



SNDT Women's University, Mumbai

Open Electives Course (OEC)
for
Students of Faculty of Humanities
for
Semester – II

As Per NEP – 2020

Syllabus
(WEF. 2025-2026)

OEC for Semester II

Sr. No.	Subject Code	Title
1	20420111 OR 20420112 OR 20420113 OR 20420114 OR 20420115 OR 20420116 OR 20420117 OR 20420118 OR 20420119	Environmental Studies OR Business Statistics OR Principles of Marketing OR Fundamentals of Accounting Paper-II OR Island Destinations in India OR NGO Governance OR Fundamentals of Corporate Social Responsibility in India OR Digital Skills OR Emotional Intelligence at Workplace
2	20441221	Fabric Painting (P)
3	20443121	Social Media Marketing (PR)
4	20444121 OR 10444312	Sewing Techniques PR OR History of Accessories TH
5	20444511 OR 20444311	Traditional Jewelry of India TH PR OR History of Accessories TH
6	10444312 OR 20444123	History of Accessories TH OR Fashion Category Design PR
7	20444421 OR 20444123	Surface Development PR OR Fashion Category Design PR
8	20444411 OR 20444122	Traditional Textiles TH/ PR OR Draping Pr
9	20444121 OR 20444221	Sewing Techniques OR Writing Skills
10	20430511	Development Activities for Young Children (Th)
11	20432611	Biofuels
12	20432111	Science Café
13	20434311	Microbiology-II (THEORY & PRACTICAL)

14	20430921	Basic Fashion Illustration
15	20430611	Human Physiology (Theory & Practical)
16	20430111	Cuisines Of India II
17	20430311	Basic Food Analysis (Pr)
18	20430211	Culinary Science (Pr)
19	20430411	Introduction to Communication and Media (Th)
20	20432311	Mathematics for Business and Management – II
	20432312	Bio-Mathematics-II
	20432313	Advanced Mathematics for Competitive Exam
21	20432511	Microbial infections and human defence mechanisms (THEORY)
22	20432211	Physics in Daily Life
23	20430721	Basic Fashion Illustration
24	20432411	Amazing Animal World
25	20430811	Principles of Management (Theory)

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Environmental Studies
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Understand the scope of environmental studies.
	<ul style="list-style-type: none">• Analyze the factors affecting population explosion and human health.
	<ul style="list-style-type: none">• Create awareness about the over exploitation of forest, water, food and energy resources.
	<ul style="list-style-type: none">• Evaluate the causes for different types of pollutions and remedies to control pollution.
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Understand environment studies
	<ul style="list-style-type: none">• Know the effect of population explosion
Content Outline	1.1 Environment studies: Meaning, Definition, Scope and Importance. 1.2 Population explosion: Population growth, Factors affecting density of population, population explosion, family welfare programme, Environment and human health.
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Understand various natural resources on earth
	<ul style="list-style-type: none">• Develop awareness in conservation of natural resources
Content Outline	2.1 Natural Resource: Types- Renewable and Non-Renewable. 2.2 Forest resource: Use and over-exploitation, Deforestation – Causes and effects, Timber extraction, Mining, Dams and their effects on forest and Tribal people. 2.3 Water resource: use and exploitation of surface and groundwater, Floods and Droughts, Dams- benefits and problems, water conservation, Water management. Food resource: World food problem, overgrazing, Effects of modern agriculture, Fertilizer- pesticide problem, water -logging, Salinity. 2.1 Energy resources: Growing need for energy, Renewable and Non-Renewable energy sources, hydroelectricity, Role of individual in conservation of natural resources, Equitable use of resources for a sustainable lifestyle.

Module 3 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Understand the concept of ecosystem
	<ul style="list-style-type: none"> • Develop awareness towards forest ecosystems, grassland ecosystems and aquatic ecosystems
Content Outline	<p>3.1 Ecosystem: Meaning, concept, structure, function, producers, consumers, decomposers, food chain, food webs and ecological pyramids.</p> <p>3.2 Introduction, types, characteristic features, structure and function of the Forest ecosystem.</p> <p>3.1 Introduction, types, characteristic features, structure and function of the Grassland ecosystem</p> <p>3.2 Introduction, types, characteristic features, structure and function of the Aquatic ecosystem (ponds, streams, lakes, rivers, ocean estuaries).</p>
Module 4 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Understand different types of pollution
	<ul style="list-style-type: none"> • Develop awareness prevention of various pollution
Content Outline	<p>4.1 Air pollution: Meaning, Definition, types, causes, effects and control measures.</p> <p>4.2 Water pollution: Meaning, Definition, types, causes, effects and control measures.</p> <p>4.3 Soil pollution: Meaning, Definition, types, causes, effects and control measures.</p> <p>4.4 Noise pollution: Meaning, Definition, types, causes, effects and control measures.</p> <p>4.5 Marine pollution: Meaning, Definition, types, causes, effects and control measures.</p> <p>4.6 Disaster Management: Floods, earthquake cyclone and landslides. Role of individual in prevention of pollution.</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study

3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

References:

- Rangarajan, C.A.; Perspective in Economics, S.Chand & Sons, New Delhi
- Cherunilam, Francis; Business Environment - Text and Cases, Himalaya Publishing House.
- Aswathappa, K.; Essentials of Business Environment, Himalaya Publishing House, New Delhi.
- Agarwal, K.C., 2008, Environmental Biology, Nidhi Publishers, Bikaner
- Bharucha Erach, 2006, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmedabad.
- Brunner R.C., Hazardous waste incineration, McGraw Hill Inc
- Clark R., 2001, Marine Pollution, Oxford University Press
- Jadhav H.&Bhosale, V.M, 2015, Environment Protection and Laws, Himalaya Publishing House, Pvt. Ltd., New Delhi
- Odum E. P., 2004, Fundamentals of Ecology, (5th Revised Edition), Brooks/Cole
- Mhaskar A.K, Matter Hazardous, Techno-Science Publications (Text Book).
- Survey of the Environment, The Hindu (Magazine)
- Trivedi R.K, Goel P.K, Introduction to Air Pollution, Techno-Science Publications (Text Book).

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Business Statistics
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none">• Describe the key terminology, concepts, tools, and techniques used in business statistical analysis• Interpret and evaluate numerical and quantitative issues in business.• Analyze the relationship between two variables• Analyze the tabulation and classification of data• Represent different types of data through graphs
Module 1 (Credit 1) Introduction to Statistics, Measures of Central Tendency and Dispersion	
Learning Outcomes (Specific related to the module)	After learning the module, learners will be able to <ul style="list-style-type: none">• Comprehend the basic concepts of Business Statistics and its Significance• Solve problems associated with different measures of central tendency and dispersion
Content Outline	1.1 Definition of Business Statistics, Importance of business statistics, Needs of Data Collection and Analysis 1.2 Mean, Median, Mode and its merits and demerits with practical example 1.3 Measures of dispersion- Range, Mean Deviation, Standard Deviation, 1.4 Variance, Quartile Deviation with merits and demerits
Module 2 (Credit 1) Correlation and Regression	
Learning Outcome	After learning the module, learners will be able to <ul style="list-style-type: none">• Imbibe skills needed for quantitative application in business situations.• Estimate correlation and regression in two variable analysis
Content Outline	2.1 Correlation merits and demerits, 2.2 Types of Correlation –(simple correlation, coefficients of Correlation- Karl Pearson and Simple rank Correlation) 2.3 Regression Analysis –Estimation of regression line, interpretation of regression coefficients with practical example
Module 3 (Credit 1) Introduction to different types of data	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none">• Describe the relevance of data• Evaluate the merits of different methods of data collection
Content Outline	3.1 Relevance of data in the current scenario 3.2 Types of data : primary and secondary data 3.3 Methods of data collection: Questionnaire method, Interview method, case study method in brief 3.4 Sources of secondary data collection with merits and limitations
Module 4 (Credit 1) Presentation and tabulation of data	
Learning Outcome	After learning the module, learners will be able to

	<ul style="list-style-type: none"> • Recognize the data classification and tabulation. • Represent the data using different types of graphs
Content Outline	4.1 Classification of data 4.2 Frequency distribution: Discrete and continuous series 4.3 Tabulation of data 4.4 Graphical representation of data: Bar diagram, pie diagram, histogram, frequency polygon

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

References:

- S. C. Gupta (2016) Fundamentals of Statics by Himalaya Publishing House
- Field, Andy (2013). IBM SPSS Statistics UK: Sage Publication Pvt.
- Gupta, S.P. (2012). Statistical Methods New Delhi: Sultan Chand and Son.
- Patri, Digmabar and Patri, D. N. (2011). Statistical Methods, New Delhi: Kalayani publisher.
- Graham, Alan (2010). Statistics: A Complete Introduction ,UK: Teach Yourself
- Arora, PN, Arora, Sumeet and Arora, Amit:(2009) “Managerial Statistics”, S. Chand, Ist Ed., 2009.
- Bharadwaj, RS: (2008) “Business Statistics” , Excel books, 2nd Ed,
- Gupta, .S.C & V.K. Kapoor (2007) Fundamentals of Applied Statistics, Delhi: S. Chand & Sons.
- Gupta, .S.C & V K. Kapoor (1993) Fundamentals of Applied Statistics, Delhi: S. Chand & Sons.

