tourism from and to India
Content Outline	<ul style="list-style-type: none"> ➤ Definitions- travel, tourism, excursion, visits ➤ Definitions- Domestic and international tourism, inbound and outbound tourism ➤ Trends of inbound and outbound tourism
Module 3 (Credit 1) Tourism Industry- Organizations and agencies	
Learning Outcomes	After learning the module, learners will be able to
	1. identify major national and state-level tourism organizations
	2. examine the structure of the tourism industry
Content Outline	<ul style="list-style-type: none"> ➤ Industry- structure and stakeholders (Transport, accommodation, etc.) ➤ Government agencies- ITDC (Indian Tourism Development Corporation) and State Tourism Development Corporations ➤ Tourism agents and tour operators (TATO)

Module 4 (Credit 1) Significance and impact of tourism	
Learning Outcomes	After learning the module, learners will be able to
	1. assess the overall impact of tourism
	2. discuss the significance of tourism to the economy
Content Outline	<ul style="list-style-type: none">➤ Socio-cultural impact of tourism➤ Economic impact and significance➤ Challenges- Sustainable tourism/ responsible tourism

Course Title	Women in Indian National Movement
Course Credits	4
Course Outcomes	After going through the course, learners will be able:
	1. To identify the nature of participation of women in Indian National Movement.
	2. To explain handling of women issues by different movements in pre independence India.
	3. To highlight the women's role and contribution to different socio-political movements in pre independence India
	4. To identify role played by women representatives in constitution making in India.
Module 1 - Women in Social Reform movements	
Learning Outcomes	After learning the module, learners will be able:
	1.To evaluate the role of women in social reform movement in India
	2.To explain various issues faced by women and the strategies for reform
Content Outline	Women in Social Reform movements 1. Tarabai Shinde, Savitribai Phule, Fatimabibi, Anandi Joshi 2. Social reform Movements in Bengal & Bombay Province, a. Brahmo Samaj, b. Satyashodhak Samaj, Women's Role in Armed Revolutionary Movement
Module 2 - Women's Role in Gandhian Movement	
Learning Outcomes	After learning the module, learners will be able:
	1.To analyze Gandhi's views on role of women and their contribution of women in Gandhian movement
	2. assess the objectives, methods, and outcomes of movements, and assess their significance in the context of India's struggle for independence.
	3. To examine the strategies that Gandhi employed to mobilize women, the challenges faced, and the lasting impact of his initiatives on women's social and political engagement in India.

Content Outline	Women's Role in Gandhian Movement <ol style="list-style-type: none"> 1. Gandhian Movement – Gandhi's Views on Women, Non Cooperation, Civil Disobedience, 1942 – Quit India Movement, 2. Gandhi's Role in bringing women in public sphere
Module 3 - Women and Ambedkarite and Left Movements	
Learning Outcomes	After learning the module, learners will be able:
	1. identify Dr. Ambedkar's views on women
	<ol style="list-style-type: none"> 2. To analyze role played by women in anti-caste movement and leftist movement in India 3. To evaluate the contribution of left movements in mainstreaming women in politics
Content Outline	Women and Ambedkarite Movements <ol style="list-style-type: none"> 1. Dr. Ambedkar's Views on Women 2. Mahad Satyagraha, Kala ram Temple Movement Women and the Left Movements <ol style="list-style-type: none"> 1. Women in Working class movement, 2. Women in peasant movement – with reference to Tebhaga and Telengana, 3. Women's organization in Leftist Milieu
Module 4 - Women in the Constituent Assembly	
Learning Outcomes	After learning the module, learners will be able:
	1. To know the social profile and contribution of women representatives.
	2. To evaluate the discussion of women representatives in assembly
Content Outline	Women in the Constituent Assembly <p>Prominent Women in the Constituent Assembly, their background</p> <ol style="list-style-type: none"> 1. Women's contribution to debates in the Constituent Assembly& their work on committees,

Course Title	PSYCHOLOGY OF ADJUSTMENT AND COPING
Course Credits	04
Course Outcomes	After going through the course, learners will be able to
	1. Discuss the concept of adjustment and apply it for improving academic performance
	2. Monitor stress and apply tactics to overcome it.
	3. Monitor Self-control and use various strategies in coping process
	4. Understand how impressions are formed
	5. Apply various compliance tactics
Module 1(Credit 1): Introduction to Adjustment and Happiness	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the concept of adjustment
	2. Discuss the various determinants of happiness
	3. Apply effective study habits
	4. Discuss various mnemonics
Content Outline	1.1 Psychology of Adjustment 1.2 Scientific Approach to behavior 1.3 The Root of Happiness 1.4 Application to Academics
Module 2(Credit 1): Stress: Nature and Management	
Learning Outcomes	After learning the module, learners will be able to
	1. Describe nature of stress
	2. Differentiate between primary and secondary appraisal of stress
	3. Summarize the effects of stress
Content Outline	2.1 Nature and types of Stress 2.2 Response to stress 2.3 Psychological and Physical effects of stress 2.4 Monitor your stress
Module 3(Credit 1): Common Coping Patterns	
Learning Outcomes	After learning the module, learners will be able to
	1. Describe variety of Coping strategies that people use

	2. Discuss distinctive styles of coping
Content Outline	3.1 Appraisal Focused Coping 3.2 Problem Focused Coping 3.3 Emotion Focused Coping 3.4 Monitor your Self Control
Module 4(Credit 1): Social Thinking and Social Perception	
Learning Outcomes	After learning the module, learners will be able to
	1. Describe sources of information people use to form impressions
	2. Explain how old fashioned and modern discrimination differs
	3. Describe several compliance strategies
Content Outline	4.1 Impression Formation 4.2 Prejudice- Old vs modern 4.3 Power of Persuasion 4.4 Social Pressure & Compliance Strategies

Course Title	Current Social Issues in India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Discuss the current social issues in India.
	<ul style="list-style-type: none"> • empowered to face social problems.
	<ul style="list-style-type: none"> • aware about the current issues in Society • define and discuss the problems and related to human in Indian society
Module 1 (Credit 1)	Inter-group Conflict
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • analyze the stratifications of Indian society in terms of communalism and its problems.
	<ul style="list-style-type: none"> • Review causes and impact of inter-group conflicts in Indian Society.
Content Outline	<ul style="list-style-type: none"> • Communalism. • Casteism. • Regionalism.
Module 2 (Credit 1)	Population Issues
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • identify the causes and impact of over population in India.
	<ul style="list-style-type: none"> • Clarify how over population perpetuates different social problems in India.
Content Outline	<ul style="list-style-type: none"> • Overview of World Population • Causes and Impact of Population Explosion in India • Measures to control population problem
Module 3 (Credit 1)	Problems Related to Disorganization
Learning Outcomes	<ul style="list-style-type: none"> • After learning the module, learners will be able to
	<ul style="list-style-type: none"> • explain the causes and impact of problems related to disorganization in Indian Society.
	<ul style="list-style-type: none"> • explore the prevalence of human trafficking in Indian society.
Content Outline	<ul style="list-style-type: none"> • Farmer suicide- causes, impact & preventive measures. • Girl and Women Trafficking. • Terrorism
Module 4 (Credit1)	Issues related to Child, Women and Elderly
Learning Outcomes	<ul style="list-style-type: none"> • After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Get familiar with the issues related to child and elderly persons in India.
	<ul style="list-style-type: none"> • Get Knowledge of women, child labour and elderly legislative.
Content Outline	<ul style="list-style-type: none"> • Child Labour: Meaning, Causes & Preventive and Legislative measures. • Violence Against Women: Causes & Preventive and Legislative measures. • Problems of Elderly: causes & Preventive and Legislative measures

Course Title	मराठी चित्रपट
Course Credits	4 श्रेयांक
Course Outcomes	After going through the course, learners will be able to
	1. चित्रपट या माध्यमाचे स्वरूप व वेगळेपण स्पष्ट करणे.
	2. मराठी चित्रपटात समाजाचे प्रतिबिंब कसे दर्शविले जाते याचा अभ्यास करणे
	3. मराठीतील महत्वाच्या चित्रपटांचे अध्ययन करणे
	4. मराठीतील चित्रपटांची परंपरा व बदलते स्वरूप अभ्यासणे
Module 1 (Credit 1) मराठी चित्रपट	
Learning Outcomes	After learning the module, learners will be able to
	1. चित्रपट या माध्यमाचे स्वरूप लक्षात येईल.
	2. मराठी चित्रपटांची परंपरा, बदलते स्वरूप व वेगळेपण समजेल 3. चित्रपटाचे साहित्यिक घटक व तांत्रिक घटक यांची ओळख होईल.
Content Outline	<ul style="list-style-type: none"> चित्रपट या माध्यमाचे स्वरूप समजून घेणे मराठी चित्रपटाचे बदलते स्वरूप व वेगळेपण समजून घेणे चित्रपटाचे घटक (अ) साहित्यिक घटक (ब) तांत्रिक घटक
Module 2 (Credit 1) - आम्ही दोघी	
Learning Outcomes	After learning the module, learners will be able to
	1. 'आम्ही दोघी' या चित्रपटाचे स्वरूप व आशयसूत्र समजून घेता येईल.
	2. 'आम्ही दोघी'मधील स्त्रीजीवन, सामाजिकता व कौटुंबिक जीवन समजेल.
Content Outline	<ul style="list-style-type: none"> 'आम्ही दोघी' चित्रपटाचे स्वरूप, आशयसूत्र व रचनाविशेष 'आम्ही दोघी' चित्रपटातील स्त्रीजीवन 'आम्ही दोघी' चित्रपटातील सामाजिकता व कौटुंबिकता
Module 3 (Credit 1)- नटसम्राट	
Learning Outcomes	After learning the module, learners will be able to
	1. नटसम्राट चित्रपटाचे स्वरूप व आशयसूत्र समजून घेता येईल.
	2. नटसम्राटमधील वृद्धांचे जीवन, कौटुंबिक जीवन समजून घेता येईल.
Content Outline	<ul style="list-style-type: none"> नटसम्राट चित्रपटाचे स्वरूप, आशयसूत्र व रचनाविशेष नटसम्राटमधील वृद्धांचे जीवन व समस्या नटसम्राटमधील कौटुंबिक ताणतणाव
Module 4 (Credit 1)- नाळ	
Learning Outcomes	After learning the module, learners will be able to
	1. नाळ चित्रपटाचे स्वरूप व आशयसूत्र समजून घेता येईल.
	2. नाळमधील बालविश्व, कौटुंबिक जीवन समजून घेता येईल.

Content Outline	<ul style="list-style-type: none">• नाळ चित्रपटाचे स्वरूप, आशयसूत्र व रचनाविशेष• नाळ चित्रपटातील बालविश्व• नाळ चित्रपटातील सामाजिकता व कौटुंबिक वातावरण

Course Title पाठ्यक्रम शीर्षक	फिल्म रसास्वादन
Course Credits पाठ्यक्रम श्रेयांक	4
Course Outcomes पाठ्यक्रम परिणाम	After going through the course, learners will be able to पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी.
	1. छात्राएं हिंदी फिल्म निर्माण प्रक्रिया के विविध पहलुओं से परिचित होंगी.
	2. छात्राएं फिल्मों में प्रयुक्त हिंदी भाषा के स्वरूप से परिचित होंगी.
	3. छात्राएं फिल्मों के सामाजिक, सांस्कृतिक प्रदेय से अवगत होंगी.
	4. छात्राओं में फिल्मों के रसास्वादन के नई दृष्टि विकसित होंगी.
	निर्धारित फिल्में: 1. तीसरी कसम- बासु भट्टाचार्य, 2. नदिया के पार- गोविंद मुनिस , 3. लज्जा – राजकुमार संतोषी 4. दामुल – प्रकाश झा
● Module 1 (Credit 1) तीसरी कसम- निर्देशक -बासु भट्टाचार्य	
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं :
	1. छात्राओं में फिल्मों देखने का वैचारिक दृष्टिकोण विकसित हुआ.
	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं .
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● फिल्म निर्माण प्रक्रिया के विविध पहलु ● तीसरी कसम- निर्देशक -बासु भट्टाचार्य ● रसास्वादन के आधार बिंदु : निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत संगीत, संवाद, उद्देश्य, संदेश, प्रभाव
● Module 2 (Credit 1) दामुल - निर्देशक -प्रकाश झा	
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.
	1. छात्राएं निर्देशकीय दृष्टिकोण से परिचित हुईं.
	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं.

Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● दामुल - निर्देशक -प्रकाश झा ● रसास्वादन के आधार बिंदु: निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत संगीत, संवाद, उद्देश्य, संदेश, प्रभाव
Module 3 (Credit 1) नदिया के पार - निर्देशक -गोविंद मुनिस	
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुई :</p>
	1. छात्राओं में फ़िल्में देखने का वैचारिक दृष्टिकोण विकसित हुआ.
	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुई .
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● नदिया के पार - निर्देशक -गोविंद मुनिस ● रसास्वादन के आधार बिंदु : निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत-गीतकार, संगीत, संवाद, उद्देश्य, संदेश, प्रभाव
Module 4 (Credit 1) लज्जा - निर्देशक -राजकुमार संतोषी	
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुई.</p>
	1. छात्राओं में फ़िल्में देखने का वैचारिक दृष्टिकोण की समझ विकसित हुई.
	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुई.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● लज्जा - निर्देशक -राजकुमार संतोषी ● रसास्वादन के आधार बिंदु: निर्देशकीय दृष्टि, कथा, समस्या, ● पात्र योजना, गीत-गीतकार, संगीत, संवाद, उद्देश्य, संदेश, प्रभाव

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षात्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

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55. सिनेमा और संस्कृति - राही मासूम रजा, राजकमल प्रकाशन प्रा.लि., बी.1, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
56. सिनेमा और समाज - विजय अग्रवाल- सत्साहित्य प्रकाशन, दिल्ली - 1995
57. लोकप्रिय सिनेमा और सामाजिक यथार्थ- जवरीमल परिख, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा. लि., 4697 / 3, अंसारी रोड, दरियागंज, नई दिल्ली - 02
58. आधुनिक हिन्दी सिनेमा का सामाजिक-राजनीतिक अध्ययन- रामावतार अग्निहोत्री- कॉमनवेल्थ प्रका., नयी दिल्ली- 1990
59. सिनेमा के सौ वर्ष- सं. - मृत्युंजय, शिल्पायन प्रकाशन, 10295, लेन नं. 1, वैस्ट गोरख पार्क, शाहदरा, दिल्ली
60. साहित्य और सिनेमा: बदलते परिदृश्य में सम्भावनाएँ और चुनौतियाँ - डॉ. शैलजा भारद्वाज, चिंतन प्रकाशन
61. फिल्म और फिल्मकार - सी. भास्कर राव - कनिष्का पब्लिकेशन, दिल्ली
62. बाज़ार के बीमार: 21वीं सदी के निर्देशक- प्रह्लाद अग्रवाल, राजकमल प्रकाशन प्रा.लि., बी., नेताजी सुभाष मार्ग, नई दिल्ली - 110002
63. हिन्दी सिनेमा के सौ वर्ष - सामयिक प्रकाशन, 3320 - 21, जटवारा, एन. एस. मार्ग, दरियागंज, नई दिल्ली - 110002
64. सिनेमा कल आज कल - विनोद भारद्वाज, वाणी प्रकाशन, 4695, 21-ए, दरियागंज, नई दिल्ली- 110002
65. सिनेमा के विविध संदर्भ - डॉ. सुरभि विप्लव प्रकाशक -अनुज्ञा बुक्स, 1/10206, लेन 1E, वेस्ट गोरख पार्क शाहदरा दिल्ली

Course Title	Manav Jeevan Evam Yoga (मानवजीवन एवं योगः)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Identify necessity of yoga in human life.
	<ul style="list-style-type: none"> demonstrate various types of yoga.
	<ul style="list-style-type: none"> compare difference features of Asanas.
	<ul style="list-style-type: none"> appraise system of Ashtangyoga and other types of yoga.
Module 1 (Credit 1) Basic elements of Yoga	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> define basic elements of yoga.
	<ul style="list-style-type: none"> appraise Yoga as a health and proper lifestyle.
Content Outline	<ul style="list-style-type: none"> Etymology, meaning and definition of the word Yoga. Objectives, practices and importance of Yoga. Scope of Yoga, Yoga as a science, Yoga as a philosophy.
	<ul style="list-style-type: none"> Yoga as a health and proper lifestyle. Ethics & dietary habits of Yoga.
Module 2 (Credit 1): Tradition and History of Yoga	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> define great tradition of yoga .
	<ul style="list-style-type: none"> appraise features of Bhavasanyama , Pranasanyama and Bhakti Yoga.
Content Outline	<ul style="list-style-type: none"> Tradition of Yoga. Historical Background of Yoga. Types of yoga -a) Bhavasanyama Yoga (Karma Yoga, Jnana Yoga and Bhakti Yoga. b) Pranasanyama Yoga (Raj Yoga, Hatha Yoga, Mantra Yoga, laya Yoga)
Module 3 (Credit 1): The Key concept of Yoga	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> define essential points of Yoga.
	<ul style="list-style-type: none"> illustrate various yoga philosophy for mind and body.