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Principles of Marketing
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Get acquainted with the Marketing Concepts
	<ul style="list-style-type: none">• Gain knowledge about Market Segmentation
	<ul style="list-style-type: none">• Examine the principles of Marketing Mix
	<ul style="list-style-type: none">• Evaluate the strategies of Marketing Research.
Module 1 (Credit 1) Introduction to Marketing	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Define the concepts of marketing and understand the role and functions of marketing
	<ul style="list-style-type: none">• Gain insights on social media and digital marketing.
Content Outline	Introduction to Marketing 1.1 Marketing Concept, Scope of Marketing, Evolution of Marketing, 1.2 Role and Importance of Marketing, Objectives and Functions of Marketing. 1.3 Social Media Marketing and Digital Marketing.
Module 2 (Credit 1) Market Segmentation	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Analyze the process of market segmentation.
	<ul style="list-style-type: none">• Develop acumen on bases for market segmentation.
Content Outline	Market Segmentation 2.1 Market Segmentation: Introduction, Scope and need 2.2 Importance and Process of Market segmentation 2.3 Bases for Market Segmentation – Geographic, Demographic, Economic, Psychographic, Socio-cultural
Module 3 (Credit 1) Marketing Mix	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Examine the importance of marketing mix.
	<ul style="list-style-type: none">• Gain insights and applicability of marketing mix
Content Outline	Marketing Mix 3.1 Marketing Mix – Concept, Role and importance of Marketing Mix 3.2 Product - Price - Place - Promotion - Packaging - Positioning - People - Process - Physical evidence

Module 4 (Credit 1) Marketing Research	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Get acquainted with the scenario of Marketing Research.
	<ul style="list-style-type: none"> • Analyze the process of Marketing Research.
Content Outline	Marketing Research 4.1 Meaning and definition, scope and objectives of Marketing Research 4.2 Sources of collecting marketing data, Procedure of Marketing Research 4.3 Scientific methods of Marketing Research

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

References

- Philip Kotler, Principles of Marketing, Prentice Hall of India Pvt. Ltd, New Delhi
- Dr. N Rajan Nair & Sujith R Nair, Marketing, Sultan Chand & Sons, New Delhi.
- Dr. P. C Pardeshi, Marketing Management, Nirali Publication, Pune
- Dr. P. C Pardeshi, Principles of Marketing Management, Nirali Publication, Pune.
- Gandhi J.V., Marketing, Tata McGraw Hill, New Delhi.

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Fundamentals of Accountancy Paper II
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able</p> <ul style="list-style-type: none">• To create awareness about basic accounting concepts, principles, and conventions.• To understand the classification of expenditure into Capital, Revenue and Deferred Revenue Expenditure.• To understand the purpose of a Trial Balance.• To understand the purpose of preparing the Final Accounts of Sole Proprietary Concerns.
Module 1 (Credit 1) Concepts & Conventions	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none">• Understand the meaning of Basic accounting concepts, principles and conventions.• Understand implications while recording transactions and events.
Content Outline	<p>1.1 Theory: Identify three fundamental accounting assumptions: Going Concern, Consistency and Accrual.</p>
Module 2 (Credit 1) Concepts of Capital and Revenue	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none">• Understand classification of expenditure into Capital, Revenue and Deferred Revenue Expenditure• Understand Concept for classification of expenditure and receipts.• Understand the distinction between Capital and Revenue Receipts/Expenditure.• Understand the linkage of such distinction with the preparation of Final accounts.
Content Outline	<p>2.1 Theory: Meaning of Receipts & Expenditures and Capital & Revenue, Types of Receipts and Expenditures. 2.2 Problems on: Classification of Items of Receipts, and Expenditure.</p>
Module 3 (Credit 1) Trial Balance	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none">• Understand what is a trial balance and what purpose it can serve.• learn the technique of taking balances from ledger accounts to prepare trial balance.• Technique of preparation of Trial Balance.

Content Outline	3.1 Theory: Concept and Format of a Trial Balance. 3.2 Problems on: Preparation of Trial Balance.
Module 4 (Credit 1) Final Accounts of Sole Proprietary Concerns	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Understand the purpose of preparing the Final Accounts of Sole Proprietary Concerns. • Learn the items to be included in Final Accounts of Sole Proprietary Concerns. • Draw Final Accounts of Sole Proprietary Concerns.
Content Outline	4.1 Theory: Introduction, purpose of preparing the Final Accounts of Sole Proprietary Concerns. 4.2 Problems on: Preparing the Final Accounts of Sole Proprietary Concerns.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

References :

- Ainapure, 2011, Advance Accounting, Manan Prakashan -Mumbai
- Choudhary, 2011, Corporate Accounting, Sheth Publishers, - Mumbai
- Kishnadwala, 2008, Financial Accountancy & Management, Vipul Prakashan, Mumbai.
- R.L.Gupta, 2014, Advance Accountancy, Sultan Chand & Sons – Delhi
- Shukla & Grewal, 2018, Advance Accountancy, S. Chand & Co – Delhi

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Island Destinations in India
Course Credits	4 Credits
Course Outcomes	After going through the course, learners will be able to:
	<ul style="list-style-type: none">• Explore Island destinations in India• Study the concept of Island Tourism• Identify the documents required for Island travel• Determine the growing popularity of Adventure sports at various Island destinations in India.
Module 1(Credit 1) Island Tourism	
Learning Outcome	After learning the module, learners will be able to:
	<ul style="list-style-type: none">• Explore the concept of Island Tourism and upcoming Island destinations in India.
Content Outline	1.1 Island Tourism in India 1.2 Adventure Tourism in India 1.3 Reasons for the growing popularity of Island Destinations
Module 2(Credit 1) Island Destinations in West and North-East India	
Learning Outcome	After learning the module, learners will be able to :
	<ul style="list-style-type: none">• Identify and explore the Island destinations - Chorao and Divar Islands (Goa) and Majuli Island (Assam)
Content Outline	2.1 How to reach 2.2 Best season to visit 2.3 Places of tourist interest 2.4 Adventure activities 2.5 Island Cuisine and shopping 2.6 Island Documentation Required
Module 3 (Credit 1) Island Destinations in South India	
Learning Outcome	After learning the module, learners will be able to:
	<ul style="list-style-type: none">• Identify and explore the Island destinations – Munroe Island (Kerala) and Rameshwaram Island and Pamban Island(Tamil Nadu)
Content Outline	3.1 How to reach 3.2 Best season to visit 3.3 Places of tourist interest 3.4 Adventure activities 3.5 Island Cuisine and shopping 3.6 Island Documentation Required
Module 4 (Credit 1) Islands in Arabian Sea and Bay of Bengal	

Learning Outcome	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> • Identify and explore the Island destinations : • Agatti Islands (Lakshadweep) • Havelock Island, Port Blair, Ross and Neil Islands (Andaman) • Great Nicobar Island (Nicobar)
Content Outline	4.1 How to reach 4.2 Best season to visit 4.3 Places of tourist interest 4.4 Adventure activities 4.5 Island Cuisine and shopping 4.6 Island Documentation Required

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)-

Internal: 50 marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External: 50 marks

REFERENCES

- Bharadwaj, D.S / Kandari O.P, (1998) Domestic Tourism In India, Indus Publishing Co. New Delhi
- Bindloss Joe/Cannon Teresa, (2006) India, Lonely Planet Publications, South Carolina, USA
- Choudhary Vikash, (2010) Island Tourism, Centrum Press, New Delhi
- Dalal, R / Datta, P/ Koshy, A (2014) Eyewitness Travel Guide – India, Dorling Kindersley Ltd. London
- Mukerji Sarit Kumar, (2016) Islands of India, Publications Division, Government of India, New Delhi

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	NGO Governance
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Study the management of NGOs with respect to its workers.• Enable students to learn about governance and it's impact.• Explore various agencies which provide findings to NGOs.• Hands on training.
Module 1(Credit 1). HR Development	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Learn about human resource management and it's different aspects.
	<ul style="list-style-type: none">• Study how staff development plays a crucial role in successful running of an NGO.
Content Outline	1.1 Human Resource Management, 1.2 Human Resource Policy, 1.3 Staffing and salaries, 1.4 Staff Development.
Module 2(Credit 1). NGO Administration	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Determined the importance of governance.• Study different governance structures.
Content Outline	2.1 Governance concepts, 2.2 challenges, 2.3 Perspectives and Ethical Concern, 2.4 Impact of different governance structures, 2.5 Good Governance: Code and Accountability.
Module 3(Credit 1) Co-ordinating Agencies, Funding Agencies and Schemes	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none">• Create awareness about various funding agencies.• Study the impact of funding agencies on NGOs.
Content Outline	3.1 NABARD and Human Rights Commission, Schemes for NGOs under the Government of India
Module 4 (Credit 1) Practical Work	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none">• Incorporate practical training and learn how management of an NGO works.• Develop the sense of responsibility and help society at large.
Content Outline	4.1 Getting associated with an NGO and work for 20 hours.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)-

Internal: 50 marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External Assessment: 50 marks

REFERENCES

- Lewis, D. (2014). NGO Management: The Earthscan Companion. Routledge.
- Gudorf, P. L., & Dohan, M. J. (2019). Strategic Planning in Nonprofit Organizations: A Content Analysis of the Literature. *Administration & Society*, 51(8), 1246–1276.
- Ministry of Corporate Affairs, Government of India. (2020). Guidelines for Registration of NGOs in India. Retrieved from [URL]
- International Center for Not-for-Profit Law (ICNL). (2021). Global Trends in NGO Law. Retrieved from [URL]

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Fundamentals of Corporate Social Responsibility in India
Course Credits	4 Credits
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Understand the concept of Corporate Social Responsibility, its significance and importance in India.
	<ul style="list-style-type: none">• Take part in philanthropic causes and provide positive social values.
Module 1 (Credit 1) Corporate Social Responsibility	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Create a culture built on doing good.• Understand the legalities pertaining to CSR.
Content Outline	1.1 Introduction to CSR 1.2 Evolution of CSR 1.3 CSR and social legitimacy 1.4 Moral and economic arguments for CSR
Module 2 (Credit 1) Challenges and Impact of CSR	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Create a positive impact on society and deliver values, whether social, environmental or economic.• Take decisions related to business which would not only maximize profit, but also serve and protect the rights and interest of other members of society like consumers, workers and community as a whole.
Content Outline	2.1 Challenges and Impact of CSR on Stakeholders - Shareholders, Creditors and Financial Institutions, Government, Consumers, Employees and Workers, Local Community and Society 2.2 CSR and Environment, CSR and Sustainable Development and Factors influencing CSR Policy -Triple Bottom Line - Role of HR Professionals in CSR
Module 3 (Credit 1) CSR Implementation	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Demonstrate a multi-stakeholder perspective in viewing CSR issues• Analyze the connections between corporate strategy and CSR
Content Outline	3.1 CSR Implementation: <ul style="list-style-type: none">• Strategic CSR model• Implementing CSR• CSR as competitive advantage

Module 4 (Credit 1) Case Studies and Project Development	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Evaluate the level of commitment to CSR of various organizations • Develop skills to implement and monitor CSR projects
Content Outline	4.1 Case Studies and Project Development <ul style="list-style-type: none"> • Organizational issues • Economic/business issues • Social issues

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)-

Internal: 50 marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External Assessment: 50 marks

References

- Sharma J.P., Corporate Governance, business ethics and CSR, Ane Books Pvt Ltd, New Delhi
- Blowfield M., and Murray A., Corporate Responsibility, Oxford University Press.
- Kotler P. and Lee N., CSR: doing the most good for Company and your cause, Wiley.
- Beeslory, Michel and Evens, CSR , Taylor and Francis.
- Banerjee S., CSR: the good, the bad and the ugly, Edward Elgar Publishing.
- Perrini F., Stefano and Tencati A., Developing CSR- A European Perspective, Edward Elgar Publishing.
- William B. Werther, Jr. David Chandler, Strategic Corporate Social Responsibility, stakeholders' a global environment, Sage Publication.
- Crane, A. Et al., The Oxford handbook of Corporate Social Responsibility, Oxford University Press Inc., New York.
- Crane A., Matten D., Spence L., Corporate Social Responsibility: Readings and Cases in a Global Context, Routledge.
- Chakrabarty B., Corporate Social Responsibility in India, Routledge, New Delhi.

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Digital Skills
Course Credits	4 Credits
Course Outcomes	After going through the course, learners will be able to : <ul style="list-style-type: none">• Build an understanding of the fundamental concepts of digital communication.• Equip students with essential digital literacy skills for personal and professional use.• Familiarize with digital content and how which will help them in their academics• Build an understanding of the digital problem solving.• Familiarize with digital citizenship and how which will help them in their academics.
Module 1 (Credit 1) Digital Fundamentals and Communication	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Build an understanding of the fundamental concepts of digital communication.• Equip students with essential digital literacy skills for personal and professional use.• Introduce the student to advanced networking concepts, preparing the student for entry Advanced courses in digital computer.
Content Outline	1.1 Digital Fundamentals and Communication: <ul style="list-style-type: none">• Digital Literacy: Understanding digital concepts, terminology, and trends.• Online Safety and Security: Best practices for online security, privacy, and cyber hygiene.• Digital Tools: Introduction to productivity software (e.g., Google Workspace, Microsoft Office).• Email Etiquette: Effective email communication strategies
Module 2 (Credit 1) Digital Content Creation	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none">• Familiarize with digital content and how which will help them in their academics• Understand basics of the digital content creation.• Learn complexity of digital content creation• Understand the importance of digital content creation
Content Outline	2.1 Digital Content Creation: <ul style="list-style-type: none">• Digital Storytelling: Creating engaging digital content (e.g., blogs, videos)

	<ul style="list-style-type: none"> • Visual Design: Principles of visual design and graphic design software (e.g., Canva, Adobe Creative Cloud) • Digital Media: Understanding digital media formats and platforms (e.g., podcasting, YouTube)
Module 3 (Credit 1) Digital Problem-Solving	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Build an understanding of the digital problem solving. • Equip students with essential digital literacy skills through data analysis. • Introduce the student to use of digital tools for problem solving and critical thinking.
Content Outline	3.1 Digital Problem-Solving: <ul style="list-style-type: none"> • Data Analysis: Introduction to data analysis and visualization tools (e.g., Excel, Tableau) • Digital Tools for Problem-Solving: Utilizing digital tools for critical thinking and problem-solving • Case Studies: Applying digital skills to real-world problems
Module 4 (Credit 1) Digital Citizenship	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Familiarize with digital citizenship and how which will help them in their academics • Understand basics of the digital ethics. • Learn complexity of digital cyberbullying and online harassment • Understand the importance of digital footprint management
Content Outline	4.1 Digital Citizenship: <ul style="list-style-type: none"> • Digital Ethics: Understanding digital ethics and responsible behavior online. • Cyberbullying and Online Harassment: Strategies for addressing online harassment. • Digital Footprint Management: Managing online presence and reputation.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)-

Internal: 50 marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External Assessment: 50 marks

References:

- Moschovitis, Best Practices for Digital Skills
- Kai Riemer and Stefan Schellhammer, Collaboration in the Digital Age

COURSE SYLLABUS

Semester II

2.3 OEC

Course Title	Emotional Intelligence at Workplace
Course Credits	4 Credits
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Have deep understanding of the concept of emotional intelligence and its role in managing organizations effectively.
	<ul style="list-style-type: none">• Develop emotional competencies to enhance managerial skills.
	<ul style="list-style-type: none">• Assess and apply techniques of emotional intelligence at workplace.
Module 1 (Credit 1) Foundations of Emotional Intelligence	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Define emotional intelligence and identify the significance of emotional intelligence.
	<ul style="list-style-type: none">• Understand the foundational concepts and models of Emotional Intelligence (EI).
	<ul style="list-style-type: none">• Apply EI principles to enhance self-awareness and self-management in professional settings.
Content Outline	<p>1.1 Introduction to Emotional Intelligence (E.I):</p> <ul style="list-style-type: none">• Definition of E.I,• significance in the workplace,• Historical background and evolution of the concept,• Distinguishing between IQ and EQ,• Benefits of high EI for individuals and organizations <p>1.2: The Indian Perspective on Emotions and Work:</p> <ul style="list-style-type: none">• Cultural nuances of emotional expression and perception in India.• Influence of joint family systems, hierarchy, and collectivism on workplace emotions.• Challenges and opportunities for cultivating EI in Indian organizational cultures. <p>1.3: Self-Assessment and Developing Self-Awareness:</p> <ul style="list-style-type: none">• Importance of self-awareness as the cornerstone of EI.• Techniques for enhancing emotional self-awareness: journaling, mindfulness, introspection.• Understanding personal emotional triggers and responses.• Identifying strengths and areas for development in emotional self-awareness.
Module 2 (Credit 1) Personal Competence: Self-Management	

Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Gain insights on techniques to assess emotional intelligence.
	<ul style="list-style-type: none"> • Utilize emotional intelligence for effective communication, conflict resolution, and leadership.
Content Outline	<p>2.1: Emotional Self-Regulation:</p> <ul style="list-style-type: none"> • Understanding emotional control and impulse management. • Strategies for managing difficult emotions: anger, anxiety, stress, frustration. • Developing adaptability and flexibility in response to change. • Building trustworthiness and conscientiousness. <p>2.2 Stress Management and Resilience:</p> <ul style="list-style-type: none"> • Understanding workplace stressors in India (e.g., long hours, pressure, work-life balance challenges). • Emotional coping mechanisms for stress. • Building personal resilience to overcome adversity. • Developing healthy habits for emotional well-being. <p>2.3: Developing Emotional Well-being for Professionals:</p> <ul style="list-style-type: none"> • Connecting EI with mental health and overall well-being. • Practices for fostering positive emotions and a growth mindset. • Work-life integration in the Indian context. • Importance of self-care and seeking support.
Module 3 (Credit 1) Social Competence: Social Awareness and Relationship Management	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Define emotional intelligence and identify the empathy and understand others emotional intelligence.
	<ul style="list-style-type: none"> • Develop social awareness and empathy to build stronger interpersonal relationships at work.
Content Outline	<p>3.1 Empathy and Understanding Others:</p> <ul style="list-style-type: none"> • Defining empathy and its various dimensions (cognitive, emotional, compassionate). • Developing the ability to understand others' perspectives, feelings, and needs. • Active listening skills and non-verbal communication cues in Indian settings. • Service orientation and understanding customer/stakeholder needs. <p>3.2 Relationship Management and Communication:</p> <ul style="list-style-type: none"> • Effective verbal and non-verbal communication strategies. • Building rapport and trust in professional relationships. • Giving and receiving constructive feedback. • Negotiation and persuasion skills.

Module 4 (Credit 1) Applying Emotional Intelligence in Leadership and Organizational Context	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Analyze the role of EI in fostering a positive and productive work culture in Indian organizations.
	<ul style="list-style-type: none"> Apply emotional intelligence to foster organizations with effective leaders and teams.
Content Outline	<p>4.1 Building an Emotionally Intelligent Organization:</p> <ul style="list-style-type: none"> Creating a culture of psychological safety and open communication. Promoting emotional well-being and resilience programs. Integrating EI into HR practices (recruitment, training, performance management). The impact of EI on organizational productivity and innovation. <i>Activity:</i> Group project: Designing an EI development program for an Indian company. <p>4.2 Current Trends and Future of EI in Indian Workplaces:</p> <ul style="list-style-type: none"> The increasing relevance of EI in the digital age and remote work. Ethical considerations in applying EI. Future trends and research in emotional intelligence. Concluding remarks and personal action planning for continuous EI development.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)-

Internal: 50 marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External Assessment: 50 marks

References

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Goleman, D. (2000). *Working with Emotional Intelligence*, Bantam Books, New York, NY.
- Goleman, D. (2011). *The Brain and Emotional Intelligence: New Insights*.
- Bar-On, R., & Parker, J.D.A. (Eds.) (2010). *The Handbook of Emotional Intelligence*. Jossey Bass

- Goleman, D. (2013). Leadership: The Power of Emotional Intelligence.
- Goleman, D. & Cherniss, C. (2011). The Emotionally Intelligent Workplace. John Wiley & Sons Inc.
- Goleman, D., Boyatzis, R. & McKee, A. (2002). Primal Leadership: Realizing the Power of Emotional Intelligence. Harvard Business School Pr.
- Bhattacharya, Mousumi & Sengupta. (2007). Emotional Intelligence – Myth or Reality, Excel Books, New Delhi.