Content Outline	<ul style="list-style-type: none"> • Main points of Yoga: Shatchakra, Panch Prana, Kundalini, Nadi, Panchakosha, Triguna etc. • Yoga philosophy: Mind and personality, Ashtanga yoga, Kriya yoga.
Module 4 (Credit 1): Yoga and Human Excellence	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • explain use of great Indian tradition of Yoga.
	<ul style="list-style-type: none"> • develop correlation between Yoga and human welfare.
Content Outline	<ul style="list-style-type: none"> • Human values and personality refinement. • Yoga and human welfare. <ul style="list-style-type: none"> a) Yoga and physical improvement. b) Yoga and mental progress. c) Yoga and social progress. d) Yoga and spiritual progress.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Home Assignment - 20 Marks
2. Presentation - 10 Marks
3. Demonstration- 10 Marks
4. Class Test on Multiple Choice Questions- 10

Marks Internal Assessment Total: 50

Marks

External Assessment Total – 50 Marks

Course Title	શીખો ગુજરાતી – પ્રાથમિક
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> માન્ય ગુજરાતી ભાષાની લિપિ શીખશે ગુજરાતી સ્વરોને જાણશે ગુજરાતી વ્યંજનોને ઓળખશે ગુજરાતી જોડાક્ષર બનાવતા શીખશે ગુજરાતી .કક્કો બારાખડી લખી વાંચતા લખતા શીખશે .
Module 1 (Credit 1) ગુજરાતી ભાષા , લિપિ અને બોલી , વાણી ,ઉચ્ચારણ	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ગુજરાતી લિપિથી પરિચિત થશે . સ્વર, વ્યંજન, જોડાક્ષરોથી શબ્દો બનાવશે .
Content Outline	<ul style="list-style-type: none"> લિપિ પરિચય : સ્વર અને વ્યંજન. કક્કો બારાખડી, શબ્દો અને જોડાક્ષર .
Module 2 (Credit 1) શ્રવણ , વાંચન કૌશલ	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> શ્રવણ અને વાંચન કૌશલ શીખશે સ્પષ્ટ ઉચ્ચારણ સાથે વાંચતા શીખશે.
Content Outline	<p>શ્રવણ કૌશલ</p> <ul style="list-style-type: none"> બાળગીત બાળવાર્તા <p>વાંચન કૌશલ</p> <ul style="list-style-type: none"> નાના વાક્યો, વાર્તાઓ વાંચે. શુદ્ધ વાંચન
Module 3 (Credit 1) લેખન કૌશલ	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ગુજરાતી ભાષામાં શબ્દો, વાક્ય લખતાં શીખશે. ગુજરાતી ફૂલ પાંદડી , ગીત સંગ્રહ , વાર્તા સંગ્રહમાંથી શ્રુતલેખન કરશે.
Content Outline	<ul style="list-style-type: none"> શ્રુતલેખન શુદ્ધલેખન

Module 4 (Credit 1) પ્રશિક્ષણ , કાર્યશાળા , અભ્યાસ તાલીમ	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> ગુજરાતી ભાષામાં -પ્રત્યાયન શીખશે,કેળવશે . (ઔપચારિક અને અનૌપચારિક) ગુજરાતી ભાષાની પાયાની સમજ કેળવી લેખન કરશે .
Content Outline	<ul style="list-style-type: none"> પ્રશ્નોત્તરી : શું, કોણ, ક્યાં, કોનું, કેટલું, કયું, ક્યારે, કેવી રીતે, શા માટે સંવાદ અને લેખન : સ્વ પરિચય ,વર્ગ, ઘર, બાગ, બજાર, ગામ. (મહાવરો કરાવવો)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- ❖ 50 ગુણની (માર્ક્સની) આંતરિક પરીક્ષા લેવાશે.
- ❖ આંતરિક પરીક્ષામાં પાસ થવું અનિવાર્ય છે.
- ❖ 50 ગુણની બહિર્ગત પરીક્ષા લેવાશે .જેમાં પાસ થવું અનિવાર્ય છે.

Activities(પ્રવૃત્તિ):

અક્ષરોનું વર્ગીકરણ કરતાં શીખવું.

નવાનવા શબ્દો બનાવવા આપવા .

ચિત્ર વર્ણન દ્વારા શબ્દભંડોળ વધારવું.

સંવાદ કરવા કહેવું.

વાર્તા કહેવી .

❖ લેખિત પરીક્ષા

ખાલી જગ્યા પૂરો ,જોડકાં જોડો, ચિત્રવર્ણન , સ્વપરિચય , રંગના નામ

અંકલેખન , વાક્ય બદલે , એક -અનેક શબ્દો લખે, પર્યાયવાચી શબ્દો , વિરોધી શબ્દ .

સંદર્ભ ગ્રંથો :

1) An Intensive Course in Gujarati – Usha Nair , CIII Publication ,Mysore

2) Gujarati Bhasha Saurabh - Usha Nair , CIII Publication ,Mysore

3) Phonetic Reader Series: Language Learning &Teaching Materials Gujarati - Usha Nair,CIII Publication, Mysore

- માના ગુણ સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- અઠવાડિયું સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- સો વરસનો થા સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ચોખ્ખું ઘરનું આંગણું સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- મેં એક બિલાડી પાળી છે સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- નાની મારી આંખ સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ગાતાં મીઠાં તારા ગાન સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ઢિંગલી મેં તો બનાવી મઝાની સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ઈચ્છાઓના લીટા સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- હું ને ચંદ્ર[હંમેશ માટે મૃત કડી]

- એક બિલાડી જાડી સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- વારતા રે વારતા સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- મામાનું ઘર કેટલે સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- એકડો સાવ સળેખડો સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- દરિયાને તીર સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- કેવા હશે ?[હંમેશ માટે મૃત કડી]
- પાંખ મળી જાય સંગ્રહિત ૨૦૦૮-૧૧-૧૬ ના રોજ વેબેક મશિન
- મંદિર તારું સંગ્રહિત ૨૦૦૮-૧૧-૧૫ ના રોજ વેબેક મશિન
- મારું-તારું સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- બા મેં તો બાગમાં બાંધી નિશાળ સંગ્રહિત ૨૦૦૮-૧૧-૧૫ ના રોજ વેબેક મશિન
- અડકો દડકો દહીં દડૂકો સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- વા વા વંટોળિયા સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- રીંછ એકલું ફરવા ચાલ્યું સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- કેવું અનોખું છે મારું બાળપણ સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- પ્રાણીઓની ગાડી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- બેન અને ચાંદો સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- રંગ રંગ વાદળિયાં સંગ્રહિત ૨૦૦૮-૦૮-૨૩ ના રોજ વેબેક મશિન
- સાબુભાઈની ગાડી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- પા પા પગલી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- બા, મને ચપટી વગાડતાં આવડી ગઈ સંગ્રહિત ૨૦૦૮-૧૧-૧૫ ના રોજ વેબેક મશિન
- ચાંદા પોળી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- આવ રે બહેન સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ચકલી ચોખા ખાંડે છે સંગ્રહિત ૨૦૦૮-૧૧-૧૫ ના રોજ વેબેક મશિન
- રાતી રાતી ચણોઠડી ને બીજું રાતું બોર સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- દાદાનો ડંગોરો લીધો સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન

Course Title	Calligraphy (Pract)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> • Demonstrate the skill to assume the aesthetics of fonts and creation of fonts • Nurture individual aptitude/ interest while practice this art with the intention of expression and styles across various artistic mediums. • Get the professional skills as a calligraphic artist • Show possibilities of calligraphy as an art form, design tool and expression.
Module 1 (Credit 1) Devnagari Script Calligraphy	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Render Devnagari script using cut nib, Boru • Demonstrate anatomy of Devnagari font • Apply accurate spacing of Devnagari font
Content Outline	<ul style="list-style-type: none"> • Exercise of strokes and curves • Use of various cut nibs, Boru-strokes and curves • Basic of Devnagari calligraphy.
Module 2 (Credit 1) Gothic/ Zapf chancery Font Calligraphy	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Render Gothic/ Zapf chancery fonts using cut nib, Boru • Classify anatomy of Gothic/ Zapf chancery font • Apply accurate spacing of Gothic/ Zapf chancery font
Content Outline	<ul style="list-style-type: none"> • Exercise of strokes and curves • Use of various cut nibs, Boru strokes and curves • Basic of Gothic/ Zapf chancery font calligraphy.
Module 3(Credit 1) Introduction to Calligraphy as an Art Form	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Demonstrate calligraphy as an art form • Experiment with variations of Zen calligraphy, doodles, expressionists
Content Outline	<ul style="list-style-type: none"> • Study the style of Jackson Pollock, Andy Kandinsky – Abstract Expressionists, doodles of Rabindranath Tagore • Zen Calligraphy • Express Calligraphy as a significant art
Module 4 (Credit 1) Application of Calligraphy as Design Element	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Apply Calligraphy as a design tool or element in various form like greeting/ dress design/ tapestry design/ deco objects/ utility objects / packaging • Apply caligraphy in designing
Content Outline	<ul style="list-style-type: none"> • Experiments with textile mediums • Experiments with digital possibilities/ mediums • Get similarities and differences to know the functional aspects of Calligraphic font and established knowledge of sound to create font • Creation of various Calligraphic images with using various mediums and surfaces.

Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE):

1. Project on Regional and International calligraphy artists- their technique
2. Theme and styles
3. Attend or conduct calligraphy workshop at Regional, State or National level.
4. Demonstrate calligraphy as textile medium and as Digital art (innovative surfaces)
5. Express Calligraphy as a significant art - in form of painting, greeting cards, artifacts, Jewelry, icons etc.
6. Project work-collect information on (any one of your choice) eg.of Early Christian era calligraphy /Arabic calligraphy-understand its changing features in monumental art/Japanese calligraphy- understand its relation with organic forces of nature, Indian calligraphic features- through regional scripts.

Internal Assessment: Students will complete assignments based on each module, producing a total of 6 assignments. These assignments will be internally assessed, carrying a weightage of 50 marks.

External Assessment: There will be no practical exam; however, students will take part in an External jury at the end of the semester, which carries a weightage of 50 marks. During the jury, they will showcase their artwork and deliver a presentation on their work.

Bibliography:

1. Grebensten-Watson, M. (2006). *Calligraphy – A Course in Handwriting*. Guptill Publications.
2. भागवत, गजानन. (1970). दृश्यकला पायाशुद्ध
अभ्यास. महाराष्ट्र कला संचलनालय
3. भागवत, यशोदा. (2011).
जाहिरातीचे जग. मौज
प्रकाशन.
4. शेडगे, कमल.
(2002). कमलाक्षर.
अक्षर प्रकाशन

SN	Courses, Modules and Outcomes	Course Contents	Cr
	Semester I		4
	Course Outcomes: Learners will be able to: <ul style="list-style-type: none"> • Acknowledge basic concepts and theories in digital media studies. • Explore multimedia production techniques for combining text, images, audio, and video in digital content. • Examine the unique characteristics and user demographics of each major social media platform. 		
Module 1	Introduction to Digital Media		1
	LOs: Learners will be able to <ul style="list-style-type: none"> • Examine the history and evolution of Digital media. • Study foundational concepts and theories in digital media studies. 	Module Contents: <ul style="list-style-type: none"> • Overview of digital media: definition, characteristics, and evolution • Advantages and disadvantages of Digital Media • The differences between Digital media and traditional media, and nature of communication. • The role of digital media in contemporary society • Forms and types of digital media production and consumption 	

Module 2	Social Media	1
	<p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Analyze multimedia production techniques for combining text, images, audio, and video in digital content. Compare variety of digital media creation tools and software. Explore the unique characteristics and user demographics of each major social media platform. 	<p>Module Contents:</p> <ul style="list-style-type: none"> Overview of Social Media Platforms (e.g. Facebook, Twitter, Instagram, etc.) Text & Visual Processing through Digital Software (e.g., Photoshop, Illustrator, Premiere Pro) Basics of Digital Content Creation (text, image, audio, video) Introduction to Web Development and Design (HTML, CSS, JavaScript) The Role of Social Media in Communication and Society

Module 3	Digital content creation		1
	LOs: Learners will be able to <ul style="list-style-type: none"> Adapt practical skills in digital media creation and communication. Adapt tools for social media management 	Module Contents: Digital content creation <ul style="list-style-type: none"> Web Development: sign Creating a basic web page Social Media Content Creation Strategies for creating engaging social media content Tools for social media management (e.g., Hootsuite, Buffer) 	
Module 4	Legal and Ethical Considerations		1
	LOs: Learners will be able to <ul style="list-style-type: none"> Explore ethical and legal issues in digital media, such as copyright, privacy, and online harassment. Apply fair use practices for digital media. Recognize implications of IPR. 	Module Contents: <ul style="list-style-type: none"> Legal Aspects related to Digital Media content creation through case studies Copyright, Fair use, Digital rights, Intellectual Property Rights Ethical issues in digital media creation and consumption Cyber security Cyber violence 	
Assignments/ Activities towards CCE			
	<ul style="list-style-type: none"> Editing and producing short video content for digital platforms. Case study analysis of successful social media campaigns. Using Digital media tools, software to produce text, image, audio, and video content for different platforms and audiences. Group Presentation about different social media platforms and their features. 		

Reference:

1. Arvidsson, A., & Delfanti, A. (2013). **Introduction to Digital Media** John Wiley & sons Inc.
2. Damian, R. (2020). **Understanding Digital Marketing: A Complete Guide to Engaging Customers and Implementing Successful Digital Campaigns**, Google E-book
3. Dewdney, A. (2006). **New Media Handbook**, London South Bank University, Routledge, London
4. Messaris, P., & Lee, H. (2006). **Digital media: Transformations in human communication**. (4th ed.). McGraw-Hill.
5. Noah, W. F. & Montfort, N. (2003). **The New Media Reader**, ambridge, Mass., MIT.

Course Title	Fashion Photography (Pr)
Course Credits	4
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> Analyze the historical and contemporary contexts of fashion photography
	<ul style="list-style-type: none"> Demonstrate the advanced technical skills in camera operation, lighting, and post-processing
	<ul style="list-style-type: none"> Conceptualize professional-level fashion shoots
	<ul style="list-style-type: none"> Demonstrate the use of digital platforms to promote their work and engage with current trends and technologies in the field.
Module 1: Introduction to Fashion Photography	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Identify the historical evolution of fashion photography and key milestones in its development Analyze the contributions of significant fashion photographers and how they influenced the industry Analyze the impact of cultural and social trends on the styles and themes prevalent in fashion photography
Content Outline	<ul style="list-style-type: none"> Origins and key milestones of historical evolution of fashion photography. Influence of fashion designers and discussion on early photographers and technological advancements. Overview of Pioneering Photographers and their styles. Contributions of contemporary photographers. Influence on contemporary fashion photography.
Module 2: Technical Skills in Fashion Photography	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Apply mobile photography techniques and equipment used for fashion photography, including cameras, lenses, and lighting tools Apply and explore various mobile photography apps for editing and enhancing fashion photographs Implement basic understanding of essential DSLR camera settings (aperture, shutter speed, and ISO) and their applications in fashion photography Apply DSLR camera settings, including exposure triangle, and explore their creative applications in fashion photography Use post-processing techniques to enhance and refine fashion images, maintaining a balance between enhancement and authenticity

Content Outline	<ul style="list-style-type: none"> • Understanding the exposure triangle and in-depth exploration of aperture, shutter speed, and ISO. • Hands-on practice with mobile camera advanced settings. • Overview of lighting types (natural, studio, and artificial). • Characteristics of various lenses (prime, zoom, wide-angle). • Overview of necessary equipment like aperture, shutter speed, and ISO. • Overview of composition, lighting, and stylistic elements. • Use post-processing tools (free source software's).
Module 3: Conceptualizing and Planning Fashion Shoots	
Learning Outcomes	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> • Apply innovative and cohesive concepts for fashion shoots drawing inspiration from various sources such as fashion trends, art, and cultural influences. • Use comprehensive pre-production materials, including mood boards, shot lists, and storyboards, that effectively communicate the visual direction and narrative of a fashion shoot.
Content Outline	<ul style="list-style-type: none"> • Importance of creative concepts for generating innovative ideas. • Creating effective mood boards and storyboards for visual storytelling. • Techniques for professional presentations.
Module 4: Fashion Photography in the Digital Age	
Learning Outcomes	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> • Use digital media platforms, such as social media and online portfolios, to promote and showcase fashion photography work • Apply strategies to effectively leverage digital media platforms to increase visibility, reach target audiences, and build a personal brand as a fashion photographer • Analyse potential impact of new trends and technologies on the future of fashion photography
Content Outline	<ul style="list-style-type: none"> • Role of digital media in fashion photography. • Overview of platforms (Instagram, Facebook, online portfolios). • Creating and curating an online portfolio. • Techniques for compelling social media content with the photographs. • Develop a digital media strategy and portfolio presentation.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Use mobile photography techniques to capture a fashion image shoot. Make use of smartphone apps for image editing and enhancement. Submit a portfolio of five to seven edited mobile device photos.
2. Plan a product photography-focused photo session in a stylish setting. Use the lighting, composition, and positive and negative space principles you've studied to present products in an effective manner.
3. Plan the outdoor fashion shoot considering natural lighting, location, and environmental factors. Write a 500-word reflective essay discussing

the challenges and successes of shooting outdoors, including the impact of natural lighting and location on the final images and submit a portfolio with 5-7 images.

References:

- 1. Eugénie Shinkle, (2023), "Fashion Photography: The Story in 180"**
- Peterson Bryan, (2016), "Understanding Exposure"**
- 2. Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot"**
- 3. Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot"**
- 4. Bruce Smith, (2022), "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making"**
- 5. John Child, (2023), "Lighting for Photographers: An Introduction to Studio Lighting"**
- Zena Holloway, (2022), "The Complete Guide to Fashion Photography"**
- 6. Bruce Smith, (2022) "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making"**
- 7. John Child, (2023) "Lighting for Photographers: An Introduction to Studio Lighting"**
- Zena Holloway, (2022) "The Complete Guide to Fashion Photography"**

Course Title	History of Fashion (Th)
Course Credits	4
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> Review the evolution of fashion and gain knowledge of fashion expression
	<ul style="list-style-type: none"> Recognize and explore global clothing cultures
	<ul style="list-style-type: none"> Describe the historical development of the modern fashion industry
	<ul style="list-style-type: none"> Evaluate effect of fashion to social life and its function in the historical process in 20th century
Module 1: Introduction to Clothing & Western Cultures	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Review the evolution of fashion over time
	<ul style="list-style-type: none"> Get insight on the timelines of world fashion history
	<ul style="list-style-type: none"> Analyze major fashion developments in the recent centuries.
Content Outline	<ul style="list-style-type: none"> Overview of clothing & Clothing cultures from Indian & Western context Tracing the timeline of Western cultures & costumes – Ancient Egypt Ancient Greek Ancient Rome, Byzantine, Renaissance Baroque, Rococo, Evolution, decline, revival and most recent developments in Indian and western fashion History of fashion from 1900 – 2000 century Costumes of Recent Times
Module 2: Indian Costume History & Timeline	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Review the historical costumes and design from the ancient time till date today
	<ul style="list-style-type: none"> Analyze the basic factors influencing fashion
	<ul style="list-style-type: none"> Recognize and learn about the traditional costumes of different states of India

Content Outline	<ul style="list-style-type: none"> • Introduction to the Indian Costumes – Pre-Historic Era Stone Age, Bronze Age • Early Historic Period – Vedic Period, Persian and Greek conquests, Maurya Empire • Male and female costumes, their specification, jewelry and accessories used • The Islamic Period – The Mughal Era, Post Mughal Period
Module 3: Pre & Post-Modern Indian Costumes	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Develop the sketching skills for costumes from different regions of the world.
	<ul style="list-style-type: none"> • Describe the importance of Indian Costumes and use them in designing fashion designer wear.
Content Outline	<p>Pre-Modern Costumes</p> <ul style="list-style-type: none"> • Colonial era • British period: Costumes of Pre-independence and post-independence period. • Evolution of Khadi movement. • The Indian independence movement, Independence and partition <p>Post Modern Costumes</p> <ul style="list-style-type: none"> • Modern history • Changing scenario of Indian costumes and influence on present day clothing.
Module 4: Costume Drawings & Understanding Contemporary Fashion	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Appreciate the historic costume
	<ul style="list-style-type: none"> • Analyze contemporary fashion & eras that influence today's fashion.
	<ul style="list-style-type: none"> • Render the costumes incorporating designs, silhouettes and costumes styles
	<ul style="list-style-type: none"> • Draw Visual Illustrations of costume design for contemporary movies and drama
Content Outline	<ul style="list-style-type: none"> • 21 st Century - Emergence of a new age in fashion • Role of Fashion Designers – focusing on individual expression/ signature style of the most prominent designers that influenced fashion in the last 50 years – (international & national). • Period-based costume illustrations with rendering, mood boards & inspiration boards

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. 2 Presentations on one male and one female costumes, their hair style, headgear and jewelry.

OR

2. 2 Sketches of the costumes and hairstyles of ancient India - Indus valley, Vedic period (one male and one female).
 3. Video assignments (brief documentaries)
 4. 1 Costume Doll making by selecting anyone - Periods / Cultures
- OR**
4. 2 Bollywood and 2 Hollywood period movies' critical reviews & innovative presentations.

References:

1. **Alkazi, R. (2011). Ancient Indian Costumes. Art Heritage**
2. **Biswas, A.(2017). Indian Costumes. Publication Division, Ministry of Information and Broadcasting.**
3. **Cosgrave, B. (2001). The Complete History of Costumes and Fashion. Facts on File Publisher.**
4. Laver, J. (2002). *Costume and Fashion*. Thames & Hudson.
5. **Peacock, J. (1991). The Chronicle of Western costume: from the ancient world to the late twentieth century. Thames & Hudson**
6. **Racinet, A. (1987). Racinet's Full-Color Pictorial History of Western Costume: With 92 Plates Showing Over 950 Authentic Costumes from the Middle Ages to 1800.**

Course Title	Fashion Photography (Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Analyze the historical and contemporary contexts of Fashion Photography
	<ul style="list-style-type: none"> Demonstrate the technical skills in camera operation, lighting, and post-processing
	<ul style="list-style-type: none"> Conceptualize professional-level fashion shoots
	<ul style="list-style-type: none"> Demonstrate the use of digital platforms to promote the Fashion Photography engaging with current trends and technologies in the field.
Module 1: Introduction to Fashion Photography	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Critique on historical evolution of fashion photography and key milestones in its development. Analyze the contributions of significant fashion photographers and how they influenced the industry. Analyze the impact of cultural and social trends on the styles and themes prevalent in fashion photography
Content Outline	<ul style="list-style-type: none"> Origins and key milestones of historical evolution of fashion photography. Influence of fashion designers and discussion on early photographers and technological advancements. Overview of Pioneering Photographers and their styles. Contributions of contemporary photographers. Influence on contemporary fashion photography.
Module 2: Technical Skills in Fashion Photography	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Apply mobile photography techniques and equipment used for fashion photography, including cameras, lenses, and lighting tools. Explore various mobile photography apps for editing and enhancing fashion photographs. Implement basic understanding of essential DSLR camera settings (aperture, shutter speed, and ISO) and their applications in fashion photography. Explore DSLR camera settings, including exposure triangle, and explore their creative applications in fashion photography. Demonstrate the skills of post-processing techniques to enhance and refine fashion images, maintaining a balance between enhancement and authenticity

Content Outline	<ul style="list-style-type: none"> • Analysis of the exposure triangle and in-depth exploration of aperture, shutter speed, and ISO. • Hands-on practice with mobile camera advanced settings. • Study of lighting types (natural, studio, and artificial). • Characteristics of various lenses (prime, zoom, wide-angle). • Overview of necessary equipment like aperture, shutter speed, and ISO. • Composition, Lighting, and Stylistic Elements in Fashion Photography. • Post-processing tools in Fashion Photography (free source software's).
Module 3: Conceptualizing and Planning Fashion Shoots	
Learning Outcomes	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> • Explore the innovative and cohesive concepts for fashion shoots drawing inspiration from various sources such as fashion trends, art, and cultural influences. • Use comprehensive pre-production materials, including mood boards, shot lists, and storyboards, that effectively communicate the visual direction and narrative of a fashion shoot.
Content Outline	<ul style="list-style-type: none"> • Importance of creative concepts for generating innovative ideas. • Creating effective mood boards and storyboards for visual storytelling. • Techniques for professional presentations.
Module 4: Fashion Photography in the Digital Age	
Learning Outcomes	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> • Explore the digital media platforms, such as social media and online portfolios, to promote and showcase fashion photography work • Apply strategies to effectively leverage digital media platforms to increase visibility, reach target audiences, and build a personal brand as a fashion photographer • Analyze potential impact of new trends and technologies on the future of fashion photography
Content Outline	<ul style="list-style-type: none"> • Role of digital media in fashion photography. • Application of Digital Platforms (Instagram, Facebook, online portfolios). • Creating and curating an online portfolio. • Techniques for compelling social media content with the photographs. • Develop a digital media strategy • Creative Presentation of Fashion Photography as Portfolio.

Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE):

1. Use mobile photography techniques to capture a fashion image shoot. Make use of smartphone apps for image editing and enhancement. Submit a portfolio of five to seven edited mobile device photos.
2. Plan a product photography-focused photo session in a

stylish setting. Use the lighting, composition, and positive and negative space principles you've studied to present products in an effective manner.

3. Plan the outdoor fashion shoot considering natural lighting, location, and environmental factors. Write a 500-word reflective essay discussing the challenges and successes of shooting outdoors, including the impact of natural lighting and location on the final images and submit a portfolio with 5-7 images.
4. Arrange the photographs in creative layouts and make portfolio.

References:

1. **Bruce Smith, (2022), "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making" Routledge, ISBN: 978-1138564891**
2. **Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot" Ilex Press, ISBN: 978-1781578584**
3. **Eugénie Shinkle, (2023), "Fashion Photography: The Story in 180" MIT Press, ISBN: 978- 0262046713**
4. **John Child, (2023), "Lighting for Photographers: An Introduction to Studio Lighting" Taylor & Francis, ISBN: 978-0367757602**
5. **Peterson Bryan, (2016), "Understanding Exposure" Amphoto Books, ISBN: 978- 1607748502**
6. **Zena Holloway, (2022), "The Complete Guide to Fashion Photography" Laurence King**
7. **Publishing, ISBN: 978-1786279745**

Course Title	Writing Skills (Pr)
Course Credits	4 (Four)
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> • Demonstrate the language skills for an enhanced reading experience
	<ul style="list-style-type: none"> • Explore the language basics – parts of speech, grammatical and sentence structures
	<ul style="list-style-type: none"> • Analyze assumptions and biases in writing
	<ul style="list-style-type: none"> • Ideate the speech creatively
	<ul style="list-style-type: none"> • Explore the writing skills in various creative domains such as essays, paragraphs, social media, online content creation
Module 1: Writing Introduction & Ideation Development	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Exploration of the key components of introductory, body and concluding paragraphs
	<ul style="list-style-type: none"> • Analyze narrative, descriptive, and expository content types
	<ul style="list-style-type: none"> • Demonstrate the reading skills for evaluation and simplifying
Content Outline	Introduction to Writing <ul style="list-style-type: none"> • The concept of ideas – from fire to fashion the evolution of ideas from mundane everyday ideas • Elements of writing • Importance of Title / Heading (The hook) • Opening Lines and introduction • Writing dialogues, poetry styles • Writing the main body and the endgame • Writing short stories, developing plot and characters
Module 2: Theme Based Writing	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Demonstrate persuasive writing styles effectively
	<ul style="list-style-type: none"> • Structure paragraphs using different patterns of development to facilitate a clear flow of ideas

Content Outline	<p>Working on Article on Different Themes</p> <ul style="list-style-type: none"> • Power of themes and their influence on readers • Framework study and analysis • Selecting simple scenes – (Descriptive scenes, Fantasy scenes, Humorous scenes, Horror scenes, Romantic scenes, Sad / Emotional scenes etc.) <p>Developing content along with Layouts</p> <ul style="list-style-type: none"> • Designing and creating leaflets / mastheads / tabloid promotional page • Fashion and lifestyle product description writing • Developing content and elaborate writing with keywords
Module 3: Specialized and Promotional Writing	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Develop a critical appreciation of different writing styles
	<ul style="list-style-type: none"> • Recognize the importance of tonality, limitations and opportunities in each media
Content Outline	<ul style="list-style-type: none"> • Specialized writing for fashion and aspects of advertising and marketing • Writing for business communications, brand promotion • Fashion and lifestyle writing for newspapers, tabloids
Module 4: Enhancing Writing with Creative Layouts	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Structure the thoughts, themes and ideas effectively
	<ul style="list-style-type: none"> • Explore promotional and specialized writing for fashion media organizations
Content Outline	<p>Developing content along with Layouts</p> <ul style="list-style-type: none"> • Designing and creating leaflets / mastheads / tabloid promotional page • Fashion and lifestyle product description writing • Developing content and elaborate writing with keywords

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Individual presentations of writings

1. A manifest, about your first fashion memory: a photograph, a video, a sound or a fashion show/event (400 words required)
2. Describing 5 -10 images in different writing styles
3. Writing in 250 words about 10 different topics from day-to-day life and experiences.

Instructions:

- Students can recall and note down 4 to 5 experiences, develop writing around the strongest idea.
- Picture selections should be thoughtful and must have a visual story.
- Language to be kept simple and reader-friendly with short sentences usage.

Development of Tabloid using concept, content, page layout

1. Developing promotional content with a purpose of sale and brand awareness (200 words required)
2. Designing your writing with different layout styles
3. Creating a tabloid page with fresh and innovative content and suitable pictures

Instructions:

- Students can focus on persuasive language and make it creative.
- Picture selections should be thoughtful and must have a visual appeal.
- Careful usage of keywords in brand awareness content.

References:

1. **M. Clarke (2007). Verbalising the Visual: Translating art and design into words. Ava Publishing.**
2. **Marsh C, Guth D and Short B., (2008), "Strategic Writing: Multimedia Writing for Public Relations, Advertising and More (2nd Edition)", Pearson.**
3. **Pat Francis (2009). Inspiring Writing in Art and Design: Taking a Line for a Write. Intellect Books.**
4. **Onchera, P. O., and Manyasi, B. N. (2013). Functional writing skills for effective communication: Journal of Emerging Trends in Educational Research and Policy Studies, 4(6), 842–847.**

Online Tutorials

<https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>
<https://www.collegesidekick.com/study-guides/developmentalwriting/assignment-writing-process>

Course Title	Fabrics for Home, Fashion & Apparel (Th/Pr)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Differentiate between fabric construction methods and composition of fabrics
	2. Classify fabrics according to patterns
Module 1 (Credit 1) – Introduction to fabrics and their applications	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Differentiate between fabric construction methods and composition of fabrics
	<ul style="list-style-type: none"> • Analyze fabrics and their suitability for a specific end-use
Content Outline	<ul style="list-style-type: none"> • Identify and differentiate the different types of fabrics • Fibers and their properties (natural and man-made) • Fabric Construction Methods (Woven, Knit, Non-woven) • Fabric Analysis and classification for end-use • Types of commonly used fabrics • Characteristics and properties • Application and end use (apparel sectors, home – bath and bedding, kitchen, soft furnishings)
Module 2 (Credit 1) – Understanding patterns and design	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Identify and classify various ways in which a design or pattern can be implemented on a textile (integrated woven/knitted designs and surface patterns through prints/embroideries, etc.)
	<ul style="list-style-type: none"> • Classify fabrics according to patterns
Content Outline	<ul style="list-style-type: none"> • Definition of patterns • Stripes • Checks • Woven patterns like chevron, hounds tooth, etc. • Woven designs like Brocade, jacquard, damask, etc. • Knit patterns like cable, rib, etc. • Prints • Embroideries

	<ul style="list-style-type: none"> • Identify suitable technique depending on the understanding of end-use of a product • Apparel – based on gender/age/utility • Home – based on use like sofa, curtain/sheer, bath, bedding, kitchen textiles, etc.
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Assignments/Activities:

1. Fabric Swatch book with classification, properties and applications

References:

1. Chan C., (2020), "Textilepedia", Fashionary
2. Willard d., (2012), "Fabrics A to Z", Stewart,Tabori & Chang Humphries M., (2009), "Fabric Glossary", Pearson/Prentice Hall
3. Ganderton L. and Watkinson A., (2008), "Curtains and Blinds", Ryland Peters & Small Ltd
4. Gedded-Brown L., (2006), "The Soft Furnishings Source Book", Ryland, Peters and Small Ltd
5. Adler D.S. and Adler R.D. (2005), "Swatches", Stewart,Tabori & Chan

Course Title	History of Fashion (Th)
Course Credits	4
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> Review the evolution of fashion and gain knowledge of fashion expression
	<ul style="list-style-type: none"> Recognize and explore global clothing cultures
	<ul style="list-style-type: none"> Describe the historical development of the modern fashion industry
	<ul style="list-style-type: none"> Evaluate effect of fashion to social life and its function in the historical process in 20th century
Module 1: Introduction to Clothing & Western Cultures	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Review the evolution of fashion over time
	<ul style="list-style-type: none"> Get insight on the timelines of world fashion history
	<ul style="list-style-type: none"> Analyze major fashion developments in the recent centuries.
Content Outline	<ul style="list-style-type: none"> Overview of clothing & Clothing cultures from Indian & Western context Tracing the timeline of Western cultures & costumes – Ancient Egypt Ancient Greek Ancient Rome, Byzantine, Renaissance Baroque, Rococo, Evolution, decline, revival and most recent developments in Indian and western fashion History of fashion from 1900 – 2000 century Costumes of Recent Times
Module 2: Indian Costume History & Timeline	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Review the historical costumes and design from the ancient time till date today
	<ul style="list-style-type: none"> Analyze the basic factors influencing fashion
	<ul style="list-style-type: none"> Recognize and learn about the traditional costumes of different states of India

Content Outline	<ul style="list-style-type: none"> • Introduction to the Indian Costumes – Pre-Historic Era Stone Age, Bronze Age • Early Historic Period – Vedic Period, Persian and Greek conquests, Maurya Empire • Male and female costumes, their specification, jewelry and accessories used • The Islamic Period – The Mughal Era, Post Mughal Period
Module 3: Pre & Post-Modern Indian Costumes	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Develop the sketching skills for costumes from different regions of the world.
	<ul style="list-style-type: none"> • Describe the importance of Indian Costumes and use them in designing fashion designer wear.
Content Outline	<p>Pre-Modern Costumes</p> <ul style="list-style-type: none"> • Colonial era • British period: Costumes of Pre-independence and post-independence period. • Evolution of Khadi movement. • The Indian independence movement, Independence and partition <p>Post Modern Costumes</p> <ul style="list-style-type: none"> • Modern history • Changing scenario of Indian costumes and influence on present day clothing.
Module 4: Costume Drawings & Understanding Contemporary Fashion	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Appreciate the historic costume
	<ul style="list-style-type: none"> • Analyze contemporary fashion & eras that influence today's fashion.
	<ul style="list-style-type: none"> • Render the costumes incorporating designs, silhouettes and costumes styles
	<ul style="list-style-type: none"> • Draw Visual Illustrations of costume design for contemporary movies and drama
Content Outline	<ul style="list-style-type: none"> • 21 st Century - Emergence of a new age in fashion • Role of Fashion Designers – focusing on individual expression/ signature style of the most prominent designers that influenced fashion in the last 50 years – (international & national). • Period-based costume illustrations with rendering, mood boards & inspiration boards

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Presentations on one male and one female costumes, their hair style, headgear and jewelry.

OR

Sketches of the costumes and hairstyles of ancient India -Indus valley, Vedic period (one male and one female).

2. Video assignments (brief documentaries)4. 1 Costume Doll making by selecting anyone - Periods / Cultures
OR
3. Bollywood and 2 Hollywood period movies' critical reviews & innovative presentations.

References:

1. Alkazi, R. (2011). **Ancient Indian Costumes. Art Heritage**
2. Biswas, A.(2017). **Indian Costumes. Publication Division, Ministry of Information and Broadcasting.**
3. Cosgrave, B. (2001). **The Complete History of Costumes and Fashion. Facts on File Publisher.**
4. Laver, J. (2002). *Costume and Fashion*. Thames & Hudson.
5. Peacock, J. (1991). **The Chronicle of Western costume: from the ancient world to the late twentieth century. Thames & Hudson**
6. Racinet, A. (1987). **Racinet's Full-Color Pictorial History of Western Costume: With 92 Plates Showing Over 950 Authentic Costumes from the Middle Ages to 1800.**

Course Title	Traditional Textiles of India (Th/Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Analyze the unique characteristics, historical significance, and cultural relevance of various traditional textiles from different regions of India.
	<ul style="list-style-type: none"> Evaluate the traditional techniques and processes involved in the creation of these textiles, including weaving, dyeing, printing, and embroidery.
	<ul style="list-style-type: none"> Examine the role of traditional textiles within the social, economic, and cultural contexts of Indian society, and its impact on community identity and heritage
	<ul style="list-style-type: none"> Propose strategies for the preservation and promotion of traditional textiles, considering sustainable practices and the contemporary challenges faced by artisans.
	<ul style="list-style-type: none"> Demonstrate practical skills in creating or replicating traditional textile designs through hands-on projects, integrating traditional methods with modern interpretations.
Module 1 (Credit 1) Introduction to Traditional Indian Textiles	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Define the various types of Traditional Indian Textiles and their historical origins.
	<ul style="list-style-type: none"> Differentiate between the textiles of different regions based on their techniques, materials, and motifs.
Content Outline	<ul style="list-style-type: none"> Introduction to Traditional Indian Textiles Overview of the historical development and cultural significance. Regional Textiles: Study of textiles from different regions (e.g., Banarasi, Kanjivaram, Patola, Phulkari, Bandhani, etc.).