1.

Course Title	Fabric Painting (Pract)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none"> • Apply basics of fabric painting • Design according to fabric and the dress material • Explore products using fabric painting • Identify the market and platform of fabric art • Demonstrate as fabric artist
Module 1 (Credit 1) Study of Traditional Textile Design	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Experiment with traditional textile designs and motif • Apply the knowledge of traditional designs
Content Outline	<ul style="list-style-type: none"> • Study of traditional textile designs and motif • Knowledge of material • Scale and design
Module 2 (Credit 1) T Shirt/ Scarf	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Design t-shirt/ scarf using fabric painting • Explore techniques of fabric painting
Content Outline	<ul style="list-style-type: none"> • Tracing/ glass transfer technique • Stamping • Stencil
Module 3(Credit 1) Dress Painting	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Design dress material using fabric painting • Explore various techniques of fabric painting
Content Outline	<ul style="list-style-type: none"> • Spray • Brush work • Types of colouring material
Module 4(Credit 1) Sari Painting/Dupatta Painting	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Design sari using fabric painting • Explore various techniques of fabric painting
Content Outline	<ul style="list-style-type: none"> • Scale and design study • Colour scheme and textile product • Fabric painting roller

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Visit to boutiques-Report writing
2. Visit to Textile/ dress designer entrepreneur-Report writing
3. Project-On textile design

Internal Assessment: Students will complete assignments based on

each module, producing a total of 4 assignments with size ¼ imperial. 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. Rajan, A, and Rajan. (2007). *Crafts of India- Handmade in India*.
2. Council of Handicraft Development Corporations
3. Walter, C. (2011). *Fabric Painting With Cindy Walter: A Beginner's Guide*. C & T Publishing

SN	Courses, Modules and Outcomes	Course Contents	Cr
	Semester II		4
	Course Outcomes: Learners will be able to: <ul style="list-style-type: none"> • Identify key social media platforms and their unique characteristics. • Cognize different types of social media ads and their formats. • Identify and comprehend current trends in social media marketing. 		
Module 1	Introduction to Social Media Marketing		1
	LOs: Learners will be able to <ul style="list-style-type: none"> • Identify key social media platforms and their unique characteristics • Comprehend budgeting and resource allocation for social media marketing • Gain knowledge about 	Module Contents: Introduction to Social Media Marketing <ul style="list-style-type: none"> • Importance of social media in modern marketing • Overview of prevailing social media platforms (e.g. Facebook, Instagram, Twitter, LinkedIn, TikTok, YouTube, etc.) • Current trends in social media marketing 	
	social media development strategies	Developing a Social Media Strategy <ul style="list-style-type: none"> • Setting goals and objectives • Identifying target audiences • Crafting a social media plan • Competitive analysis • Budgeting for social media marketing 	
Module 2	Content Creation and Management		1

	LOs: Learners will be able to <ul style="list-style-type: none"> Gain knowledge about the best practices for content creation and posting on different platforms Learn the unique characteristics and user demographics of each major social media platform 	Module Contents: Content Creation and Management <ul style="list-style-type: none"> Types of content (text, images, videos, infographics) Content calendar creation Storytelling and brand voice User-generated content Tools for content creation and management Social Media Platforms <ul style="list-style-type: none"> Platform-specific strategies for example Facebook, Instagram, Twitter, LinkedIn, TikTok, and YouTube Best practices for each platform Case studies of platform-specific campaigns 	
Module 3	Social Media Advertising		1
	LOs: Learners will be able to <ul style="list-style-type: none"> Critically examine different types of social media ads and their formats Develop effective targeting strategies to reach specific audiences 	Module Contents: <ul style="list-style-type: none"> Introduction to social media advertising Ad formats and placements Targeting and segmentation Budgeting and bidding strategies Analyzing ad performance Analytics and Measurement <ul style="list-style-type: none"> Key performance indicators (KPIs) for social media Tools for social media analytics (Google Analytics, platform-specific analytics tools) 	
Module 4	Influencer Marketing and Community Management		1
	LOs: Learners will be able to <ul style="list-style-type: none"> Recognize the role and impact of influencer marketing in social media. Examine current trends in social media marketing. 	Module Contents: <ul style="list-style-type: none"> Identifying and collaborating with influencers Building and nurturing online communities Engaging with followers and managing feedback Crisis management on social media Social Media Trends and Future Directions <ul style="list-style-type: none"> Emerging trends in social media marketing The impact of new technologies (AR/VR, AI, etc.) 	
Assignments/ Activities towards CCE			

	<ul style="list-style-type: none"> • Case study analysis of successful social media campaigns • Group projects involving the creation of a detailed social media plan, including goals, audience analysis, competitive analysis, content strategy, and budget. • Practical projects such as creating social media strategies, ad campaigns, and content calendars. • Creating and launching a mock social media ad campaign • Evaluating the success of social media ads • Developing an influencer marketing plan • Research project on emerging social media trends • Group presentations on platform-specific strategies and trend analysis. 	
--	---	--

References:

1. Barker, D. I., & Barker M. (2016). Social Media Marketing: A Strategic Approach (2nd ed.). South-Western College Publishing.
2. Bartton, S., & Evans D. (2012). Social Media Marketing: An Hour a Day(2nd Ed.). Sybex.
3. Sybex.
4. Berger, J. (2014). Contagious: How to Build Word of Mouth in the Digital Age Simon & Schuster. UK.
5. Kawasaki G. & Fitzpatrick P. (2014). The Art of Social Media: Power Tips for Power Users Panworld Education.
6. McDonald, J. (2022). Social Media Marketing Workbook Createspace Independent Publishers.

Course Title	Sewing Techniques (Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Use various types of sewing machines for basic and advanced stitching techniques.
	2. Demonstrate essential hand stitches and their applications in both functional and decorative contexts.
	3. Identify and execute different seam types and finishes, allowing them to choose the appropriate techniques for various fabric types and garment designs
	4. Demonstrate skills for reading patterns, cutting fabric, and constructing simple garments, providing a foundation for more complex projects.
	5. Apply specialized sewing techniques such as inserting zippers, creating buttonholes, and adding darts and pleats, enhancing their ability to create professional-quality garments.
Module 1 (Credit 1) – Sewing Machines and Basic Stitches	
Learning Outcomes	After learning the module, learners will be able to

	<ol style="list-style-type: none"> 1. Implement skills to set up, maintain, and use various sewing machines for basic stitching. 2. Demonstrate essential hand stitches for both functional and decorative purposes.
Content Outline	<p>Basic Sewing Techniques</p> <ol style="list-style-type: none"> 1. Introduction to Sewing Machines <ul style="list-style-type: none"> • Types of sewing machines and their parts. • Maintenance and troubleshooting. • Basic stitching techniques (straight stitch, zigzag, curves backstitch). 2. Hand Sewing Techniques <ul style="list-style-type: none"> • Essential hand stitches (running stitch, slip stitch, blanket stitch). • Hemming techniques. • Decorative stitches (embroidery basics).
Module 2 (Credit 1) – Types of Seams	
Learning Outcomes	After learning the module, learners will be able to
	Demonstrate and execute various seam types, understand their applications and benefits will differentiate durability and aesthetics of the garment
	Describe the importance of seam finishes in preventing fraying and extending garment life.
	Apply appropriate seam finishes based on fabric type and project requirements.
Content Outline	<p>Seam Types and Finishing</p> <ul style="list-style-type: none"> • Different seam types (plain, French, flat-felled, single top, double top, edge seam, slot seam, fagotted seam,). • The seam finishes (bound, Hong Kong bound, serging, pinking, tape finish). • Hem finishes (bound, tape, hemming)
Module 3 (Credit 1) – Fashion Elements and finishing	
Learning Outcomes	After learning the module, learners will be able to
	Construct fashion elements such as necklines, collars, and pockets, enhancing the design and functionality
	Demonstrate sewing skills for inserting zippers, creating buttonholes, and attaching buttons, as well as sewing darts, pleats, and gathers, ensuring high-quality garment construction and finishing.
Content Outline	<ul style="list-style-type: none"> • Specialized Sewing Techniques <ul style="list-style-type: none"> • Creating fashion element Necklines, collars, pockets • Inserting zippers (centered, lapped, invisible). • Creating buttonholes and attaching buttons. • Sewing darts, pleats, and gathers.
Module 4 (Credit 1) – Garment Construction	

Learning Outcomes	After learning the module, learners will be able to
	Demonstrate skills for reading patterns, cutting fabric, and constructing simple garments, providing a foundation for more complex projects.
Content Outline	<p>Pattern making and Garment Construction Basics</p> <ul style="list-style-type: none"> Constructing a simple garment (kids wear, Women's wear)Frock ,Tunic Pattern alteration basics for fit adjustments.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

1. Samples of fabrics with all the different types of stitches (with hand and machine stitches)
1. Constructing sample seams and seam finishes on fabric swatches.
2. Practicing Necklines, collars, pockets, zipper, buttonholes and buttons, darts, pleats, and gathers on fabric samples.
3. Final Garment Kids wear Frock OR women's wear Tunic.

OR

Kids' Wear: Frock

- **Topics Covered:**
 - Design elements specific to children's clothing.
 - Appropriate fabrics for kids' wear.
 - Techniques for ensuring comfort and durability.
- **Practical Activities:**
 - Designing and drafting a pattern for a frock.
 - Cutting and assembling the fabric pieces.
 - Adding embellishments and finishing touches (e.g., Necklines ruffles, gathers appliqué).
- **Evaluation Criteria:**
 - Fit and comfort.
 - Quality of construction and finishing.
 - Creativity and design execution.