	<ul style="list-style-type: none"> Materials and Techniques: Examination of the materials (e.g., silk, cotton, wool) and techniques (e.g., weaving, dyeing, embroidery) used.
Module 2 (Credit 1) Traditional Techniques in Textile Creation	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Analyze the traditional techniques used in the creation of these textiles, including weaving, dyeing, printing, and embroidery.
	<ul style="list-style-type: none"> Evaluate the influence of these techniques on contemporary fashion and design.
Content Outline	<ul style="list-style-type: none"> Weaving Techniques: Detailed study of various weaving methods (e.g., ikat, brocade, jacquard). Dyeing and Printing: Exploration of traditional dyeing (e.g., natural dyes, indigo) and printing techniques (e.g., block printing, tie-dye) Embroidery Styles: Examination of different embroidery styles (e.g., Chikankari, Zardozi, Kantha).
Module 3 (Credit 1) Socio-Economic and Cultural Contexts of Traditional Textiles	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Examine the socio-economic and cultural contexts of traditional textiles and their communities.
	<ul style="list-style-type: none"> Assess the impact of globalization and modernization on traditional textile practices and artisans.
Content Outline	<ul style="list-style-type: none"> Cultural Significance: Study the cultural symbolism and rituals associated with traditional textiles. Economic Aspects: Understand the role of traditional textiles in the local and national economy. Challenges and Opportunities: Discussion on the effects of globalization, technological advancements, and policy changes on traditional textile practices.
Module 4 (Credit 1) Integrating Traditional Textiles in Modern Design	
	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Propose innovative ways to integrate traditional textiles into modern fashion and design projects.
	<ul style="list-style-type: none"> Create original designs inspired by traditional textiles, applying learned techniques in a practical setting

Content Outline	<ul style="list-style-type: none"> • Contemporary Applications: Exploration of how traditional textiles can be adapted for modern uses in fashion, interior design, and visual arts. • Sustainable Practices: Study of sustainable and ethical practices in the preservation and promotion of traditional textiles. • Practical Projects: Hands-on projects that involve creating designs inspired by traditional textiles.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. **Study:** Undertake an in-depth study on a specific traditional textile, exploring its history, production techniques, and cultural significance.
2. **Practical Workshop:** Engage in a hands-on workshop to learn and practice a traditional textile technique such as block printing or embroidery.
3. **Design Assignment:** Design a contemporary piece inspired by a traditional textile, utilizing acquired techniques, and compile a detailed project report on the design process and outcomes.
4. **Exhibition Design:** Create a concept for an exhibition that features traditional textiles, focusing on visual merchandising and spatial design elements.

References:

- i. **Chattopadhyaya, K. (1995). Textile Design. Indian Council for Cultural Relations. ISBN 9788123010403.**
- ii. **Jaitly, J. (2012). Textile Design. Niyogi Books. ISBN 9789381523194.**
Karolia, A. (2019). Textile Design. Niyogi Books. ISBN 9789386906954.
- iii. Kumar, R. (2012). *Costume and Textile Designs of India*. Om Books International. ISBN 9789380070206.
- iv. Murphy, V. (2015). *The Fabric of India*. V&A Publishing. ISBN 9781851778539.
- v. **Ranjan, M. P., & Ranjan, A. (2007). Handmade in India: Crafts of India. Council of Handicraft Development Corporations. ISBN 9788174363988.**
- vi. **Saraf, D. N. (1982). Textile Design. Vikas. ISBN 9780706905245.**

Course Title	Jewelry Essentials (TH /PR)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Analyze the different types of jewelry and their historical and cultural significance.
	<ul style="list-style-type: none"> Analyze the jewelry making tools and materials safely and effectively.
	<ul style="list-style-type: none"> Demonstrate fundamental techniques such as sawing, filing, soldering, and polishing.
	<ul style="list-style-type: none"> Design original jewelry pieces using various materials.
Module 1 (Credit 1) History of Jewelry and Fundamentals of Jewelry	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Analyze significance of jewelry history, including its roles in religion, fashion, status, and adornment. Explore how historical jewelry styles and motifs continue to influence contemporary jewelry design
	<ul style="list-style-type: none"> Develop observational skills for accurately depicting three- dimensional objects in drawings. Explore motifs inspired by nature, geometry, culture, and historical references. Demonstrate the skills in depicting surface textures, reflections, and highlights to enhance the realism of jewelry renderings.
Content Outline	<ul style="list-style-type: none"> History of Indian and western jewelry Basic line and object drawing Motif Creation & design pattern using principles Shading & Rendering Design ring pendants, earring and necklace.
Module 2 (Credit 1) Introduction of Tools, Vernier Caliper, Formulas & Practice	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Describe common tools and equipment used in jewelry making, including hand tools, bench tools, and machinery
	<ul style="list-style-type: none"> Demonstrate the skills for marking in jewelry making to achieve precise and accurate results.
	<ul style="list-style-type: none"> Practice soldering exercises such as butt joints, T-joints, and lap joints to develop proficiency in soldering techniques
	<ul style="list-style-type: none"> Demonstrate proper handling and usage of tools, emphasizing safety practices such as wearing protective gear and handling tools with care.
	<ul style="list-style-type: none"> Demonstrate proper techniques for using the Vernier caliper to measure dimensions of objects accurately.
	<ul style="list-style-type: none"> Rise or lower the karat value on the properties and characteristics of the resulting alloy.

	<ul style="list-style-type: none"> Define the Principles of melting metal and the different methods used in jewelry making, including torch melting, crucible melting, and casting.
Content Outline	<ul style="list-style-type: none"> Introduction to Tools, Safety Precautions & Workshop Orientation of Vernier Caliper Calculation of raising and lowering the karat Introduction to melting
Module 3 (Credit 1) Introductions of machine & Basic Manufacturing Exercise	
Learning Outcomes	After learning the module, learners will be able to
	Identify and describe common types of settings including prong, bezel, pave, channel, and tension settings.
	<ul style="list-style-type: none"> Explain the history and significance of enameling in jewelry making. Analyze the materials and tools required for enameling. Demonstrate basic enameling techniques including preparation, application, and firing. Demonstrate proper polishing techniques to achieve smooth and reflective surfaces. Apply finishing techniques such as patination or oxidation to enhance the appearance of jewelry pieces.
Content Outline	<ul style="list-style-type: none"> Introduction of different types of Setting Enameling Polishing and finishing (chain and band ring) Introduction of gemstones & diamond
Module 4 (Credit 1) Design and Concept Development	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Develop Design concept in jewelry making. Demonstrate proficiency in sketching jewelry designs using traditional and digital drawing techniques. Identify and explore potential themes, concepts, or narratives for a jewelry collection. Present a collection of jewelry pieces in a professional and compelling manner.
Content Outline	Project Work - Design and Concept Development <ul style="list-style-type: none"> Sketching and planning Developing a collection Presentation techniques

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Rendering pearls, cabochons, and beads is an essential skill for jewelry designers. Assessment will focus on your ability to accurately depict these elements through drawing.
2. The modern-day cuff bracelet is an open or closed rigid bracelet. On ones which are open, each end often has a ball so that the bracelet stays secure around your wrist. A totally closed bracelet can be snapped shut or

you simply have to slide it onto your wrist.

3. Draw different shapes with facets. A diamond cut is a style or faceting used when shaping a diamond Single & Double brilliant cut as well as fancy shaped diamonds. Study of More Information About Different Types of Gem Cuts and Shapes.
4. Basic Manufacturing exercise (8 Exercise for each student in brass, copper and silver)
5. Project Work Design, Concept, Final Product development.

References:

1. **Crowe, J. (2006). The jeweler's directory of gemstones: A complete guide to appraising and using precious stones from cut and color to shape and settings. Firefly Books.**
2. "McCreight, T. (2010). *The complete metalsmith: An illustrated handbook* (20th anniversary ed.). Davis Publications.
3. **Mentock, D. (2014). The jewelry maker's design book: An alchemy of objects. Snyder, J. B. (2004). Art jewelry today. Schiffer Publishing.**
4. Untracht, O. (1982). *Jewelry concepts & technology*. Doubleday, North Light Books.

Course Title	Fashion Photography (Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Analyze the historical and contemporary contexts of Fashion Photography
	<ul style="list-style-type: none"> Demonstrate the technical skills in camera operation, lighting, and post-processing
	<ul style="list-style-type: none"> Conceptualize professional-level fashion shoots
	<ul style="list-style-type: none"> Demonstrate the use of digital platforms to promote the Fashion Photography engaging with current trends and technologies in the field.
Module 1: Introduction to Fashion Photography	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Critique on historical evolution of fashion photography and key milestones in its development. Analyze the contributions of significant fashion photographers and how they influenced the industry. Analyze the impact of cultural and social trends on the styles and themes prevalent in fashion photography
Content Outline	<ul style="list-style-type: none"> Origins and key milestones of historical evolution of fashion photography. Influence of fashion designers and discussion on early photographers and technological advancements. Overview of Pioneering Photographers and their styles. Contributions of contemporary photographers. Influence on contemporary fashion photography.
Module 2: Technical Skills in Fashion Photography	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Apply mobile photography techniques and equipment used for fashion photography, including cameras, lenses, and lighting tools. Explore various mobile photography apps for editing and enhancing fashion photographs. Implement basic understanding of essential DSLR camera settings (aperture, shutter speed, and ISO) and their applications in fashion photography. Explore DSLR camera settings, including exposure triangle, and explore their creative applications in fashion photography. Demonstrate the skills of post-processing techniques to enhance and refine fashion images, maintaining a balance between enhancement and authenticity

Content Outline	<ul style="list-style-type: none"> • Analysis of the exposure triangle and in-depth exploration of aperture, shutter speed, and ISO. • Hands-on practice with mobile camera advanced settings. • Study of lighting types (natural, studio, and artificial). • Characteristics of various lenses (prime, zoom, wide-angle). • Overview of necessary equipment like aperture, shutter speed, and ISO. • Composition, Lighting, and Stylistic Elements in Fashion Photography. • Post-processing tools in Fashion Photography (free source software's).
Module 3: Conceptualizing and Planning Fashion Shoots	
Learning Outcomes	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> • Explore the innovative and cohesive concepts for fashion shoots drawing inspiration from various sources such as fashion trends, art, and cultural influences. • Use comprehensive pre-production materials, including mood boards, shot lists, and storyboards, that effectively communicate the visual direction and narrative of a fashion shoot.
Content Outline	<ul style="list-style-type: none"> • Importance of creative concepts for generating innovative ideas. • Creating effective mood boards and storyboards for visual storytelling. • Techniques for professional presentations.
Module 4: Fashion Photography in the Digital Age	
Learning Outcomes	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> • Explore the digital media platforms, such as social media and online portfolios, to promote and showcase fashion photography work • Apply strategies to effectively leverage digital media platforms to increase visibility, reach target audiences, and build a personal brand as a fashion photographer • Analyze potential impact of new trends and technologies on the future of fashion photography
Content Outline	<ul style="list-style-type: none"> • Role of digital media in fashion photography. • Application of Digital Platforms (Instagram, Facebook, online portfolios). • Creating and curating an online portfolio. • Techniques for compelling social media content with the photographs. • Develop a digital media strategy • Creative Presentation of Fashion Photography as Portfolio.

Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE):

1. Use mobile photography techniques to capture a fashion image shoot. Make use of smartphone apps for image editing and enhancement. Submit a portfolio of five to seven edited mobile device photos.
2. Plan a product photography-focused photo session in a stylish setting. Use the lighting, composition, and positive and

negative space principles you've studied to present products in an effective manner.

3. Plan the outdoor fashion shoot considering natural lighting, location, and environmental factors. Write a 500-word reflective essay discussing the challenges and successes of shooting outdoors, including the impact of natural lighting and location on the final images and submit a portfolio with 5-7 images.
4. Arrange the photographs in creative layouts and make portfolio.

References:

1. Bruce Smith, (2022), "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making" Routledge, ISBN: 978-1138564891
2. Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot" Ilex Press, ISBN: 978-1781578584
3. Eugénie Shinkle, (2023), "Fashion Photography: The Story in 180" MIT Press, ISBN: 978-0262046713
4. John Child, (2023), "Lighting for Photographers: An Introduction to Studio Lighting" Taylor & Francis, ISBN: 978-0367757602
5. Peterson Bryan, (2016), "Understanding Exposure" Amphoto Books, ISBN: 978-1607748502
6. Zena Holloway, (2022), "The Complete Guide to Fashion Photography" Laurence King Publishing, ISBN: 978-1786279745

Course Title	Writing Skills
Course Credits	4 (Four)
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> • Demonstrate their language skills for an enhanced reading experience
	<ul style="list-style-type: none"> • Identify and use different language basics – parts of speech, grammatical and sentence structures
	<ul style="list-style-type: none"> • Challenge preconceived assumptions and biases in writing and ideate creatively
	<ul style="list-style-type: none"> • Explore their writing skills in all creative domains – essays, paragraphs, social media, online content creation
Module 1 (Credit 1): Writing Introduction & Ideation Development	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Identify the key components of introductory, body and concluding paragraphs
	<ul style="list-style-type: none"> • Analyze narrative, descriptive, and expository content types using critical reading skills and evaluates and simplify them
Content Outline	<p>Power of description and how Idea works as the defining difference between humans and other species.</p> <ul style="list-style-type: none"> • The concept of ideas – from fire to fashion the evolution of ideas – from mundane everyday ideas • Elements of writing • Importance of Title / Heading (The hook) • Opening Lines and introduction • Writing dialogues, poetry styles • Writing the main body and the endgame • Writing short stories, developing plot and characters
Module 2 (Credit 2): Specialized and Promotional Writing	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Create persuasive writing styles effectively
	<ul style="list-style-type: none"> • Structure paragraphs using different patterns of development to facilitate a clear flow of ideas

Content Outline	<p>Working on Article on Different Themes</p> <ul style="list-style-type: none"> • Power of themes and their influence on readers • Framework study and analysis • Selecting simple scenes – • Descriptive scenes • Fantasy scenes • Humorous scenes • Horror scenes, • Romantic scenes • Sad / Emotional scenes <p>Developing content along with Layouts</p> <ul style="list-style-type: none"> • Designing and creating leaflets / mastheads / tabloid promotional page • Fashion and lifestyle product description writing • Developing content and elaborate writing with keywords
Module 3 (Credit 3): Specialized and Promotional Writing	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Develop a critical appreciation of different writing styles
	<ul style="list-style-type: none"> • Recognize the importance of tonality, limitations and opportunities in each media
Content Outline	<p>Fashions have largely shaped through language as writings probe clothing's promotion, and set narratives.</p> <ul style="list-style-type: none"> • Specialized writing : fashion and aspects of advertising and marketing • Writing for business communications, brand promotion • Fashion and lifestyle writing for newspapers, tabloids
Module 4: (credit 4) Enhancing Writing with Creative Layouts	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Effectively structure thoughts, themes and ideas
	<ul style="list-style-type: none"> • Explore promotional and specialized writing for fashion media organizations
Content Outline	Developing content along with Layouts

	<ul style="list-style-type: none"> • Designing and creating leaflets / mastheads / tabloid promotional page • Fashion and lifestyle product description writing • Developing content and elaborate writing with keywords
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Individual presentations of writings

1. A manifest, about your first fashion memory, was it a photograph, a video, a sound or a fashion show (400 words required)
2. Describing 5 -10 images in different writing styles
3. Writing in 250 words about 10 different topics from day-to-today life and experiences.

Instructions:

1. Students can recall and note down 4 to 5 experiences, develop writing around the strongest idea.
2. Picture selections should be thoughtful and must have a visual story.
3. Language to be kept simple and reader-friendly with short sentences usage.

Development of Tabloid using concept, content, page layout

4. Developing promotional content with a purpose of sale and brand awareness (200 words required)
5. Designing your writing with different layout styles
6. Creating a tabloid page with fresh and innovative content and suitable pictures

Instructions:

1. Students can focus on persuasive language and make it creative.
2. Picture selections should be thoughtful and must have a visual appeal.
3. Careful usage of keywords in brand awareness content.

References:

1. Pat Francis (2009). Inspiring Writing in Art and Design: Taking a Line for a Write. Intellect Books.
2. M. Clarke (2007). Verbalising the Visual: Translating art and design into words. Ava Publishing.
3. Marsh C, Guth D and Short B., (2008), "Strategic Writing: Multimedia Writing for Public Relations, Advertising and More (2nd Edition)", Pearson.

Course Title	History of Fashion (OEC)
Course Credits	4 (Four)
Course Outcomes	<i>After going through the course, learners will be able to</i>
	1. Understand the evolution of fashion and gain knowledge of fashion expression
	2. Recognize and explore global clothing cultures
	3. Acquire an effective ability to understand the historical development of the modern fashion industry
	4. Evaluate effect of fashion to social life and its function in the historical process in 20th century
Module 1: Introduction to Clothing & Western Cultures	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Understand the evolution of fashion over time
	<ul style="list-style-type: none"> Get insight on the timelines of world fashion history
	<ul style="list-style-type: none"> Acquire knowledge on major fashion developments in the recent centuries.
Content Outline	<ul style="list-style-type: none"> Understanding clothing & Clothing cultures from Indian & Western context Tracing the timeline of Western cultures & costumes – Ancient Egypt Ancient Greek Ancient Rome, Byzantine, Renaissance Baroque, Rococo, Evolution, decline, revival and most recent developments in Indian and western fashion History of fashion from 1900 – 2000 century Costumes of Recent Times
Module 2: Indian Costume History & Timeline	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Understand the historical costumes and design from the ancient time till date today.
	<ul style="list-style-type: none"> Get acquainted with the basic factors influencing fashion.
	<ul style="list-style-type: none"> Recognize and learn about the traditional costumes of different states of India

Content Outline	<ul style="list-style-type: none"> • Introduction to the Indian Costumes – Pre Historic Era Stone Age, Bronze Age • Early Historic Period – Vedic Period, Persian and Greek conquests, Maurya Empire • Male and female costumes, their specification, jewelry and accessories used • The Islamic Period – The Mughal Era, Post Mughal Period
Module 3: Pre & Post-Modern Indian Costumes	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Practice the sketching skills for costumes from different regions of the world.
	<ul style="list-style-type: none"> • Familiarize with the importance of Indian Costumes and use them in contemporary designing.
Content Outline	<ul style="list-style-type: none"> • Colonial era • British period: Costumes of Pre-independence and Post-independence period. • Evolution of Khadi movement. • The Indian independence movement, Independence and partition • Modern history • Changing scenario of Indian costumes and influence on present day clothing.
Module 4: Costume Drawings & Understanding Contemporary Fashion	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Develop a sense of appreciation for the historic costume
	<ul style="list-style-type: none"> • Identify and analyze contemporary fashion & eras that influence today's fashion.
	<ul style="list-style-type: none"> • Sketch, render and incorporate designs, silhouettes and costumes styles
	<ul style="list-style-type: none"> • Depict the same to evaluate and understand costume design for contemporary movies and drama
Content Outline	<ul style="list-style-type: none"> • 21 st Century - Emergence of a new age in fashion • Role of Fashion Designers – focusing on individual expression/ signature style of the most prominent designers that influenced fashion in the last 50 years – (international & national). • Period-based costume illustrations with rendering, mood boards & inspiration boards • Period movie analysis and review, both Bollywood and Hollywood

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Assignment 1: Classroom interactive presentations of 2 (two) case studies

Assignment 2: 2 Presentations on one male and one female costumes, their hair style, headgear and jewelry.