Women's Wear: Tunic

- **Topics Covered:**
 - Design elements specific to women's tunics. (collar, Pocket, sleeve ,princess line)
 - Selecting suitable fabrics for a tunic.
 - Techniques for achieving a professional (finish. Seam and Seam Finishes)
- **Practical Activities:**
 - Designing and drafting a pattern for a tunic.
 - Cutting and assembling the fabric pieces.
 - Incorporating design details (e.g., necklines, collars, pockets).
- **Evaluation Criteria:**
 - Fit and drape.
 - Quality of construction and finishing.
 - Creativity and design execution.

References:

1. Aldrich, W. (2009). *Metric Pattern Cutting for Children's Wear and Babywear*. Wiley.
2. Aldrich, W. (2015). *Metric Pattern Cutting for Women's Wear*. Wiley.
- Armstrong, H. J. (2014). *Patternmaking for Fashion Design*. Pearson Education India.
3. Bray, N. (2003). *Dress Pattern Designing (Classic Edition): The Basic Principles of Cut and Fit*. Wiley.
4. Donnanno, A. (2014). *Fashion Patternmaking Techniques*. Promopress.
- Liechty, E. G., Pottberg, D. N., & Rasband, J. A. (1992). *Fitting & Pattern Alteration: A Multi-method Approach*. Fairchild Fashion & Merchandising Group.

Course Title	History of Accessories (Th)
Course Credits	4 (Four)
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> Describe the history of fashion accessories, their types and hands-on techniques
	<ul style="list-style-type: none"> Design the prototypes of different accessories with the help of raw material
	<ul style="list-style-type: none"> Create and construct functional accessories that are anatomically and ergonomically correct.
	<ul style="list-style-type: none"> Apply advanced techniques from decorative hand-stitching and embroidery to braiding, hand-quilting, ruffles and patchwork
Module 1: Introduction to Accessories	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Gain knowledge on the evolution of accessories and timeline. Illustrate and differentiate the evolution of fashion accessories from civilization up to the present. Analyze categories of fashion accessories and create prototypes
Content Outline	History and Development of Accessories and their Production <ul style="list-style-type: none"> Evolution – ornamentation and need Functionality, aesthetics, attributes of accessories Period accessories – Stone age – Bronze age – Iron age – Middle age – Modern age Challenges in the making of accessories
Module 2: Accessory Types and Inspiration Sources	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Describe the materials, tools, and equipment in making fashion accessories;
	<ul style="list-style-type: none"> Acquaint the students with the basic factors influencing fashion.
	<ul style="list-style-type: none"> Analyse about the traditional accessories of different states of India

Content Outline	Study of different fashion accessories <ul style="list-style-type: none"> • Bags • Footwear • Jewellery • Belts • Headgears • Stoles / Scarves Identify Sources of Inspiration for Accessories Designing Experiment with different textures, colours, and other techniques to create various designs <ul style="list-style-type: none"> • Decoding trends and forecast interpretations • Design and develop fashion accessories for women
	<ul style="list-style-type: none"> • Restyling the accessories with creative techniques
Module 3: Materials & Tools in Accessories	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Identify materials, tools and equipment in making fashion accessories
	<ul style="list-style-type: none"> • Explore own individual style to the full, creating breath-taking accessories
Content Outline	Classification of Materials, Tools & Equipments Introduction to different materials, their properties and use of them in making of accessories <ul style="list-style-type: none"> • Leather • Wood • Stones • Shells • Metal • Different Fabrics
Module 4: Accessories of 21st century	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Analyze the national and international influences on fashion accessories in the present scenario.
	<ul style="list-style-type: none"> • Gain knowledge of the maintenance and care of different accessories
	<ul style="list-style-type: none"> • Sketch, render and incorporate designs, styles in 2 D & 3D format
Content Outline	21 st Century - Emergence of a new-age accessories <ul style="list-style-type: none"> • Role of Accessory Designers – focusing on individual expression/ signature style of the most prominent accessory designers (international & national) • Illustrations with rendering, mood boards & inspiration boards • Period movie accessories analysis and review, both Bollywood and Hollywood

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Create a prototype of any one from choices like – leather bag, wood box of jewellery, stone jewellery, headgear, unique accessories from metal recycle or innovative fashion accessory with fabric stole.
2. Individual presentation on one national and one international accessory

designer.

3. Detailed sketching and rendering of accessories used in iconic Bollywood / Hollywood movies of any 3 characters of choice.

Instructions:

- Students can develop and work on innovative ideas and keep the prototypes authentic and original.
- Period selection for presentation should not be repetitive and must include both wearable and carryable accessories.
- Students can use the design principles to create an illusion of depth, focusing and range of compositional technique in accessory sketches.
- Video documentation of the assignments will be appreciated.

References:

1. McNeil, P. (2014). *Accessories of Dress: An Illustrated Encyclopedia*. Dover Publications. Revere, A. (2006). *Masters – Gemstone*. Lara Books.
2. Schaffer, J., & Saunders, S. (2012). *Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories*. Barron's Educational Series.
3. Sigal, P. *Costume Jewellery for Haute Couture*. Thames and Hudson. Wells, W. (2008). *Masters – Bead Weaving*. Lara Books.

Course Title	Traditional Jewelry of India (Th/Pr)
Course Credits	4
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> Recognize the historical, cultural, and artistic reflection in traditional Indian jewelry.
	<ul style="list-style-type: none"> Differentiate diverse jewelry traditions across various Indian states, encompassing distinctive styles, materials, techniques, and cultural influences.
	<ul style="list-style-type: none"> Draw motifs and designs for jewelry as per classification.
	<ul style="list-style-type: none"> Design the traditional Indian jewelry pieces, by incorporating design principles, material selection, fabrication processes, finishing methods.
Module 1 (Credit 1): Introduction to Traditional Jewelry	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Explore the significance and importance of traditional Indian jewelry.
	<ul style="list-style-type: none"> Identify Socio-economic and cultural aspects of Indian jewelry and traditions.
Content Outline	Introduction to Traditional Jewelry <ul style="list-style-type: none"> Overview of Indian Jewelry: Historical perspective and evolution. Significance of Jewelry in Indian culture: Social, religious, and economic aspects. Materials and Techniques: Traditional metals, gemstones, and craftsmanship. Conservation, documentation and preservation of Traditional Indian Jewelry making techniques.
Module 2 (Credit 1) Jewelry in Different Parts of India	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Differentiate distinct Jewelry traditions from four regions of India.
	<ul style="list-style-type: none"> Explore the elements and designs of various traditional jewelries from different states.

Content Outline	State wise classification of Indian Jewelry <ul style="list-style-type: none"> State wise Jewelry: Northern India- Exploration of jewelry traditions from states like Kashmir, Punjab, Uttar Pradesh. (Signature styles, materials used, and design elements) State wise Jewelry: Southern India- Examination of jewelry traditions from states like Tamil Nadu, Kerala, Karnataka. (Unique characteristics, craftsmanship techniques, and cultural influences.) State wise Jewelry: Eastern & Western India- Analysis of jewelry traditions from states like West Bengal, Maharashtra, Gujarat, Rajasthan. (Notable features, regional variations, and socio-cultural aspects.)
Module 3 (Credit 1)	Motif development as per classification of Traditional Indian Jewelry
Learning Outcomes	<i>After learning the module, learners will be able to</i> <ul style="list-style-type: none"> Design elements & motifs from various traditional jewelries of India. Derive design compositions as per various classifications of Traditional Indian jewelry.
Content Outline	Motif and Design Development for traditional Indian Jewelry- <ul style="list-style-type: none"> Element extraction as per design principles. Motif and design development Design development of Traditional Jewelry as per classification <ul style="list-style-type: none"> Classification by Region: Geographical influences on design and materials Classification by Occasion: Jewelry for weddings, festivals, etc. Classification by Material: Gold, silver, gemstones, pearls, etc Classification by Design Elements: Motifs, patterns, and ornamentation techniques.
Module 4 (Credit 1)	Conceptualization and Designing of Jewelry
Learning Outcomes	<i>After learning the module, learners will be able to</i> <ul style="list-style-type: none"> Conceptualize the Jewelry design Explore the materials, design elements and techniques in Jewelry design Design Traditional Indian Jewelry pieces as per regional and occasional requirements

Content Outline	<p>Types of Indian Jewelry: Developing Jewelry designs by understanding Traditional Motifs, Symbolism, Historical significance and contemporary relevance, Techniques of Goldsmithing and Ornamentation.</p> <ul style="list-style-type: none"> • Gold Jewelry • Silver Jewelry • Precious and Semi-Precious Stone Jewelry • Temple Jewelry <p>Design development: Designing a Jewelry piece by applying knowledge of material, design elements and techniques.</p>
------------------------	---

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Prepare a research-based document (1000-1500 Words) on the History, Origin, Importance, and symbolic significance of various Traditional Indian jewelry.
2. Prepare a presentation on traditional jewelry in any one state with details of their significance. (10 Slides)
3. Group discussion on distinct features of regional traditional jewelry.
4. Identification of traditional motifs of respective categories and create a Journal by drawing and developing traditional Motifs and compositions of each category. (5 Motifs, 2 compositions of 5*5 of each class/category)
5. Conceptualize and design a collection of 4 pieces (Necklace, earring, Finger ring and Bangle) of any one category.

References:

1. Bala Krishnan U R.(2006), "Jewels of The Nizams". Department of Culture, Government India.-New Delhi
2. Cherry, N.(2013) "Jewellery Design & Development: From Concept to Object"
3. Bloomsbury-New York
4. Richter A.(2010) "Jewelry Of Southeast Asia." Thames and Hudson-London
5. Schneider B G.(2011), "Asian Jewellery: Ethnic Rings Bracelets Necklaces Earrings Belts Head Ornaments" Skira.-Milano
6. Sharma, R. & Varadarajan (2008) "Handcrafted Indian Enamel Jewellery" Roli Books- Singapore
7. Untracht, O. (2011) "Jewelry Concepts & Technology". Robert Hale. London
8. Untracht, O. (2006), "Traditional Jewelry of India". Thames and Hudson. New York

Course Title	History of Accessories (Th)
Course Credits	4 (Four)
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> • Explore the history of fashion accessories, for their types and hands-on techniques
	<ul style="list-style-type: none"> • Design the prototypes of different accessories with the help of raw material
	<ul style="list-style-type: none"> • Construct functional accessories that are anatomically and ergonomically correct.
	<ul style="list-style-type: none"> • Apply advanced techniques from decorative hand-stitching, embroidery to braiding, hand-quilting, ruffles and patchwork
Module 1: Introduction to Accessories	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Explore the evolution of accessories and timeline. • Illustrate and differentiate the evolution of fashion accessories from civilization up to the present. • Analyze categories of fashion accessories and create prototypes
Content Outline	History and Development of Accessories and their Production <ul style="list-style-type: none"> • Evolution – ornamentation and need • Functionality, aesthetics, attributes of accessories • Period accessories – Stone age – Bronze age – Iron age – Middle age – Modern age • Challenges in the making of accessories
Module 2: Accessory Types and Inspiration Sources	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Describe the materials, tools, and equipment in making fashion accessories;
	<ul style="list-style-type: none"> • Explain the basic factors influencing fashion.
	<ul style="list-style-type: none"> • Analyze about the traditional accessories of different states of India

Content Outline	Study of different Fashion Accessories <ul style="list-style-type: none"> • Bags • Footwear • Jewelry • Belts • Headgears • Stoles / Scarves Identify Sources of Inspiration for Accessories Designing Experiment with different textures, colors, and other techniques to create various designs <ul style="list-style-type: none"> • Decoding trends and forecast interpretations • Design and develop fashion accessories for women • Restyling the accessories with creative techniques
Module 3: Materials & Tools in Accessories	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Explore the materials, tools and equipment in making fashion accessories
	<ul style="list-style-type: none"> • Establishing individual style to the full, creating breath-taking accessories
Content Outline	Classification of Materials, Tools & Equipment Introduction to different materials, their properties and use of them in making of accessories <ul style="list-style-type: none"> • Leather • Wood • Stones • Shells • Metal • Different Fabrics
Module 4: Accessories of 21st century	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Analyze the national and international influences on fashion accessories in the present scenario.
	<ul style="list-style-type: none"> • maintain and care the different accessories
	<ul style="list-style-type: none"> • Incorporate designs, styles in 2 D & 3D format
Content Outline	21st Century - Emergence of a new-age accessories <ul style="list-style-type: none"> • Role of Accessory Designers – focusing on individual expression/ signature style of the most prominent accessory designers (international & national) • Illustrations with rendering, mood boards & inspiration boards • Period movie accessories analysis and review, both Bollywood and Hollywood

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Create a prototype of any one from choices like – leather bag, wood box of jewelry, stone jewelry, headgear, unique accessories from metal recycle or innovative fashion accessory with fabric stole.
2. Individual presentation on one national and one international accessory designer.
3. Detailed sketching and rendering of accessories used in iconic Bollywood / Hollywood movies of any 3 characters of choice.

Instructions:

- Students can develop and work on innovative ideas and keep the prototypes authentic and original.
- Period selection for presentation should not be repetitive and must include both wearable and carriable accessories.
- Students can use the design principles to create an illusion of depth, focusing and range of compositional technique in accessory sketches.
- Video documentation of the assignments will be appreciated.

References:

1. McNeil, P. (2014). *Accessories of Dress: An Illustrated Encyclopedia*. Dover Publications. Revere, A. (2006). *Masters – Gemstone*. Lara Books.
2. Schaffer, J., & Saunders, S. (2012). *Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories*. Barron's Educational Series.
3. Sigal, P. *Costume Jewellery for Haute Couture*. Thames and Hudson. Wells, W. (2008). *Masters – Bead Weaving*. Lara Books.

Course Title	History of Accessories (Th)
Course Credits	4 (Four)
Course Outcomes	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> Explore the history of fashion accessories, for their types and hands-on techniques
	<ul style="list-style-type: none"> Design the prototypes of different accessories with the help of raw material
	<ul style="list-style-type: none"> Construct functional accessories that are anatomically and ergonomically correct.
	<ul style="list-style-type: none"> Apply advanced techniques from decorative hand-stitching, embroidery to braiding, hand-quilting, ruffles and patchwork
Module 1: Introduction to Accessories	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Explore the evolution of accessories and timeline. Illustrate and differentiate the evolution of fashion accessories from civilization up to the present. Analyze categories of fashion accessories and create prototypes
Content Outline	History and Development of Accessories and their Production <ul style="list-style-type: none"> Evolution – ornamentation and need Functionality, aesthetics, attributes of accessories Period accessories – Stone age – Bronze age – Iron age – Middle age – Modern age Challenges in the making of accessories
Module 2: Accessory Types and Inspiration Sources	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Describe the materials, tools, and equipment in making fashion accessories;
	<ul style="list-style-type: none"> Explain the basic factors influencing fashion.
	<ul style="list-style-type: none"> Analyze about the traditional accessories of different states of India

Content Outline	Study of different Fashion Accessories <ul style="list-style-type: none"> • Bags • Footwear • Jewelry • Belts • Headgears • Stoles / Scarves Identify Sources of Inspiration for Accessories Designing Experiment with different textures, colors, and other techniques to create various designs <ul style="list-style-type: none"> • Decoding trends and forecast interpretations • Design and develop fashion accessories for women • Restyling the accessories with creative techniques
Module 3: Materials & Tools in Accessories	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Explore the materials, tools and equipment in making fashion accessories
	<ul style="list-style-type: none"> • Establishing individual style to the full, creating breath-taking accessories
Content Outline	Classification of Materials, Tools & Equipment Introduction to different materials, their properties and use of them in making of accessories <ul style="list-style-type: none"> • Leather • Wood • Stones • Shells • Metal • Different Fabrics
Module 4: Accessories of 21st century	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Analyze the national and international influences on fashion accessories in the present scenario.
	<ul style="list-style-type: none"> • maintain and care the different accessories
	<ul style="list-style-type: none"> • Incorporate designs, styles in 2 D & 3D format
Content Outline	21st Century - Emergence of a new-age accessories <ul style="list-style-type: none"> • Role of Accessory Designers – focusing on individual expression/ signature style of the most prominent accessory designers (international & national) • Illustrations with rendering, mood boards & inspiration boards • Period movie accessories analysis and review, both Bollywood and Hollywood

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Create a prototype of any one from choices like – leather bag, wood box of jewelry, stone jewelry, headgear, unique accessories from metal recycle or innovative fashion accessory with fabric stole.

2. Individual presentation on one national and one international accessory designer.
3. Detailed sketching and rendering of accessories used in iconic Bollywood / Hollywood movies of any 3 characters of choice.

Instructions:

- Students can develop and work on innovative ideas and keep the prototypes authentic and original.
- Period selection for presentation should not be repetitive and must include both wearable and carryable accessories.
- Students can use the design principles to create an illusion of depth, focusing and range of compositional technique in accessory sketches.
- Video documentation of the assignments will be appreciated.

References:

1. McNeil, P. (2014). *Accessories of Dress: An Illustrated Encyclopedia*. Dover Publications. Revere, A. (2006). *Masters – Gemstone*. Lara Books.
2. Schaffer, J., & Saunders, S. (2012). *Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories*. Barron's Educational Series.
3. Sigal, P. *Costume Jewellery for Haute Couture*. Thames and Hudson. Wells, W. (2008). *Masters – Bead Weaving*. Lara Books.

Course Title	FASHION CATEGORIES
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to,</p> <ol style="list-style-type: none"> 1. Discover the reasonability, need and importance of clothing categories in Fashion. 2. Define clothing categories for various segments such as Men's, Women's and Kid's. 3. Identify factors that influence the clothing preferences. 4. Recognize the specific design features that incorporate a certain category by developing a visual reference. 5. Provide a structured approach to understanding the diverse categories of clothing within the fashion industry, preparing further to develop design collections for various segments.
Module 1 (Credit 1) Identifying clothing categories	
Learning Outcomes <i>(Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</i>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Discovering the importance of clothing categories in Fashion for Men's, Women's and Kid's wear 2. Identify various clothing categories of clothing for various segments 3. Identify factors that influence the clothing choices
Content Outline	<ul style="list-style-type: none"> • Definition and Importance of Clothing categories in Fashion • The need of clothing categories • Overview of Major Market segments such as Men's, Women's and Kid's • Factors influencing clothing categories
Module 2 (Credit 1)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Identify specific clothing categories for Men's, Women's and Kid's Wear 2. Analyze specific design features for specific categories for Men's wear, Women's and Kid's Wear

Content Outline	<ul style="list-style-type: none"> • Clothing categories for Men's wear, Women's and Kid's Wear • Formal wear • Casual wear • Sports wear • Active Sports wear • Essentials • Club wear • Ethnic wear • Wedding wear • Resort wear • Friday dressing • Evening wear • Street wear • Adventure wear • Lounge Wear • Winter wear • Night wear • Essentials • Occasional Wear • Uniforms • Accessories
------------------------	--

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Identifying and observing various retail brands through the selection of any 2 clothing categories for Men's, Women's and Kid's wear each based on websites, advertisements and store visits.
2. Identifying the lifestyle changes of the niche market to identify the influential factors that affect clothing preferences.
3. Identifying specific Design features incorporated in above selected Men's, Women's and Kid's clothing category in terms of the following.
 - Fabrics
 - Prints and weaves
 - Styles
 - Ornamentation on surfaces
 - Fit and look
 - Ornamentation on surfaces
 - Fit and look
4. Preparing a visual collage for the above selected categories with a Mood board followed by the specific style of clothes.