Assignment 3: Sketching of the 2 costumes and 2 hairstyles of ancient India -Indus valley, Vedic period (one male and one female).

Assignment 4: Video assignments (brief documentaries)

Assignment 5: 1 Costume Doll making by selecting any one - Periods / Cultures

Assignment 6: 2 sessions of group discussions of various periods

OR

Assignment 7: Review 2 Indian period movies, critical analysis & innovative presentations.

References:

1. Alkazi, R. (2011). Ancient Indian Costumes.
2. Biswas, A. (2017). Indian Costumes. Publication Division, Ministry of Information and Broadcasting.
3. Cosgrave, B. (2001). The Complete History of Costumes and Fashion. Facts on File Publisher. Laver, J. (2002). *Costume and Fashion*. Thames & Hudson.
4. Peacock, J. (1991). The Chronicle of Western costume: from the ancient world to the late twentieth century.
5. Racinet, A. (1987). Racinet's Full-Color Pictorial History of Western Costume: With 92 Plates Showing Over 950 Authentic Costumes from the Middle Ages to 1800.

Course Title	Basics of Child Care & Development (Th)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of growth and development. 2. Categorize different aspects of child's physical, motor social and emotional development. 3. Classify developmental tasks of different age groups. 4. Identify Piaget's stages of cognitive development upto late childhood stage. 5. Comprehend concept of Play and its implications in physical, social, emotional and cognitive development. 6. Predict individual difference among children
Module 1 (Credit 1) - Introduction to Childhood	
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the concept of Childhood 2. Classify principles of growth and development 3. Illustrate childhood in different contexts: childhood and poverty, child labour, child abuses and child protection. 4. Assess child rearing practices 5. Distinguish effects of divorce, single parenthood family 6. Evaluate the effects of migration of families
Content Outline	<ul style="list-style-type: none"> ● Concept of Childhood ● Principles of Growth and Development ● Childhood in Different Contexts: Childhood and Poverty, Child Labour, Child Abuses and Child Protection. ● Childhood Rearing Practices ● Effects of Divorce, Single Parenthood Family ● Migration of Families
Module 2 (Credit 1) Physical, Motor Development and Social Development in Childhood	

Learning Outcomes	<ol style="list-style-type: none"> 1. Understand characteristics of physical growth at early childhood and late childhood stages 2. Compare the difference between gross and fine motor skills development up to late childhood; 3. List down developmental tasks up to late childhood 4. Demonstrate different types of play 5. Identify developmental delays in children 6. Compare role of family (parents), peers, school (teachers) and society in social development of children
Content Outline	<ul style="list-style-type: none"> ● Characteristics of physical growth at early childhood and late childhood stages ● Motor Development- gross and fine motor skills development up to late childhood; ● Developmental tasks up to late childhood ● Developmental delay and its remedies ● Play: characteristics, stages, types, importance and its role in overall development ● Concept and characteristics of social development ● Role of family (parents), peers, school (teachers) and society in social development
Module 3 (Credit 1) - Emotional Development and Language Development	
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand characteristics and factors affecting emotional development 2. Illustrate the role of parents and teachers in healthy emotional development 3. Enumerate the stages of language development 4. Classify the factors affecting language development 5. Identify speech defects in children
Content Outline	<ul style="list-style-type: none"> ● Meaning, Nature, Characteristics and Types of Emotions ● Understanding children's emotions ● Factors affecting emotional development ● Role of parents and teachers in healthy emotional development ● Stages of language development ● Factors affecting language development

	<ul style="list-style-type: none"> ● Speech defects
Module 4 (Credit 1) - Cognitive Development and Moral Development	
Learning Outcomes	<ol style="list-style-type: none"> 1. Compare Piaget's and Kohlberg's stages of cognitive development 2. Classify moral development
Content Outline	<ul style="list-style-type: none"> ● Concept of Cognitive Development ● Piaget's stages of Cognitive Development upto late childhood ● Individual Differences and Cognitive development ● Moral Development: Concept and stages of moral development according to Kohlberg and Piaget

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

1. Collect 6-8 newspaper articles that reflect issues of parenting and childhood, analyse these and prepare a report.
2. Identify two children of 7-14 age group belonging to diverse socio-cultural backgrounds and prepare a case study.
3. Conduct interviews of 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles, prepare and present their report in the class.

Module 2:

1. Collect data from an elementary school with regard to the growth of height and weight of children, analyze the data and prepare a report for presentation.
2. Collect and compile data relating to developmental norms during infancy/babyhood/early childhood/late childhood.

Module 3:

1. Scrap book of emotions

2. Project on Speech defects

Module 4:

1. Making a chart on Piaget's Cognitive development stages
2. Making a hart on stages of moral development according to Kohlberg and Piaget

References:

1. Berk, L.E. (2000) Childhood to Adolescence. London: Mc.Graw Hill Company. Berk, L.E.(2007) Development Through the Life Span. New Delhi: Pearson Education.
2. Devadas, R.P. and Jaya, N. (2002) A Textbook on Child Development. Madras: MacmillanIndia Limited.
3. Gupta, M.S. (2009) Early Childhood Care and Education. Prantice Hall of India Pvt. Ltd.
4. Harris, M. and Butterworth, G. (2002) Developmental Psychology: a Student's Handbook.Taylor & Francis: New York.
5. Hurlock, E.B. (2004) Child Growth and Development. New York: Tata Mc.Graw HillCompany.
6. Mohanty, J. and Mohanty, B. (1994) Early Childhood Care and Education (ECCE). New Delhi:Deep and Deep publications.
7. Mussen, P.H. et. al. (1984) Child Development and Personality. New York: Harper & RowPublication.
8. Papalia, D.E. and Olds, S.W. (2005) Human Development. New York: Tata Mc.Graw HillCompany.
9. Santrock, J.W. (2006) Child Development. New Delhi: Tata Mc.Graw Hill PublishingCompany.

Course Title	Herbal Science
Course Credits	4
Course Outcomes	<ol style="list-style-type: none"> 1. Analyze different pharmacopoeias (Indian, US, British, WHO), understanding their regulatory frameworks and applications in Herbal Science. 2. Evaluate the active components in herbs, mastering the processes of extraction and their various applications. 3. Investigate the properties, classification, distribution, extraction, biosynthesis, biological roles, and applications of secondary metabolites such as alkaloids and glycosides. 4. Design innovative applications of tannins, phenolic compounds, volatile oils, and resins, utilizing their properties in various herbal science domains.
Module 1 (Credit 1) - Herbal Science	
Learning Outcomes	After learning the module, learners will be able to,
	<ol style="list-style-type: none"> 1. Examine the historical background of Herbal Science, discerning its evolution and relevance in different cultural contexts
	<ol style="list-style-type: none"> 2. Compare the present status and scope of Herbal Science with a focus on Medicinal Botany, Pharmacognosy, Aroma Therapy, and Cosmetology, evaluating their similarities and differences in application and efficacy.
Content Outline	<ul style="list-style-type: none"> • Introduction to Herbal Science: Historical Background, Present Status And Scope With Reference To Medicinal Botany, Pharmacognosy, Aroma Therapy Cosmetology.
Module 2 (Credit 1) - Herbal Pharmacopias	
Learning Outcomes	After learning the module, learners will be able to,
	<ol style="list-style-type: none"> 1. Differentiate between various Pharmacopoeias, including Indian, US, British, and WHO's.
	<ol style="list-style-type: none"> 2. Analyze the regulatory standards and requirements outlined in each Pharmacopoeia for pharmaceutical products
Content Outline	<ul style="list-style-type: none"> • Pharmacopoeia: <ul style="list-style-type: none"> ○ Indian Pharmacopoeia, ○ US Pharmacopoeia, ○ British Pharmacopoeia and ○ WHO's Pharmacopoeia

Module 3 (Credit 3) - Secondary Metabolites I	
Learning Outcomes	After learning the module, learners will be able to
	1. Examine the historical evolution, classification, properties, and natural distribution of Alkaloids and Glycosides
	2. Investigate extraction techniques, biosynthesis pathways, biological functions, and diverse applications of Alkaloids and Glycosides
Content Outline	<ul style="list-style-type: none"> • Secondary Metabolites I • History, Classification, Properties, Distribution in Nature, Extraction, Biosynthesis, Biological role and applications of Alkaloids and Glycosides.
Module 4 (Credit 4) - Secondary Metabolites II	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the historical evolution, classification, properties, and natural distribution of Tannins, other Phenolic Compounds, Volatile Oils, and Resins
	2. Investigate extraction methods, biosynthesis pathways, biological functions, and various applications of Tannins, other Phenolic Compounds, Volatile Oils, and Resins
Content Outline	<ul style="list-style-type: none"> • Secondary Metabolites II : <ul style="list-style-type: none"> o History, Classification, Properties, Distribution in Nature, Extraction, Biosynthesis, Biological role and Applications of Tannins and other Phenolic Compounds. Volatile oils and resins.

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):

Module 1 – Herbal Science

Project: Herbal Garden Creation

Description: Students will plan and create a herbal garden either on the school premises or in their community. They will research different medicinal herbs, their growing conditions, and uses in Herbal Science. Students will work together to design the layout of the garden, select appropriate herbs to cultivate, and plant them. Throughout the project, they will document the process, including the selection of herbs, soil preparation, planting, and maintenance. The herbal garden will serve as an educational resource for the school or community, providing firsthand experience with medicinal plants.

Resources Needed: Seeds or seedlings of medicinal herbs, gardening tools, soil, pots or garden beds, water source.

Methodology: Research medicinal herbs suitable for the local climate and growing conditions, plan the layout of the herbal garden, prepare the soil, plant the herbs, and maintain the garden.

Data to be Collected: Documentation of the selection of herbs, planting process, growth observations, and any insights gained from maintaining the herbal garden.

Module 2 – Herbal Pharmacopias

Project: Herbal Medicine Preparation Workshop

Description: Students will organize a workshop to prepare herbal medicines following traditional or standardized methods outlined in different pharmacopoeias. They will research the preparation techniques for specific herbal remedies and gather the necessary ingredients. During the workshop, students will demonstrate the preparation process, including measuring ingredients, mixing, and packaging. Participants will have the opportunity to learn about the medicinal properties of herbs and the cultural significance of herbal remedies. The workshop will provide practical experience in herbal medicine preparation and promote understanding of traditional healing practices.

Resources Needed: Ingredients for herbal remedies, kitchen or laboratory equipment, packaging materials, information on traditional medicine preparation techniques.

Methodology: Research traditional or standardized methods for preparing herbal medicines, gather ingredients, conduct the workshop, and provide demonstrations.

Data to be Collected: Documentation of the preparation process, participant feedback, and reflections on the cultural and therapeutic aspects of herbal medicine.

Module 3 - Secondary Metabolites I

Project: Extraction and Analysis of Secondary Metabolites

Description: Students will conduct experiments to extract secondary metabolites from medicinal herbs and analyze their properties. They will select herbs rich in secondary metabolites such as alkaloids or glycosides and choose appropriate extraction methods. Students will perform extraction experiments, analyze the extracted compounds using techniques such as chromatography or spectroscopy, and interpret the results. Through hands-on experimentation, students will gain practical experience in extracting

and analyzing secondary metabolites, enhancing their understanding of Herbal Science principles.

Resources Needed: Medicinal herbs, extraction solvents, laboratory equipment (such as glassware, centrifuge, chromatography equipment), analytical instruments (such as HPLC, GC-MS), chemicals for analysis.

Methodology: Select herbs for extraction, perform extraction experiments, analyze extracted compounds using chromatography or spectroscopy, and interpret the results.

Data to be Collected: Yield of extracted compounds, chromatographic or spectroscopic data, identification of secondary metabolites, and conclusions drawn from the analysis.

Module 4 - Secondary Metabolites II

Project: Formulation of Herbal Products

Description: Students will collaborate to formulate herbal products using secondary metabolites such as tannins, phenolic compounds, volatile oils, and resins. They will research the properties and applications of these compounds in Herbal Science and identify suitable formulations for products such as herbal teas, topical creams, or natural cosmetics. Students will develop prototypes of their products, considering factors such as ingredients, formulation techniques, and packaging. They will present their formulations to a panel for evaluation, focusing on innovation, effectiveness, and market potential.

Resources Needed: Ingredients for herbal formulations, laboratory or kitchen equipment, packaging materials, market research data.

Methodology: Research properties and applications of secondary metabolites, formulate herbal products, develop prototypes, and present formulations to a panel for evaluation.

Data to be Collected: Formulation recipes, prototype samples, feedback from panel evaluation, and reflections on the formulation process.

References:

1. Trivedi, P. C. (2009). Indian Medicinal Plants.
2. Bhattacharjee, S. K. (2004). Handbook of Aromatic Plants.
3. Bhattacharjee, S. K. (2004). Handbook of Medicinal and Aromatic Plants.
4. Kapoor, L. D. (2005). Handbook of Ayurvedic Medicinal Plants.
5. Kirtikar, K. R., & Basu, B. D. (2006). Indian Medicinal Plants (Vols. 1-4).
6. Sivarajan, V. V., & Balachandran, I. (1994). Ayurvedic Drugs and Their Plant Sources. Oxford & IBH.

7. Vardhana. (2008). Direct Uses of Medicinal Plants and Their Identification. Sarup and Sons.
8. World Health Organization. (1998). Quality Control Methods for Medicinal Plants Materials.

Course Title	Dyes and Pigment
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Apply fundamental dye concepts practically in textiles.
	2. Analyze diverse dye, pigment, and auxiliaries' applications.
	3. Evaluate production methods and properties of dyes.
	4. Design innovative solutions for textile industry challenges.
Module 1 (Credit 1) - Dye Fundamentals	
Learning Outcomes	After learning the module, learners will be able to,
	1. Investigate fundamentals of dyes, including chemical chromophores.
	2. Assess dye classes and their principal applications, including synthesis of commercial dyes.
Content Outline	<ul style="list-style-type: none"> Fundamental of dyes: General, Important chemical chromophore of dyes Dyes Class for principle applications, Description of individuals of class and synthesis of some commercial dyes.
Module 2 (Credit 1) - Textile Dyeing Techniques	
Learning Outcomes	After learning the module, learners will be able to,
	1. Explore dying processes of textiles, including pre-treatment of fibers and dyeing methods for various textiles, as well as textile finishes and auxiliaries.
	2. Examine non-textile dyes, such as those used in leather, fur, hair, food, ink, photography, and as indicator dyes.
Content Outline	<ul style="list-style-type: none"> Dying processes of textiles: Pre-treatment of textile fibers, dyeing methods for various textiles, Textile finishes and Textile auxiliaries. Non textile dyes: Leather, Fur, Hair, Food, Ink, Photographic, indicator dyes.
Module 3 (Credit 1) - Zinc Oxide Pigments	
Learning Outcomes	After learning the module, learners will be able to,
	1. Develop a study on fundamentals, properties, and production of Iron Oxide pigments, specifically focusing on the precipitation process.
	2. Examine fundamentals, properties, and production methods of Zinc Oxide pigments, including raw materials and processes such as the Direct (American) and Precipitation processes.

Content Outline	<ul style="list-style-type: none"> • Zinc Oxide pigments (Fundamentals and properties, Raw materials, Directprocess (American process), Precipitation process) • Iron oxide pigments (Fundamentals and properties, Production of iron oxidepigment by precipitation process)
Module 4 (Credit 1) - Advanced Dye Applications	
Learning Outcomes	After learning the module, learners will be able to,
	1. Design experiments for synthesis, characterization, and application of dyes.
	2. Explore additional aspects of dyes, such as non-mutagenic variants andcolorants for high-tech fluorescent brightening agents.
Content Outline	<ul style="list-style-type: none"> • Synthesis, Characterization and application. • Some other aspects related to dyes: Non mutagenic dyes, colorants for hightechnology Fluorescent Brightening agents.

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):Module 1 - Dye Fundamentals

Project 1: Chromophore Exploration

Description: Students will investigate the fundamentals of dyes by analyzing the chemical chromophores responsible for coloration. They will select common household items such as food coloring, ink cartridges, or fabric dyes and perform simple separation techniques like paper chromatography to isolate and identify the chromophores present. Through observation and analysis, students will deepen their understanding of dye chemistry and its practical applications, particularly in textile dyeing processes.

Safety Measures: Ensure students handle chemicals safely and conduct experiments in a well - ventilated area.

Module 2 - Textile Dyeing Techniques

Project 1: Fabric Dyeing Experiment

Description: Students will explore textile dyeing techniques by designing and conducting experiments to dye fabric samples using natural or synthetic dyes. They will pre-treat fabric fibers to enhance dye uptake and select appropriate dyeing methods such as immersion, padding, or printing techniques. Through hands-on experimentation, students will observe and analyze the effects of different dyeing parameters on color intensity, fastness properties, and overall textile appearance. This project provides practical experience in textile dyeing processes and

allows students to apply their knowledge to address challenges in the textile industry.

Safety Measures: Ensure students handle dyes and chemicals safely, follow proper dyeing protocols, and dispose of waste materials appropriately.

Module 3 - Zinc Oxide Pigments

Project 1: Zinc Oxide Pigment Production Simulation

Description: Students will simulate the production process of zinc oxide pigments, focusing on the precipitation method. They will research the raw materials and equipment used in the Direct (American) and Precipitation processes and develop a step-by-step simulation. Using available resources, students will set up experimental setups mimicking the precipitation reaction, observing the formation and properties of zinc oxide pigments. Through this hands-on simulation, students will gain a deeper understanding of the fundamentals and production methods of zinc oxide pigments, preparing them for real-world applications in the pigment industry.