References:

1. Ireland P. (1987), Encyclopedia of Fashion Details, The University of Virginia, Batsford Publication
ISBN:9780713448047, 0713448040
2. Ambrose G., Harris P. (2007), The Visual Dictionary of Fashion Design, AVA publications, Switzerland
ISBN:9782940439669, 2940439664
3. Angus E. (2015), The Fashion Dictionary-A Visual Resource for Terms, Techniques and Styles, Carlton Books UK,
ISBN:9781780975696, 1780975694

4. Keiser S., Torora P. (2021), The Fairchild Books Dictionary of Fashion, Bloomsbury Publication, ISBN:9781501365294, 1501365290
5. Fashionpedia The Visual Dictionary of Fashion Design (2016), Fashionary International Limited UK, ISBN:9789881354761, 9881354765

Course Title	Fashion Categories (Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to,
	<ul style="list-style-type: none"> Analyze the need for and importance of clothing categories in fashion.
	<ul style="list-style-type: none"> Comprehend clothing categories for various segments, such as men's, women's, and Kid's.
	<ul style="list-style-type: none"> Identify the factors influencing the different clothing categories.
	<ul style="list-style-type: none"> Recognize the design features that are incorporated into clothing categories by developing a visual reference.
	<ul style="list-style-type: none"> Describe the diverse categories of clothing with relevant design features & further utilize the same to communicate fashion.
Module 1 (Credit 1) Overview of Clothing Categories	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Analyze need for and importance of clothing categories in Fashion
	<ul style="list-style-type: none"> Comprehend clothing categories for various segments, such as men's, women's, and Kid's.
	<ul style="list-style-type: none"> Identify the factors influencing the different clothing categories.
Content Outline	<ul style="list-style-type: none"> Definition and Importance of Clothing categories in Fashion The need of clothing categories Overview of Major Market Segments, such as Men's, Women's and Kid's Factors influencing clothing categories
Module 2 (Credit 1) Clothing categories for Men's wear	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Identify specific clothing categories for Men's Wear
	<ul style="list-style-type: none"> Recognize the design features that are incorporated into clothing categories by developing a visual reference for Men's wear
Content Outline	<ul style="list-style-type: none"> Formal wear Casual wear Sports wear Active Sportswear Essentials Club wear Ethnic wear Wedding wear Resort wear Adventure wear Lounge Wear Winter wear Accessories
Module 3 (Credit 1) Clothing categories for Women's wear	

	<ul style="list-style-type: none"> Identify specific clothing categories for Women's Wear
	<ul style="list-style-type: none"> Recognize the design features that are incorporated into clothing categories by developing a visual reference for Women's wear.
Content Outline	<ul style="list-style-type: none"> Formal wear Casual wear Sports wear Active Sportswear Essentials Lingerie Club wear Ethnic wear Wedding wear Resort wear Adventure wear Friday dressing Evening wear Street wear Lounge wear Winter wear Maternity Wear Accessories
Module 4 (Credit 1) Clothing categories for Kid's wear	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Identify specific clothing categories for Kid's Wear
	<ul style="list-style-type: none"> Develop a visual reference board for Kid's wear by collaborating the design features that are incorporated into clothing categories
Content Outline	<ul style="list-style-type: none"> Casual wear Sports wear Active sportswear Night wear Essentials Occasional Wear Uniforms Accessories

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. **Activity**– Identify any 3 retail brands and Analyze the available clothing categories for Men's, Women's and Kid's wear through following methods.
 - Website of the respective brands
 - Visit to the respective stores
2. **Assignment** – Select any 3 clothing categories each for Men, Women and Kids wear. Identify specific Design features incorporated in clothing categories through retail collections. Prepare a visual collage for selected clothing categories incorporating as per the following design features.
 - Fabrics
 - Prints and weaves

- Styles
- Ornamentation on surfaces
- Fit and look

(Note: Prepare a power point presentation for Men, Women and Kids wear clothing categories with visual references of Design features as mentioned above in the assignment)

References:

1. Ambrose G., Harris P. (2007), The Visual Dictionary of Fashion Design, AVA publications, Switzerland ISBN:9782940439669, 2940439664
2. Angus E. (2015), The Fashion Dictionary-A Visual Resource for Terms, Techniques and Styles, Carlton Books UK, ISBN:9781780975696, 1780975694
3. Farnan S., Stone E. (2021), In Fashion, Fairchild Books Library eBooks, New York, 978-1- 5013-6198-2 (online)
4. Fashionpedia The Visual Dictionary of Fashion Design (2016), Fashionary International Limited UK, ISBN:9789881354761, 9881354765
5. Ireland P. (1987), Encyclopedia of Fashion Details, The University of Virginia, Batsford Publication ISBN:9780713448047, 0713448040
6. Keiser S., Torora P. (2021), The Fairchild Books Dictionary of Fashion, Bloomsbury Publication, ISBN:9781501365294, 1501365290
7. Vollmer J.((2021), Berg Encyclopedia of World Dress and Fashion, Volume 6: East Asia, Berg Publishers, Oxford, ISBN: 978-1-8478-8855-6 (Online)

Course Title	Surface Development (Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Recognize a variety of surface design techniques and their applications.
	<ul style="list-style-type: none"> Identify a variety of surface design techniques and their applications.
	<ul style="list-style-type: none"> Describe the relevance of surface design techniques in Industry.
Module 1: Introduction to Surface Design	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Develop the basic knowledge of surface design Demonstrate the techniques relevant to Apparel Or Home Decoration.
Content Outline	<ul style="list-style-type: none"> Introduction to Surface Design Definition, Scope Overview of surface design techniques and their relevance in various industries
Module 2: Introduction to Printing Techniques	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Explore the techniques of printing.
	<ul style="list-style-type: none"> Demonstrate various printing techniques in a creative way.
Content Outline	<ul style="list-style-type: none"> Introduction to Printing techniques Styles of printing: Direct, Resist and Discharge
Module 3: Basic Embroidery Techniques	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Acquire knowledge about basics of embroidery tools and materials. Analysis of various embroidery stitches.
Content Outline	<ul style="list-style-type: none"> Basics of Embroidery- Introduction terminologies. Basic Embroidery Tools: needle, thread, frame, thimble, etc. Embroidery stitches used in surface embellishment- basic stitches and advanced stitches.
Module 4: Fabric Manipulation Techniques	

Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Demonstrate the fabric manipulation • Develop the concept for Fabric Manipulation
Content Outline	<ul style="list-style-type: none"> • Introduction to Fabric Manipulation • Fabric Manipulation Techniques like Pleating, Folding, Gathering, Tucks, etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. **Group Presentations:** To analyze and prepare a presentation of a visit to a related center: export house/dyeing & Printing center/any craft cluster etc.
2. **Assignments:**

Assignment 1: To prepare a compilation of samples in the form of a file based on various surface techniques.

Assignment 2: To develop a Range of surface enriched products by incorporating any 2 surface embellishment techniques.

References:

1. Bhushan, J. (2014). Embroidery techniques. Random Publications.
2. Cheney, N., & McAllister, H. (2020). Textile Surface Manipulation. Bloomsbury Publishing Plc.
3. Clarke, V., & Finch, J. (2016). The Textile Artist: Layered Cloth: The Art of Fabric Manipulation. Batsford.
4. Fish, J. (2005). Designing and Printing Textiles. The Crowood Press Ltd.
5. Friedman, K. (2003). Metallic Thread Embroidery: A Practical Guide to Stitching Creatively with Metallic Threads. David & Charles.
6. Patni, M. (2020). Textile Designing and Printing. Star Publications, Agra.
7. Sekhri, S. (2022). Textbook of Fabric Science: Fundamentals to Finishing (4th ed.). PHI Learning Pvt. Ltd., Delhi.
8. Shrikant, U. (1998). Ethnic Embroidery of India. B N SALES CORP.

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"> Recognize and describe various traditional Indian textiles and their associated techniques, materials, and cultural significance.
	<ul style="list-style-type: none"> Analyze the cultural, symbolic, and regional aspects of traditional textiles and their influence on jewelry design.
	<ul style="list-style-type: none"> Integrate traditional textile motifs and techniques into jewelry design through hand sketching and material selection.
	<ul style="list-style-type: none"> Apply traditional textile techniques in the practical creation of jewelry pieces, emphasizing harmony between textiles and jewelry.
	<ul style="list-style-type: none"> Advocate for sustainable and ethical practices in preserving and promoting traditional textiles and jewelry.
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 types and characteristics of various traditional Indian textiles.
	<ul style="list-style-type: none"> Differentiate between regional textile techniques and their unique attributes.
Content Outline	<ul style="list-style-type: none"> Introduction to Traditional Textiles: Overview of Indian textiles such as Banarasi, Kanjivaram, Phulkari, and Bandhani. Textile Techniques: Study of weaving, dyeing, printing, and embroidery techniques. Regional Attributes: Examination of how geography and culture influence textile designs and materials.
Module 2 (Credit 1) Cultural Significance and Symbolism	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Analyze the cultural significance and symbolism in traditional textiles.