Safety Measures: Ensure students handle chemicals safely and conduct experiments in a well - ventilated area.

Module 4 - Advanced Dye Applications

Project 1: Dye Synthesis and Application Design

Description: Students will design and execute a series of experiments to synthesize novel dyes and evaluate their application potential. They will explore various synthetic routes to prepare new dye compounds and characterize their chemical structures using spectroscopic techniques. Students will then test the synthesized dyes on different substrates such as fabrics, plastics, or paper to assess their coloration efficiency and fastness properties. Through this project, students will gain hands-on experience in dye synthesis, characterization, and application, fostering innovation and problem - solving skills in dye chemistry.

Safety Measures: Ensure students handle chemicals safely and wear appropriate personal protective equipment.

Reference Books:

1. Sharma, B. K. (2014). Industrial Chemistry (18th ed.). Goel Publishing House.
2. Kent, J. A. (Ed.). (Year of Publication). Riegel's Handbook of Industrial Chemistry (9th ed.). CBS Publishers.
3. Satyaprakash, Tuli, & Basu. (Year of Publication). Advanced Inorganic Chemistry (pp. 458-463).

4. Satyaprakash, Tuli, & Basu. (Year of Publication). Advanced Inorganic Chemistry (pp. 830-849).
5. Kent, J. A., Bommaraju, T. V., & Barnicki, S. D. (Year of Publication). Handbook of Industrial Chemistry and Biotechnology (13th ed.). Springer.

Course Title	Haematology-I (Theory + Practical)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to,
	1. Collect blood samples
	2. Carry out complete hemogram
	3. Identify various blood parasites
	4. Handle the Autoanalyzer
	5. Perform quality control procedures
Module 1 (Credit1) -	
Learning Outcomes	After learning the module, learners will be able to, <ul style="list-style-type: none"> 1. Differentiate various blood cells 2. Appraise the technique of blood collection, cell count and hemoglobin determination
Content Outline	<ul style="list-style-type: none"> • Introduction to Hematology • Blood and its functions • Phlebotomy • Haematopoiesis • Cell count
Module 2 (Credit1) -	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> 1. Calculate cell indices 2. Perform blood smear preparation, Differential count, abnormal cell morphology and parasites
Content Outline	<ul style="list-style-type: none"> • Determination of PCV, ESR and cell indices • Differential WBC count and morphology of all blood cells and parasites • Autoanalysers
Module 3 (Credit1) -	
Learning Outcomes	After learning the module, learners will be able to, <ul style="list-style-type: none"> 1. Evaluate pathophysiology of Different Anemic conditions 2. prepare blood smear 3. Investigate the different Anemic conditions, Erythropoiesis

Content Outline	<ul style="list-style-type: none"> • Determination of Anisocytosis and Poikilocytosis • Differential count using Neubauer's Chamber and Cell counter • Differential WBC count and morphology of RBC and WBC Autoanalysers
Module 4 (Credit1) -	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Recognize the pathophysiology of Thrombopoiesis 2. Investigate the different Leukocyte Disorders
Content Outline	<ul style="list-style-type: none"> • Determination of Platelet count • Staining Techniques (Wright's Stain, Field Stain) • Determination of Mentzers Index • Determination of ESR by Wintrobe's and Westergren's Method

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

1. Project work
 - a. Interview a hematologist or hematopathologist to learn about their career path, daily responsibilities, and the challenges they face in their field.
 - b. Prepare a comparative analysis of the structure and function of red blood cells, white blood cells, and platelets.
2. Seminar presentation on
 - a. Blood cell morphology
 - b. Blood cell indices
3. Discuss safety precautions, infection control measures and potential complications associated with phlebotomy procedures.
4. Perform calculations to determine MCV, MCH and MCHC values based on provided blood analysis data.

References:

1. Textbook of Medical Laboratory Technology by Dr. P. B. Godkar 3rd edition, Published 2018
2. Dacie and Lewis Practical Haematology 12th edition Barbara Bain
3. William's manual of haematology by Marshall Lichtman 10th edition Mc Graw Hill
4. Medical Laboratory Technology by Kanai L Mukherjee 4th edition by CBS publishers

5. Bethesda Handbook of Clinical Haematology 4th edition published by Wolters Kluwer

Course Title	Fashion Photography
Course Credits	4
Course Outcomes	1. Gain historical insights and identify key figures and movements in fashion photography, establishing a foundational understanding of its evolution.
	2. Master aesthetics and composition principles, utilizing color, texture, and form to enhance fashion photographs, while demonstrating proficiency in styling and wardrobe selection.
	3. Develop expertise in lighting techniques, distinguishing between natural and artificial light, implementing studio setups, and creatively manipulating shadows and highlights.
	4. Analyze the representation of gender, race, and body image in fashion photography, explore cultural influences, compare its relationship with other visual arts, and adapt to contemporary trends including digital techniques and social media impact.
Module 1 (Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
	1. Gain an understanding of the historical development of fashion photography, recognizing its evolution and influence over time..
	2. Identify and analyze the contributions of key figures and movements that have shaped the field of fashion photography
	3. . Develop a foundational knowledge of the significant trends and technological advancements that have impacted fashion photography.
Content Outline	<ul style="list-style-type: none"> ● Introduction to Fashion Photography: <ul style="list-style-type: none"> - Historical overview of fashion photography - Key figures and movements in the field
Module 2 (Credit 1) -	
Learning Outcome:	After learning the module, learners will be able to,

	<ol style="list-style-type: none"> 1. Apply the principles of composition specific to fashion photography, enhancing their ability to create visually compelling images. 2. Explore and utilize color, texture, and form effectively to convey mood and style in fashion photography 3. Develop skills in styling and wardrobe selection, understanding their importance in creating cohesive and striking fashion photographs.
Content Outline	<ul style="list-style-type: none"> ● Aesthetics and Composition <ul style="list-style-type: none"> - Principles of composition in fashion photography - Use of color, texture, and form - Styling and wardrobe selection
Module 3 (Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
	1. Differentiate between natural and artificial lighting techniques, mastering various studio lighting setups..
	2. Experiment with creative use of shadows and highlights, enhancing their technical proficiency in lighting for fashion photography
	3. Critically analyze the representation of gender, race, and body image in fashion photography, exploring the cultural influences on fashion imagery.
Content Outline	<ul style="list-style-type: none"> ● Lighting Techniques <ul style="list-style-type: none"> - Natural light vs. artificial light - Studio lighting setups - Creative use of shadows and highlights ● Fashion and Identity <ul style="list-style-type: none"> - Representation of gender, race, and body image in fashion photography - Cultural influences on fashion imagery
Module 4 (Credit 1) -	
Learning Outcome:	After learning the module, learners will be able to,

	<ol style="list-style-type: none"> 1. Compare fashion photography with other visual arts, understanding its unique place and influence within the broader art world 2. Evaluate the role of fashion photography in museums and galleries, gaining insight into its artistic and cultural significance. 3. Stay current with contemporary trends, mastering digital photography and post-production techniques, and understanding the impact of social media on the democratization of fashion photography
Content Outline	<ul style="list-style-type: none"> ● Fashion Photography and Art <ul style="list-style-type: none"> - Comparisons with other visual arts - Fashion photography in museums and galleries ● Contemporary Trends <ul style="list-style-type: none"> - Digital photography and post-production techniques - Social media and the democratization of fashion photography - Emerging styles and approaches

Assignment/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

1. Create a collage representing the evolution of fashion photography. Research and select images from different historical periods, highlighting key figures and movements in the field.

Module 2

2. Select a fashion theme and create a styled photo shoot using basic wardrobe items.

Module 3

3. Choose a natural or artificial lighting setup and capture a series of portraits using yourself or a model as the subject.

Module 4

4. Gather images from various sources such as magazines, social media, or online platforms, and compile them into a collage-style presentation.

References:

1. Bruce Smith (2008) *Fashion Photography: A Complete Guide to the Tools and Techniques of the Trade* Rotovision
2. Eliot Siegel (2008) *The Fashion Photography Course: First Principles to*

Successful Shoot - the Essential Guide Thames & Hudson

3. Eugenie Shinkle (2008) *Fashion as Photograph: Viewing and Reviewing Images of Fashion* I.B. Tauris
4. Rossella (2004) *Lighting People: A Photographer's Reference* Peachpit Press
5. Chris Tarantino and Ken (2005) *Digital Fashion Photography* Prentice Hall
6. Maria Morris Hambourg (2004) *Fashioning Fiction in Photography since 1990* The Museum of Modern Art, New York

Course Title	Applied Science (Theory & Practical)
Course Credits	4 (2+2)
Course Outcomes	After going through the course, learners will be able to
	1.Understand the importance of science in daily life
	2.Develop analytical attitude.
	3.Acquire knowledge to develop scientific way of thinking.
	4.Impart knowledge to apply.
Module 1 (Credit 1) - Applied Chemistry	
Learning Outcomes	After learning the module, learners will be able to
	1.Inculcate scientific temper in the students and develop scientific, analytical attitude. 2.Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals & industries. 3.Understand the use and importance of chemistry in day to day life.
Content Outline	<p>Review of Basic Chemistry</p> <ul style="list-style-type: none"> • Important definitions • Difference between Organic & Inorganic compounds • Functional groups • Bohr's model of atom • Atomic number & electronic configuration <p>2) Soaps & Detergents</p> <ul style="list-style-type: none"> • Saponification reaction • Cold and hot process of soap making • Difference between soaps and detergents • Cleansing action <p>3) Drugs and Pharmaceuticals</p> <ul style="list-style-type: none"> • Properties of good drug • Meaning of important terms with e.g. Analgesic, Antipyretic, Antacid, Antibiotic, Diuretic, anti-inflammatory, Laxatives, Sulfa drugs • Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide <p>4) Dyes</p> <ul style="list-style-type: none"> • Definition, important terms like chromophore, Auxochrome, chromogen • Classification based on application • e.g. and uses of different dyes in food, textile, medicine, laboratory, etc. & their hazards <p>5)Polymers</p> <ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride

Module 2 (Credit 1) - Applied Biology	
Learning Outcomes	After learning the module, learners will be able to
	1.Acquire the basic knowledge of the fundamentals of biological sciences. 2.Apply the knowledge of the biological processes to everyday life.
Content Outline	<p>Cell</p> <ul style="list-style-type: none"> • As the basic unit of life • Types of cells • Salient features of animal cell <p>Introduction to Micro-organism</p> <ul style="list-style-type: none"> • Bacteria-Structure, Classification based on response to O₂ , nutrition, Importance of bacteria • Fungi- Morphology of molds and yeasts, classification, beneficial and harmful aspects • Virus- Morphology, Classification based on nucleic acid content and hosts <p>Genetics and Heredity</p> <ul style="list-style-type: none"> • Origin of the term gene • Chemical basis of heredity- organization of human genome, sex determination, monogenic and polygenic traits, patterns of inheritance- autosomal, recessive and sex-linked inheritance • Mutation and its type, abnormalities in chromosome number <p>Genetic Engineering and Biotechnology</p> <ul style="list-style-type: none"> • Definition of the terms • Methodology of gene cloning-in brief <p>1. Application of genetic engineering in plants- insects & virus resistant plants, plants with improved characters. 2. Application in human medicine- pharmaceuticals, thallemia ontogenesis, interferon, production of growth hormone, human insulin ELISA.</p>
Module 3 (Credit 1) - Applied Chemistry (Practical)	
Learning Outcomes	After learning the module, learners will be able to
	1.Develop in students the ability to work systematically in laboratory. 2.Develop in them the skill for simple chemical procedures.
Content Outline	1) Introduction to chemistry lab & apparatus. 2) Neutralization of strong acid with strong base (HCl & NaOH) 3) Neutralization of weak base with strong acid (Na ₂ CO ₃ & H ₂ SO ₄) 4) Neutralization of weak acid with strong base (Oxalic acid & NaOH) 5) Oxidation- reduction reaction (Oxalic acid & KMnO ₄) 6) pH determination of various solutions: acid, base and neutral (two household example for each) 7) Preparation of soap bar 8)Viscosity measurement: water, oil, shampoo by Oswald's viscometer
Module 4 (Credit 1) - Applied Biology (Practical)	

Learning Outcomes	After learning the module, learners will be able to
	1. Acquire knowledge of various micro-organisms and the required skills to study them. 2. Apply this knowledge in day-to-day life.
Content Outline	1) Study and care of microscope 2) Observation of motility of bacteria by Hanging drop method (<i>E. coli</i> / <i>Proteus</i>) 3) Observation of bacteria by the simple: monochrome staining method (Hay infusion culture or milk) 4) Gram staining of bacteria in buttermilk 5) To observe common pathogenic bacteria (any 6 – permanent slides) 6) Observation of fungi on different food materials 7) To observe common pathogenic protozoa (permanent slides of <i>Entamoeba histolytica</i> and <i>Plasmodium vivax</i>) 8) Study of medicinally important plants (projects)

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE): Module 1 Applied Chemistry

Assignment / Quiz

Module 2 Applied Biology

Assignment / Quiz

Module 3 Applied Chemistry (Pr)

Daily work Journal Performing experiment

Module 4 Applied Biology (Pr)

Daily work Journal Performing experiment

References:

1. George A. (1984): Shreeve's Chemical Process Industries
2. Glazer A. Na Ni Baido H (1995) Microbial Biotechnology W.H. Freeman Company.
3. K. Venkatraman (1952): The Chemistry of Synthetic Dyes, Vol. I, Academic Press, New York.
4. Kent S.A. (1974): Riegel's Handbook of Industrial Chemistry.
5. Loewy A. and Sckevilz (1995) Cell Structure and Functions, Hold, New-York
6. Nicholl D.S.T. (1994) An Introduction to Genetic Engineering- Cambridge University, Press.
7. Pelczar N.S, Chan F.C.S. Krieg N.R.(1998) Microbiology, Tata Mc Grow

Hill.

8. Person D. (1983): The Chemical Analysis of Food, Churchill Livings Tone, Edunburgh, London, New York.
9. Porter K.R., Bonneville M.A. (1964) Fine Structure of Cells and Tissues, Lea & Blanchard, Philadelphia.
10. Prof. V. A. Shenal (1991): Introduction to the Chemistry of Dyestuffs, sevs Publications.
11. Rao C.V. (1994) Foundation to Mol. Biol, R. Chenda. Co. Publisher
12. Thomsen E.G. (1985): Modern Cosmetics Universal publishing corp
13. Zhdanov L.S. (1980): Physics for the Technician, MIR Publications. Moscow.

Course Title	Cuisines Of India – I (Theory and Practical)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to -
	<ol style="list-style-type: none"> 1. Explore the diversity of cuisines of western and northern parts of India. 2. Explore the different cooking methods employed in cuisines across western and northern parts India 3. Examine preparations made in western and northern regions of India in different seasons and festivals. 4. Compare differences in use of various spices and ingredients in western and northern cuisines of India 5. Prepare various recipes of each type of cuisine and appreciate it's diversity.
Module 1 (Credit 1)	Western Indian Cuisine
Learning Outcomes	<ol style="list-style-type: none"> 1. Examine use of various spices and ingredients in making cuisines of Western India. 2. Explore preparations made in different regions, different seasons and festivals in Western India.
Content Outline	<ol style="list-style-type: none"> 1. Maharashtrian Cuisine 2. Gujarati Cuisine: 3. Rajasthani Cuisine 4. Parsi Cuisine
Module 2 (Credit 1)	North Indian Cuisine
Learning Outcomes	<ol style="list-style-type: none"> 1. Examine use of various spices and ingredients in making North Indian cuisines. 2. Explore preparations made in different regions, different seasons and festivals in Northern India.
Content Outline	<ol style="list-style-type: none"> 1. Punjabi cuisine 2. Uttar Pradesh cuisine 3. Jammu and Kashmir cuisine 4. Madhya Pradesh cuisine

Module 3 (Credit 1)	Practical - Western Indian Cuisine
Learning Outcomes	<ol style="list-style-type: none"> 1. Apply basic culinary skills in making specific dishes. 2. Describe and demonstrate cuisines of Western India.
Content Outline	<ol style="list-style-type: none"> 1. Prepare recipes from Maharashtrian, Gujarati, Rajasthani, Goan and Parsi 2. List popular recipes of different meals and preserves etc. 3. Cook less common 2 less common recipes from each cuisine and enable development of culinary skills.
Module 4 (Credit 1)	Practical - North Indian Cuisine
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate various traditional cooking methods and recipes. 2. Develop a better understanding of the various Indian cooking methods.
	<ol style="list-style-type: none"> 4. Punjabi, Uttar Pradesh, Jammu and Kashmir, Madhya Pradesh cuisines 1. recipes. 2. List popular recipes of different meals and preserves etc. 3. Cook less common 2 less common recipes from each cuisine and enable development of culinary skills.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Individual or group projects on food ingredients used in the cuisines of the western and northern parts of India.
2. Laboratory preparation of recipes of cuisines from these regions.

References:

1. Banerji C (2008), 'Eating India: Exploring the Food and Culture of the Land of Spices' Bloomsbury Publications
2. Chitra P, 'Foods of Earth Tastes of Heaven'
3. Cookery Books of Nita Mehta.
4. Cookery Books of Tarla Dalal.
5. Dalal T, 'The complete Gujarati Cook Book'

6. Dubey K, (2022), 'The Indian Cuisine' Published by PHI Learning Pvt.
7. Food Magazines
8. Nambiar, V (2021) 'Indian Food Anthropology and the Eat Right Movement' - Volume 2.
9. Patil V (1992), 'Food Heritage of India: A collection of Unusual Recipes from every corner of India, pp:123-147, Vakil & sons ltd Bombay Print.
10. Philip T (1978), 'Indian Cuisine', published by Ministry of Information and Broadcasting Government of India: 14-15.
11. Shenoy, Jaya, 'Dakshin Bharat'.

Course Title	Food Preservation (2 Th + 2 Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Explain the need, importance, and scope of food preservation. 2. Describe the basic principles and factors influencing food preservation. 3. Classify and explain different traditional and modern food preservation methods. 4. Apply suitable food preservation techniques to prepare various preserved products. 5. Evaluate the effectiveness of different food preservation methods based on food type and storage conditions.
Module 1 (Credit 1) - Introduction to Food Preservation	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Explain the importance and objectives of food preservation. 2. Identify traditional methods of food preservation. 3. Analyze the factors affecting post-harvest storage stability of foods. 4. Describe the causes of food spoilage due to microbial, insect, enzymatic, and chemical activities. 5. Explain the basic principles involved in food preservation.
Content Outline	<ul style="list-style-type: none"> • Introduction to Food Preservation <ol style="list-style-type: none"> 1) Importance and objectives of food preservation and traditional methods of food preservation. 2) Factors affecting post-harvest storage stability of foods. 3) Basic principles of Food Preservation 4) Causes of food spoilage-growth and activity of microorganisms and insects. 5) Action of enzymes and chemical reactions. 6) Physical changes in cereals, pulses, fruits and vegetables. 7) Methods of Food Preservation involving temperatures- Asepsis and removal of micro- Organisms 8) Use of high temperature 9) Factors affecting heat resistance, TDT and Pasteurization Canning and its use in food

Module 2 (Credit 1) - Preservation Using Temperature	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Describe methods involving asepsis and removal of microorganisms. 2. Explain the use of various preservatives used in the industry 3. Interpret the concepts of TDT (Thermal Death Time) and heat resistance. 4. Differentiate between pasteurization and canning processes. 5. Apply appropriate heat treatment techniques based on food type.
Content Outline	<ul style="list-style-type: none"> • Use of low temperature-Freezing, frozen storage, blanching. changes during storage and thawing. • Drying or dehydration-factors affecting dehydration, pretreatments and post treatments, different techniques of dehydration. • Other Methods of Food Preservation • Use of preservatives - <ol style="list-style-type: none"> 1. Classification of permissible food preservatives-class
Module 3 (Credit 1) - Food Preservation Techniques	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Identify equipment and tools used in food preservation. 2. Demonstrate preservation methods such as drying, pickling, jam/jelly making, etc. 3. Follow hygiene and safety protocols while preparing preserved foods. 4. Record and report observations and outcomes from preservation practices. 5. Evaluate the sensory and storage quality of preserved products.
Content Outline	<ul style="list-style-type: none"> • Preparation of fruit juice, squash and cordial. • Preparation of mix fruit jam, jelly, marmalade- compare and find the difference. • Preparation of pickles-mixed vegetables, mango pickle, lemon pickles, instant pickle, sweet pickle, oil pickle, vinegar pickle • Preparation of green chili sauce, tamarind chutney
Module 4 (Credit 1) - Quality Evaluation and Advances in Preservation	

Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Assess the shelf life and microbial safety of preserved foods. 2. Compare traditional and modern preservation techniques. 3. Interpret food labeling and preservation-related regulatory standards. 4. Discuss recent advances in food preservation technologies.
Content Outline	<ul style="list-style-type: none"> • Preparation of tomato ketchup, sauce and chutney. • Preparation of instant mixes-<i>upma/dhokla/wadas</i> • Freezing of fruits and vegetables. • Dehydration of foods- vegetables, fruits, dried products like <i>kurдай, papad, chakali</i>, vermicelli etc. • Preparation of dried chutneys and masalas

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Assignment on Methods of Food Preservation
2. Preparation of products

References:

1. Desrosier, N. W. and Desrosier, J. N.(2004) *The Technology of Food Preservation* (4th ed.). CBS.
2. Sharma, A. (2019) *Textbook of food Science and Technology* (3rd ed.), CBS.
3. Sivasankar, B. (2022). *Food Processing and Preservation*. PHI.
4. Srivastava, P. (2013). *Methods of food Preservation*. Discovery Publishing House.
5. Srivastava, P. and Swaroop, A. (2014). *Techniques of food Preservation*. Discovery Publishing House.
6. Srivastava, R. P. and Sanjeev Kumar (2019). *Fruit and Vegetable Preservation* (3rd ed.). CBS.
7. Subbulakshmi, G. and Udipi, S. A. and Ghugre, Padmini. (2021). *Food Processing and Preservation*. New Age International Publishers.

Course Title	Nutrition for Optimal Health (Th)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Comprehend the basic concepts in food, nutrition and health. 2. Explain the connection between food choices and overall health. 3. Analyze nutrition-related information and differentiate scientific evidence from misinformation or quackery. 4. Apply the concepts in food, nutrition while choosing safe and nutritious foods. 5. Evaluate the impact of modern dietary patterns and processed foods on health outcomes.
Module 1 (Credit 1) -Nutrition and Health	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Predict the relationship between food choices and health outcomes. 2. Identify safe and nutritious foods. 3. Analyze Nutrition information as scientific or quackery.
Content Outline	<p>Nutrition and Health:</p> <p>Relationship between food, nutrition and health Nutrition Transition and its effects</p> <p>Functions of food</p> <p>Factors affecting food consumption Nutrition</p> <p>Misinformation and Quackery</p>
Module 2 (Credit 1) -Food Groups and Labeling	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. State the definitions and Classify foods into food groups. 2. Identify HFSS packaged foods using nutrition labels. 3. Apply my plate concept, food portioning.
Content Outline	<p>Basics of Nutrition:</p> <p>Definitions: Foods,</p>

	Diet, Nutrients, Nutrition, Optimum nutrition, Balanced diet, R.D.A., EAR, TUL, Malnutrition, Undernutrition, Over Nutrition Food Groups My Plate Concept Comprehension of Nutrition labels Food Portioning and Mindful eating
Module 3 (Credit 1) -Meal Planning	
Learning Outcomes	After learning the module, learners will be able to
	1. Predict the relationship between food choices and health outcomes. 2. Identify safe and nutritious foods and classify them in food groups. 3. Critique popular trends in foods and diets
Content Outline	Apply my plate concept, food portioning Case studies to discuss food choices and health outcomes Market survey and discussion on packaged foods.
Module 4 (Credit 1) - Nutrition and Health Promotion	
Learning	After learning the module, learners will be able to

Outcomes	<ol style="list-style-type: none"> 1. Analyze Nutrition information as scientific or quackery 2. Identify HFSS packaged foods using nutrition labels 3. Critique popular trends in foods and diets.
Content Outline	<p>Popular Trends in Foods and Diets: Myths and Facts</p> <p>Super foods</p> <p>Nutrition</p> <p>and</p> <p>Immunity</p> <p>Gluten-free</p> <p>foods</p> <p>Lactose</p> <p>free foods</p> <p>Alkaline</p> <p>water</p> <p>Pros and Cons: GM Diet, Keto Diet, Mediterranean diet, DASH Diet, Intermittent Fasting Diet, Vegan Diet</p>

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):

Module 1 & 2:

Group discussions on the veracity of select nutrition information in public domain

(Print/Virtual) through the lens of science backed information.

Module 3 & 4:

1. Assignment on use of food labels for identifying safe food.
2. Categorization of select foods by food groups.
3. Assignment on creating My Plate/Food portioning.
4. Presentations on critiquing select trends in food and diet.
5. Group discussions on Dietary Myths and Facts.

References:

1. Agarwal, A. and Udipi, S. (2021) *Textbook of Human Nutrition* (2nd ed). Jaypee Brothers Medical Publishers.
2. Dietary Guideline for Indians, A Manual (2024) NIN, Hyderabad.
3. Indian Food Composition Tables (2017), T. Longvah, R. Ananthan, K. Bhaskarachary, K. Venkaiah, NIN, Hyderabad.
4. Joshi, Shubhangini. A. (2021). *Nutrition and Dietetics* (5th ed). McGraw Hill.
5. Khanna, K., Gupta, S., Passi, S., Seth, R., Mahana, R. and Puri, S. (2016) *Textbook of Nutrition and Dietetics* (2nd ed.). Elite Publishing House.
6. Nutrition Requirements for Indians, (2020). A Report of the Expert Group, ICMR-NIN, MoHFW
7. My Plate for the Day (2020), ICMR-NIN
8. Sharma, Avantina. (2017). *Principles Of Therapeutic Nutrition and Dietetics*. CBS.
9. Srilaxmi, B. (2023). *Dietetics* (9th ed.). New Age International Private Limited.
10. Srilaxmi, B. (2023). *Nutrition Science* (8th ed.). New Age International Private Limited.

Course Title	Basics of Child Care & Development (Th)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of growth and development. 2. Categorize different aspects of child's physical, motor social and emotional development. 3. Classify developmental tasks of different age groups. 4. Identify Piaget's stages of cognitive development upto late childhood stage. 5. Comprehend concept of Play and its implications in physical, social, emotional and cognitive development. 6. Predict individual difference among children
Module 1 (Credit 1) - Introduction to Childhood	
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the concept of Childhood 2. Classify principles of growth and development 3. Illustrate childhood in different contexts: childhood and poverty, child labour, child abuses and child protection. 4. Assess child rearing practices 5. Distinguish effects of divorce, single parenthood family 6. Evaluate the effects of migration of families
Content Outline	<ul style="list-style-type: none"> ● Concept of Childhood ● Principles of Growth and Development ● Childhood in Different Contexts: Childhood and Poverty, Child Labour, Child Abuses and Child Protection. ● Childhood Rearing Practices ● Effects of Divorce, Single Parenthood Family ● Migration of Families
Module 2 (Credit 1) Physical, Motor Development and Social Development in Childhood	

Learning Outcomes	<ol style="list-style-type: none"> 1. Understand characteristics of physical growth at early childhood and late childhood stages 2. Compare the difference between gross and fine motor skills development up to late childhood; 3. List down developmental tasks up to late childhood 4. Demonstrate different types of play 5. Identify developmental delays in children 6. Compare role of family (parents), peers, school (teachers) and society in social development of children
Content Outline	<ul style="list-style-type: none"> ● Characteristics of physical growth at early childhood and late childhood stages ● Motor Development- gross and fine motor skills development up to late childhood; ● Developmental tasks up to late childhood ● Developmental delay and its remedies ● Play: characteristics, stages, types, importance and its role in overall development ● Concept and characteristics of social development ● Role of family (parents), peers, school (teachers) and society in social development
Module 3 (Credit 1) - Emotional Development and Language Development	
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand characteristics and factors affecting emotional development 2. Illustrate the role of parents and teachers in healthy emotional development 3. Enumerate the stages of language development 4. Classify the factors affecting language development 5. Identify speech defects in children
Content Outline	<ul style="list-style-type: none"> ● Meaning, Nature, Characteristics and Types of Emotions ● Understanding children's emotions ● Factors affecting emotional development ● Role of parents and teachers in healthy emotional development ● Stages of language development ● Factors affecting language development

	<ul style="list-style-type: none"> ● Speech defects
Module 4 (Credit 1) - Cognitive Development and Moral Development	
Learning Outcomes	<ol style="list-style-type: none"> 1. Compare Piaget's and Kohlberg's stages of cognitive development 2. Classify moral development
Content Outline	<ul style="list-style-type: none"> ● Concept of Cognitive Development ● Piaget's stages of Cognitive Development upto late childhood ● Individual Differences and Cognitive development ● Moral Development: Concept and stages of moral development according to Kohlberg and Piaget

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

1. Collect 6-8 newspaper articles that reflect issues of parenting and childhood, analyse these and prepare a report.
2. Identify two children of 7-14 age group belonging to diverse socio-cultural backgrounds and prepare a case study.
3. Conduct interviews of 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles, prepare and present their report in the class.

Module 2:

1. Collect data from an elementary school with regard to the growth of height and weight of children, analyze the data and prepare a report for presentation.
2. Collect and compile data relating to developmental norms during infancy/babyhood/early childhood/late childhood.

Module 3:

1. Scrap book of emotions
2. Project on Speech defects

Module 4:

1. Making a chart on Piaget's Cognitive development stages
2. Making a hart on stages of moral development according to Kohlberg and Piaget

References:

1. Berk, L.E. (2000) Childhood to Adolescence. London: Mc.Graw Hill Company. Berk, L.E.(2007) Development Through the Life Span. New Delhi: Pearson Education.
2. Devadas, R.P. and Jaya, N. (2002) A Textbook on Child Development. Madras: MacmillanIndia Limited.
3. Gupta, M.S. (2009) Early Childhood Care and Education. Prantice Hall of India Pvt. Ltd.
4. Harris, M. and Butterworth, G. (2002) Developmental Psychology: a Student's Handbook. Taylor & Francis: New York.
5. Hurlock, E.B. (2004) Child Growth and Development. New York: Tata Mc.Graw Hill Company.
6. Mohanty, J. and Mohanty, B. (1994) Early Childhood Care and Education (ECCE). New Delhi: Deep and Deep publications.
7. Mussen, P.H. et. al. (1984) Child Development and Personality. New York: Harper & Row Publication.
8. Papalia, D.E. and Olds, S.W. (2005) Human Development. New York: Tata Mc.Graw Hill Company.
9. Santrock, J.W. (2006) Child Development. New Delhi: Tata Mc.Graw Hill Publishing Company.

Course Title	Mathematics for Business and Management - I	
Course Credits	2	
Course Outcomes	After going through the course, learners will be able to	
	1. Define and explain basic concepts of averages, ratio, proportion, percentages,profit, and loss.	
	2. Analyze and solve real-world problems involving advanced applications ofaverages, ratio, proportion, percentages, profit, and loss.	
	3. Explain the significance and applications of simple and compound interest,annuity, present value, future value, and EMI calculations.	
	4. Analyze and apply financial calculations involving simple and compound interest, annuity, present value, future value, and EMI in real-world scenarios.	
Module1(Credit1) - Basic Mathematical Concepts		
Learning Outcomes	After learning the module, learners will be able to	
	1. Apply basic mathematical concepts of averages, ratio, proportion,percentages, profit, and loss in problem-solving.	
	2. Analyze and interpret advanced scenarios involving ratios, percentages, andfinancial calculations.	
Content Outline	<ul style="list-style-type: none">• Averages• Ratio and proportion• Percentages• Profit and loss	
Module2(Credit1) - Financial Calculations and Applications		
Learning Outcomes	After learning the module, learners will be able to	
	1. Apply financial formulae to compute and interpret basic financial calculations.	
	2. Evaluate and strategize complex financial scenarios using advanced financialconcepts.	
Content Outline	<ul style="list-style-type: none">• Simple and compound interest• Annuity• Present Value and Future Value	

- EMI (Equated Monthly Installments)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Educational Videos Creation

Student groups will collaborate to create educational videos explaining basic concepts in averages, ratio, proportion, percentages, profit, and loss. They will share these videos for peer learning and discussions, enhancing understanding through engaging multimedia content. (CO1)

2. Complex Problem Solving in Finance

Groups will solve complex real-world problems related to advanced financial calculations and present their solutions. They will discuss their problem-solving methods, offer critical evaluations, and engage in discussions to showcase proficiency in applying advanced financial concepts. (CO2)

3. Interactive Quizzes/ Games

Students will collaborate in groups to create interactive quizzes or games explaining concepts of simple and compound interest, annuity, present/future value, and EMIs. They will engage peers in learning through these interactive activities, fostering a deeper understanding of financial concepts. (CO3)

4. Financial Modeling

Groups will analyze and apply advanced financial calculations to real-world scenarios involving interest, annuity, present/future value, and EMIs. They will present their models, interpretations, and evaluate the reliability and relevance of their solutions. (CO4)

References:

1. Dikshit A., and Jain J. K. *Business Mathematics*.
2. Hazarika P.. *Business Mathematics*. Delhi: Sultan Chand and Sons.
3. Bari. *Business Mathematics*. Mumbai: New Literature Publishing Company.
4. Gupta, J. D., Gupta, P. K., and Mohan, M. (1987). *Mathematics for Business Economics*. TataMc Graw Hill Publishing Co. Ltd.

Course Title	Bio-Mathematics-I
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Describe the basic principles of exponential functions, outlining their fundamental properties and how they differ from other types of functions.
	2. Analyze and evaluate the behavior and characteristics of exponential functions in various contexts, comparing them with other function types and demonstrating their applications in real-world scenarios.
	3. Define and explain the foundational concepts of calculus, including limits, derivatives, and identify the differentiation rules for basic functions.
	4. Analyze and apply differentiation techniques to solve complex problems involving various functions and their derivatives.
Module1(Credit1) - Exponential and Logarithmic Functions	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze and apply fundamental functions and their properties.
	2. Solve equations involving exponential and logarithmic functions.
Content Outline	<ul style="list-style-type: none"> •Introduction to exponentials •Functions and graphs •Logarithm, Functions •Constant function, linear function, Quadratic functions, and equations.
Module2(Credit1) - Calculus and Differentiation Techniques	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply differentiation rules to various functions.
	2. Analyze and interpret derivatives as rates of change.

Content Outline	<ul style="list-style-type: none"> •Introduction to Calculus •Limits •Derivative, Derivatives as a Rate of Change, •Derivatives of function: Constant function, x^n, e^x, a^x, $\log x$, trigonometric functions •Differentiation rules: Scalar multiplication, addition, subtraction, product and quotient, simple examples.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Comparative Analysis Presentation (CO1)

Students will form groups to research and present a comparative analysis illustrating the unique properties of exponential functions compared to linear or polynomial functions. They will show case graphical representations and real-world examples to highlight the distinctions in behavior and characteristics.

2. Real-life Case Studies (CO2)

Groups will create case studies demonstrating the behavior and real-world applications of exponential functions in diverse contexts like finance, biology, or physics. They will detail scenarios and explain how exponential functions behaved differently and their significance in practical applications.

3. Tutorial Creation (CO3)

Students will collaborate in groups to create tutorials or video presentations explaining calculus concepts such as limits, derivatives and differentiation rules. The tutorials will aim for comprehensive coverage and clarity to aid fellow students' understanding.

4. Complex Problem Solving (CO4)

Groups will solve complex problems involving differentiation techniques applied to functions and their derivatives. They will present their solutions, discussing problem-solving strategies and interpretations of results to showcase their comprehensive understanding.

References:

1. Waner S. and Constenoble S. *Applied Calculus* (2nd ed.). Brooks/ Cole Thomson Learning. Anthony M. and Biggs N. (2000). *Mathematics for Economics and Finance: Methods and Modelling* **(Cambridge low-priced edition). Cambridge University Press.**
2. Dikshit, A. and Jain, J. K. *Business Mathematics*.
3. Hazarika P. *Business Mathematics*. Delhi: Sultan Chand & Sons.

Course Title	Basic Mathematics for competitive examination
Course Credits	2
Course Outcomes	After completing this course, learner will be able to
	1. Understand and apply foundational concepts of the number system, including numerals, place value, basic operations, number series, H. C. F. and L. C. M., as well as simple and decimal fractions, proficiently at a foundational level.
	2. Analyze , evaluate, and apply advanced techniques in number manipulation, fraction operations and fast track formulae effectively, demonstrating critical thinking and proficiency in solving complex mathematical problems at an advanced level.
	3. Apply fundamental arithmetic operations involving squares, cube roots, indices, VBODMAS rule, and simplification techniques in solving basic numerical problems.
	4. Analyze complex mathematical problem-solving strategies integrating squares, surds, word problems, and advanced mathematical concepts to devise innovative solutions.
Module1(Credit1) - Numbers	
Learning Outcomes	After learning this module, learner will be able to
	1. Demonstrate a comprehensive understanding of the number system, including numerals, place value, face value, basic arithmetic operations, divisibility rules, number series, and types of series.
	2. Apply advanced techniques to compute H. C. F. and L. C. M. for large numbers and polynomials, manipulate complex fractions and decimal operations, and employ sophisticated problem-solving strategies for challenging mathematical questions.
Content Outline	<ul style="list-style-type: none"> • Number system, Numerals, Face value and place value of the digit in a number, Operations on numbers, Divisibility of numbers • Number Series, Types of series of numbers • H. C. F. and L. C. M. • Simple and decimal fractions, operations on fractions • Fast track formulae to solve the questions.
Module2(Credit1) - Numerical Aptitude	
Learning	After learning this module, learner will be able to

Outcomes	1. Demonstrate proficiency in performing arithmetic operations involving squares, square roots, cubes, cube roots, indices, surds and applying the VBODMAS rule, enabling them to solve mathematical problems accurately.
	2. Develop the ability to analyze complex word problems, apply appropriate mathematical techniques involving approximation, simplification by rule, and properties of numbers, thereby devising solutions to real-world scenarios integrating numerical concepts effectively.
Content Outline	<ul style="list-style-type: none"> • Square and Square roots, Cube and Cube roots • Indices, surds: Properties and operations • VBODMAS rule, simplification by rule • Approximation • Word problems based on numbers

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Students have to solve questions based on above topic from banking examinations
2. VBODMAS rule application

Reference Books:

1. Verma R. Fast Track Objective Arithmetic (Complete revised edition). Arihant Publications (India) Limited.
2. Aggarwal R. S. Quantitative Aptitude for Competitive Examinations.
3. Aggarwal R. S. Objective Arithmetic (SSC and Railway Exam Special).
4. Sharma A. Teach Yourself Quantitative Aptitude.

Course Title	Microbiology In Everyday Life (Theory)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Cite examples of various types of useful and harmful microorganisms and their ubiquitous nature. 2. Discuss the applications of microorganisms in various fields. 3. Classify the microorganisms into different types and compare their characteristic features. 4. Specify the use of microorganisms in day-to-day life 5. Differentiate between different types of host- microbe interactions. Compare and contrast between air- borne and water-borne infections, food borne, zoonotic and vector borne infections
Module 1 (Credit1) - Introduction to Microbiology	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. Cite examples of various types of useful and harmful microorganisms and their ubiquitous nature 2. Classify the microorganisms into different types and compare their characteristic features.
Content Outline	<ul style="list-style-type: none"> • Introduction, Definition of Microbiology, Useful microorganisms, Harmful microorganisms, Microorganisms are everywhere (ubiquitous nature of microorganisms), Applications in various fields. • Types of Microorganisms: Bacteria (including actinomycetes), Archaea, Fungi, Algae, Protozoa and Viruses
Module 2 (Credit1) - Microbiologist and microbes in day to day life	
Learning Outcomes	After learning the module, learners will be able to:
	<ol style="list-style-type: none"> 1. Evaluate the role of a microbiologist to solve a range of problems affecting humans and nature
Content Outline	<ul style="list-style-type: none"> • Role of Microbiologists- to solve a range of problems affecting our health, environment, food, agriculture and defense. • Microbes used in day-to-day life, Use of sanitizers and disinfectants, Role of antimicrobials in toothpaste and cosmetics, antimicrobial activity of kitchen spices, Role of microorganisms in making fermented food like curd, idli and dosa. Role of microorganisms in spoilage of food.

Module 3 (Credit1) - Human- Microbe Interactions	
Learning Outcomes	After learning the module, learners will be able to:.
	1. Describe the normal flora of the human body. Define the various types of associations between host and microorganisms.
Content Outline	<ul style="list-style-type: none"> • Microorganisms residing on and in human body: Importance of normal flora • Normal flora of skin, gastrointestinal tract, genitourinary tract, respiratory tract • Immune - privileged sites: eye, brain, reproductive system • Associations: symbiosis, parasitism, commensalism
Module 4 (Credit 1) - Host defense against infections	
Learning Outcomes	After learning the module, learners will be able to:
	1. Give examples of different pathogens. 2. Cite the significance of immuneprivileged sites in the human body
Content Outline	<ul style="list-style-type: none"> • Importance of Public Health Microbiology • Microorganisms infecting our body when immunity lowers down skin infections, disorders of the digestive system • Infections of our body after visiting a hospital- Respiratory tract infection • Pathogens infecting our body through air- Upper and Lower Respiratory tract infections • Pathogens infecting our body through contaminated water- Disorders of the gastro- intestinal system

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- 1) Introduction to Microbiology:
 - a) Brief overview of microbiology and its significance in different fields.
 - b) Discussion on the role of microbiologists in solving real-world problems.

- 2) Microbes in Daily Life:
 - a) Interactive session exploring the ubiquitous presence of

- microbes in our surroundings.
 - b) Examples of beneficial microbes used in everyday products and processes.
- 3) Understanding Sanitizers and Disinfectants:
- a) Demonstration on the use and efficacy of sanitizers and disinfectants.
 - b) Discussion on the importance of hygiene in preventing microbial infections.
- 4) Exploring Antimicrobials in Products:
- a) Presentation on the role of antimicrobials in toothpaste and cosmetics.
 - b) Group activity: Analyzing labels of personal care products to identify **Antimicrobial ingredients**.
- 5) The Science of Kitchen Spices:
- a) Experiment: Testing the antimicrobial activity of common kitchen spices.
 - b) Discussion on how these spices inhibit microbial growth and enhance food safety.
- 6) Microbial Fermentation:
- a) Hands-on activity: Making yogurt (curd) using microbial fermentation.
 - b) Explanation of the role of microorganisms in the fermentation process.
- 7) Understanding Food Spoilage:
- a) Presentation on the causes and types of food spoilage.
 - b) Group discussion: Strategies to prevent food spoilage using microbial control methods.

References:

1. Bender K.S., Buckley D. H., Stahl D. A., Sattley W. M. And Madigan M. T. (2017). Brock Biology of Microorganisms. E-Book, Global Edition. United Kingdom: Pearson Education.
2. Dubey H. C. (2004). A textbook of fungi, bacteria and Viruses. Vikas Publishing House Private Limited. New Delhi, India
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Course Title	Electrical and Electronic gadgets for all
Course Credits	4
Course Outcomes	After Completion of this course the learners will be able to,
	1. Identify conducting and non-conducting materials, and estimate electricity bills accurately.
	2. Apply principles of electricity to understand lighting sources and cooling devices effectively.
	3. Apply knowledge to effectively use digital devices and analyze differences between digital and analog data.
	4. Design strategies for safe online interactions considering AI advancements and transactions.
Module 1 (Credit 1) - Basics of Electricity	
Learning Outcomes	After learning the module, learners will be able to,
	1. Identify conducting and non-conducting material
	2. Estimate the Electricity bill of any user based on rating and usage pattern
Content Outline	<ul style="list-style-type: none"> • Concept of electricity, voltage, current, power, energy. Types of • Conducting materials. Electrical ratings of various appliances, and • Electrical billing calculations.
Module 2 (Credit 1) - Basic Home devices	
Learning Outcomes	After learning the module, learners will be able to,
	1. Apply principles of electricity to understand LED, CFL, tube lights, and halogen lamps
	2. Analyze the efficiency of dry ice storage, coolers, air-conditioning, and refrigerators
Content Outline	<ul style="list-style-type: none"> • Understanding light sources and units – LED, CFL, tube lights, halogen lamps, • Understanding cooling devices – dry ice storage, coolers, air-conditioning, refrigerator
Module 3 (Credit 3) - Digital devices and circuits	

Learning Outcomes	After learning the module, learners will be able to
	1. Apply knowledge to effectively use mobile phones, PCs, laptops, tablets,
	and smart TVs
	2. Analyze the differences between digital and analog data and various communication media.
Content Outline	<ul style="list-style-type: none"> • Mobile phone, PC, laptop, tablets, smart TV, Digital camera: – DSLR/Mirrorless/Mobile camera • Digital and analog data. Electronic signals and communication media - wired and wireless communications. Wi-Fi, Bluetooth, satellite communication. LAN, WAN, and larger networks. Internet and World Wide Web.
Module 4 (Credit 4) - Mobile networks and AI tools	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply understanding of bandwidth, data compression, and file formats in 4G/5G networks
	2. Design strategies for safe online interactions considering AI advancements and transaction
Content Outline	<ul style="list-style-type: none"> • Concept of bandwidth and data compression, various file formats, 4G/5G networks. • Various Social media platforms and online communication etiquette • Artificial intelligence, AI tools Online transactions and safety issues

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE):

Module 1: Energy Consumption Analysis

Students will calculate the energy consumption for different settings such as houses, offices, and public places. They will analyze various heating technologies to understand their advantages and disadvantages. Through practical exercises and research, students will explore concepts of electricity, voltage, current, power, and energy. They will also learn about different types of conducting materials and electrical ratings of appliances, gaining insights into electrical billing calculations and energy-efficient practices.

Module 2: Photography and Networking

In this workshop, students will learn to use digital cameras and mobile cameras effectively to capture high-quality images and videos. They will also probe into various network parameters to understand their functions and implications in digital communication. Through hands-on activities and demonstrations, students will explore wired and wireless technologies such as Wi-Fi, Bluetooth, and satellite communication. Additionally, they will gain knowledge about bandwidth, data compression methods, and file formats, optimizing data transmission efficiency for 4G/5G networks.

Module 3: Online Communication

Students will design strategies for engaging in online communication and social media platforms while adhering to proper etiquette. They will explore various social media platforms and learn about online communication etiquette to ensure respectful and effective interactions. Through case studies and role-playing exercises, students will develop skills for navigating online environments responsibly, understanding the importance of privacy, security, and digital citizenship.

Module 4: Introduction to Artificial Intelligence

In this project, students will gain an understanding of the fundamentals of artificial intelligence (AI) tools and their applications. They will explore different AI technologies and their impact on various industries, including online transactions and safety issues. Through discussions, presentations, and hands-on activities, students will develop insights into the capabilities and limitations of AI, learning how to leverage these technologies effectively in the digital age.

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Course Title	Fashion Studies
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Develop an understanding of the elements and principles of design with reference to apparel.
	2. Acquire knowledge about the role of aesthetics in design.
	3. Summarize importance of the levels of designing and the effect it has on consumers.
	4. Comprehend the emotional and cognitive experiences affect Aesthetics of a product.
Module 1(Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
	1. Develop an understanding of the elements and principles of design with reference to apparel. 2. Acquire the knowledge about the role of aesthetics in design
Content Outline	<ul style="list-style-type: none"> ● Elements and principles of design- Perspective and application of fashion apparel and lifestyle products. ● Elements of design: Line, Color, Texture, Print and Form ● Principles of design: Rhythm, Proportion, Harmony, Emphasis, Balance, Contrast
Module 2(Credit 1)	
Learning Outcomes	After learning the module, learners will be able to,
	1. Summarize the fashion fabrics as per trend 2. Apply the knowledge of fashion fabrics as per its end use.
Content Outline	<ul style="list-style-type: none"> ● Types of fashion fabrics as per trend ● Silhouettes as per trend ● Factors affecting selection of fashion fabrics as per end use. (Aesthetic and functional factors)
Module 3 (Credit 1)-	
Learning Outcomes	After learning the module, learners will be able to, 1. Develop an understanding of ramp design. 2. Acquire the knowledge of aesthetics in fashion.

Content Outline	<ul style="list-style-type: none"> ● Concept of Ramp fashion and fashion for masses ● Concept of aesthetics- definition, factors affecting aesthetics, aesthetics and cultural differences ● Aesthetics and fashion
Module 4 (Credit 1) -	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Acquire knowledge of colour forecasting and recent trends 2. Identify the relation of colour and fashion.
Content Outline	<ul style="list-style-type: none"> ● Definition of colour, history of colour, importance of colour, colour forecasting in relation to fashion, choice and use of colour ● Concept of colour theory ● Co-relation of Colour and fashion

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Make fashion/apparel designs using examples of elements and principals of design
2. Do a short survey for factors effecting selection of clothing in college going student.
3. Attend any ramp fashion show and write observation reports on it.
4. Write color and fashion forecast of coming year.

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Course Title	Nutrition & Health
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Categorize food into different component groups
	2. Design diet as per nutritional requirements
	3. Relate the symptoms to identify nutrition related problems
	4. Assess the requirements of the community related to nutrition
	5. Create awareness about balanced diet
Module 1 (Credit 1)- Concept of Nutrition and Balanced Diet	
Learning Outcomes	After learning the module, learners will be able to
	1. Relate the concepts of nutrition and balanced diet with good health
	2. Assess the food based on its nutritive value
	3. Plan and recommend diet for different age groups
Content Outline	<ul style="list-style-type: none"> • Definition of Food, Basic Food Groups, Functional Foods • Concept of Nutrition, Relation of nutrition to health, Adequate nutrition, optimum nutrition, malnutrition and under-nutrition • Concept of balanced diet, The Food Guide, Pyramid & MyPlate in the Indian context, Importance of Dietary fibres • Concept of BMR and its calculation using Harris-Benedict equation • Dietary recommendations for an infant, child, normal adult, pregnant women and aged • BMI calculation and its significance
Module 2 (Credit 1) - Dietary Components	
Learning Outcomes	After learning the module, learners will be able to
	1. Classify food into different component groups
	2. Interpret the importance and role of different food components

Content Outline	<ul style="list-style-type: none"> • Carbohydrates - Definition, Properties, formation of glycosidic bond, types and their biological role and clinical significance • Dietary fibres and significance • Lipids - Definition, classification of lipids with examples & formation of ester linkage and biological role & clinical significance of lipids • Role of essential fatty acids, PUFAs, MUFAs • Amino acids and proteins - Basic structure & classification of amino acids; Essential
	<ul style="list-style-type: none"> • & Non-essential amino acids; formation of peptide bond, Biological role & clinical significance • Vitamins (A, B, C, D, E) - Occurrence and biological significance • Water - Its physiological role
Module 3 (Credit 1) - Nutrition related health issues	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify the health problems related to nutritional deficiencies based on symptoms
	2. Plan the control / remedial measures for nutritional disorders
Content Outline	<ul style="list-style-type: none"> • Malnutrition disorders: causes, symptoms, prevention and remedy of: PEM, Anemia (Iron deficiency), Marasmus, Kwashiorkor, Goiter • Obesity- Causes, symptoms and effects • Vitamin deficiency related disorders: causes, symptoms, prevention and remedy: <ul style="list-style-type: none"> ○ Vit A: <i>Xerophthalmia</i>, night blindness ○ Vit B12: Pernicious anaemia ○ Vit. C: Scurvy ○ Vit D: Rickets, Osteomalacia • Acidity • Peptic ulcers
Module 4 (Credit 1) - Nutrition and Public health	
Learning Outcomes	After learning the module, learners will be able to
	1. Discuss the importance of nutrition and health status of the community
	2. Develop a report on improvement of nutritional status of the community

Content Outline	<ul style="list-style-type: none"> • Nutrition and Public Health • Public /Community Nutrition- Concept and Scope • National Nutrition Survey- India • UNICEF Nutrition Strategy • Anthropometric Standards • Indices of Health and Nutrition situation of a community. (IMR, MMR, TFR, Birthrate, Death rate, Life expectancy • National Nutrition week • National and International agencies in community nutrition: Role of WHO,UNICEF, FAO, UNESCO, WORLD BANK, Red Cross
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Student presentations based on nutritional disorders
2. Group activity - Report submission based on survey related to nutrition / dietary habits and lifestyle
3. Community engagement - Documentation using photography on community health programs to create awareness
4. Videography based on healthy recipes
5. Preparation and submission of scrap-book based on newspaper, magazine articles based on aspects of nutrition

Some course projects are suggested below:

1. **Module 1 - Concept of Nutrition and Balanced Diet**
Each student will design personalized balanced diet plans for different age groups and life stages. They will research and analyze nutritional requirements based on age, gender, and physiological conditions such as pregnancy and aging. Students will consider factors such as basal metabolic rate (BMR), dietary fiber intake, and body mass index (BMI) calculations using the Harris-Benedict equation. They will incorporate recommendations from the Food Guide Pyramid or MyPlate in the Indian context, emphasizing the importance of dietary diversity and inclusion of functional foods. Each student will present their diet plans in a structured format, including food groups, portion sizes, and meal schedules.

2. Module 2 - Dietary Components

Each student will conduct a nutrient analysis of common foods, focusing on carbohydrates, lipids, proteins, vitamins, and water. They will compile a list of foods commonly consumed in their region and categorize them based on their nutrient composition. Using resources such as food labels, nutritional databases, or laboratory analysis, students will quantify the amount of each nutrient present in selected food items. They will interpret the significance and roles of different dietary components in human health and disease prevention. The findings will be presented in a comparative analysis report, highlighting nutrient-rich food choices for optimal health.

3. Module 3 - Nutrition-related Health Issues

Each student will develop an interactive health education campaign focused on raising awareness about nutrition-related health issues in their community. They will identify common nutritional deficiencies and disorders such as malnutrition, obesity, and vitamin deficiencies, along with their causes, symptoms, and preventive measures. Students will create engaging educational materials such as posters, pamphlets, infographics, or multimedia presentations to convey key messages effectively. They will organize workshops, seminars, or health fairs to disseminate information and provide practical tips for improving dietary habits and overall health.

4. Module 4 - Nutrition and Public Health

Each student will conduct a comprehensive assessment of the nutritional status and health status of a selected community. They will collect anthropometric data, health indicators, and dietary intake information using surveys, interviews, and observation methods. Students will analyze the data to identify prevalent nutrition-related issues and health disparities within the community. Based on their findings, they will develop a detailed report outlining strategies for improving the nutritional status and overall health outcomes of the community. Recommendations may include policy interventions, education programs, or community-based initiatives aimed at addressing specific health needs.

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