	<ul style="list-style-type: none"> Evaluate the interrelationship between traditional textiles and jewelry designs in different cultural contexts.
Content Outline	<ul style="list-style-type: none"> Cultural Significance: Exploration of cultural narratives, religious beliefs, and social status depicted through textiles and jewelry. Symbolism and Tradition: Study of specific motifs and patterns common in both textiles and jewelry. Ritual and Ceremony: Traditional attire for weddings and festivals, and their corresponding jewelry.
Module 3 (Credit 1) Design and Hand Sketching Techniques	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Carry out hand sketching techniques to incorporate traditional textile patterns into jewelry designs.
	<ul style="list-style-type: none"> Design innovative jewelry pieces that integrate traditional textile motifs and materials.
Content Outline	<ul style="list-style-type: none"> Hand Sketching Techniques: Techniques for sketching jewelry designs inspired by traditional textiles. Translating Textiles to Jewelry: Methods for incorporating textile patterns and motifs into jewelry design. Material Study: Exploration of materials used in both textiles and jewelry, such as silk threads, beads, and precious metals.
Module 4 (Credit 1) Integrating Traditional Textiles with Contemporary Jewelry Design	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Apply traditional textile techniques in practical jewelry making.
	<ul style="list-style-type: none"> Propose sustainable practices for the preservation and promotion of traditional textiles and jewelry.
Content Outline	<ul style="list-style-type: none"> Practical Projects: Hands-on projects integrating textile techniques in jewelry creation. Sustainable Practices: Study of sustainable and ethical practices in textile and jewelry production. Modern Adaptations: Exploration of contemporary and fusion styles in textiles and jewelry design.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Sketchbook Assignment: Create a sketchbook featuring various traditional textile patterns and motifs, annotated with their cultural and regional significance.
- Design Project: Develop a series of hand-sketched jewelry designs inspired by specific traditional textiles.
- Material Experimentation: Experiment with different materials in jewelry making that reflect traditional textile characteristics.
- Presentation: Prepare and present a project showcasing the integration of traditional textile designs in contemporary jewelry pieces.

References:

1. Chattopadhyaya, K. (1995). *Textile Design*. Indian Council for Cultural Relations. Jaitly, J. (2012). *Textile Design*. Niyogi Books
2. Karolia, A. (2019). *Textile Design*. Niyogi Books.
3. Ranjan, M. P., & Ranjan, A. (2007). *Handmade in India: Crafts of India*. Council of Handicraft Development Corporations.
4. Saraf, D. N. (1982). *Textile Design*. Vikas.
5. Sharma, R. (2014). *Traditional Indian Jewelry: The Golden Smile of India*. Roli Books. ISBN 9788174369225.
6. Untracht, O. (1997). *Traditional Jewelry of India*. Thames & Hudson. ISBN 9780500017991.

Course Title	Draping
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Identify basic draping techniques and terminologies.
	<ul style="list-style-type: none"> Explain the principles of draping and their applications in fashion design
	<ul style="list-style-type: none"> Demonstrate the ability to drape basic garment components such as bodices, skirts, and sleeves.
	<ul style="list-style-type: none"> Critically assess draped garments for fit, form, and aesthetics.
	<ul style="list-style-type: none"> Design and drape original garment patterns that reflect individual creativity and adherence to design principles.
Module 1 (Credit 1) – Introduction to Draping and Basic draping Techniques	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Identify the tools and define the grainline and draping fabrics properties.
	<ul style="list-style-type: none"> Create the basic block and basic skirt on dress forms
Content Outline	<ul style="list-style-type: none"> Introduction to Draping <ul style="list-style-type: none"> ❖ Overview of draping as a design technique ❖ Tools and materials required for draping ❖ Basic terminologies in draping Basic Draping Techniques <ul style="list-style-type: none"> ❖ Preparing the dress form ❖ Draping a basic bodice ❖ Draping a basic skirt ❖ Understanding grainlines, bias, and draping fabric
Module 2 (Credit 1) Draping – garment elements.	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Create different types of garment elements through a 3D pattern-making process.
	<ul style="list-style-type: none"> Apply the pattern making techniques while making garments
Content Outline	<ul style="list-style-type: none"> Draping darts and princess seams Draping different skirt styles (Flare skirts, yoke with flare skirts)
Module 3 (Credit 1) Draping – Advance garment elements.	
Learning Outcomes	After learning the module, learners will be able to

	<ul style="list-style-type: none"> • Create different types of garment elements by incorporating dart equivalents through a 3D pattern- making process.
	<ul style="list-style-type: none"> • Create the Ladies top designs with application of pattern making principles
Content Outline	<ul style="list-style-type: none"> • Draping complex bodice designs (cowl neck, pleats, gathers) • Draping asymmetrical designs
Module 4 (Credit 1) Final project	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Distinguish between different fabric types and predict their behavior during the draping process.
	<ul style="list-style-type: none"> • Critically assess draped garments for fit, form, and aesthetics.
Content Outline	<ul style="list-style-type: none"> • Final project: Creating a complete draped garment from concept to completion. <ul style="list-style-type: none"> ○ Combining different fabrics in a single garment ○ Translating 2D sketches into 3D draped garments

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. – Practical draping assignments and exercises
 - a. Basic block Front and Back
 - b. Basic skirt – Single and double dart
 - c. Dart manipulation
 - d. Princess line
 - e. Cowl, Pleats and Gathers Patterns
 - f. Asymmetrical Design
1. - Final project: Bias cut dresses- Creating a complete draped garment using a combination of different types of fabrics.

References:

1. Armstrong, H. J. (2013). *Draping for apparel design* (3rd ed.). Fairchild Books. Crawford, C. (2005). *The art of draping*. Bloomsbury Publishing.
2. Jaffe, H., & Relis, N. (2012). *Draping for fashion design* (5th ed.). Pearson. McKinney, J. (2007). *The art of fashion draping* (4th ed.). Fairchild Books. Nakamichi, T. (2011). *Pattern magic* 3. Laurence King Publishing.

Course Title	Sewing Techniques (Pr)
Course Credits	4
Course Outcomes	<i>After going through the course, learners will be able to</i>
	1. Identify and define the basic components of a sewing machine.
	Describe the specific uses and applications of different sewing machines, needles, and threads.
	Demonstrate the role and application of various stitches and seams in product development.
Module 1: Introduction to sewing Machine and Parts	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Identify the parts and functions of a sewing Machine.
	<ul style="list-style-type: none"> Integrate various sewing techniques into the design and construction of lifestyle accessories.
	<ul style="list-style-type: none"> Demonstrate proficiency in operating sewing machines to create products.
Content Outline	<ul style="list-style-type: none"> Identification of machine parts and functions, types of domestic sewing machines, industrial sewing machines, and attachments and uses. Understanding basic sewing machines and their parts. Learning threading of single needle lock stitch machine, loading bobbin and bobbin case, fixing and removing the needle Care and maintenance of sewing machines. Stitching practice in different angles - straight, curved, corners, and circular
Module 2: Basic sewing techniques (Hand & Machine)	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Recognize different seams and their role in different garments and products
	<ul style="list-style-type: none"> Identify the basic seam classification and acquire skills of hand stitches with practice
	<ul style="list-style-type: none"> Utilize the practice for further applications of stitches.

Content Outline	Introduction to Seams <ul style="list-style-type: none"> • Definition& classification • Temporary and permanent stitches • Methods, important applications of stitches Hand stitches <ul style="list-style-type: none"> • Basting • Running • Tacking • Hand overcast • Chain • Buttonhole • Hemming stitches - plain and blind hemming • Whip stitch • Satin stitch Machine stitches <ul style="list-style-type: none"> • Lock stitch • Overlock stitches • Straight Stitch • Zigzag Stitches • Decorative Stitches
Module 3: Intermediate Sewing Techniques and seam finishes	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Differentiate between the application of different type of intermediate sewing techniques
	<ul style="list-style-type: none"> • Explain the purpose of darts and tucks in the process of garment construction
	<ul style="list-style-type: none"> • Utilize types of seam finishes on different types of fabrics
Content Outline	<ul style="list-style-type: none"> • Introduction to Darts and tucks • Zipper installation • Sewing curves and corners • Sewing facing and lining • Gathering and shirring • Bias Tape Application • Interfacing Application • different Types of seam finishes and seam and seam dimensions, SPI • Seam defects causes and remedies.
Module 4: Advanced and special sewing technique	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> • Utilize advanced sewing techniques in sewing projects and presentations
	<ul style="list-style-type: none"> • Develop an appreciation for advanced seam finishes and their industry-level usage

Content Outline	<p>Advance seam finishes</p> <ul style="list-style-type: none"> • French seams • Flat-felled seams • Bound seams • Pintucks • Lace insertion • Hand-finishing, • Couture seam finishes • Top stitch seam <p>Special seam finishes</p> <ul style="list-style-type: none"> • Patchwork and quilting technique • Leather and faux leather sewing • Three dimensional fabric manipulation • Introduction to basic embroidery stitches, bead and sequence application
------------------------	--

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE) :

Assignment 1: Create a custom garment by using any 3-4 sewing techniques.

Assignment 2: Create unique accessories by using 3-4 advance and special techniques.

Assignment 3: Conduct a comprehensive market survey in the field of sewing technique to understand consumer preferences, industry trends, and market demands.

References

1. Campbell, B. (2022). *Advanced sewing techniques: Essential skills for the experienced sewist*. Fair Winds Press.
2. Dritz, Inc. (2019). *Dritz sewing supplies and techniques handbook*. Dritz Publications. Knight, J. (2021). *The dressmaker's technique bible: A complete guide to fashion sewing techniques*. Barron's Educational Series.
3. Page, K. (2020). *Sewing 101: Master basic skills and techniques easily through step-by- step instruction*. Creative Publishing International.
4. Taylor, L. (2023). *Modern sewing: Techniques and projects for the contemporary seamstress*. Penguin Random House.
5. Wong, S. (2020). *A beginner's guide to sewing with knits: Everything you need to know*
6. *to make 20 essential garments*. David & Charles.

Course Title	Writing Skills (OEC)
Course Credits	4
Course Outcomes	<i>After going through the course, learners will be able to</i>
	Demonstrate their language skills for an enhanced reading experience
	Identify and use different language basics – parts of speech, grammatical and sentence structures
	Recognizing preconceived assumptions and biases in writing and ideate creatively
	Explore their writing skills in all creative domains – 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"> 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: Specialized and Promotional Writing	
Learning Outcomes	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> Effectively create persuasive writing styles
	<ul style="list-style-type: none"> Structure paragraphs using different patterns of development to facilitate a clear flow of ideas

Content Outline	Working on Article on Different Themes <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 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
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	Fashions have largely shaped through language as writings probe clothing's promotion, and set narratives <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: 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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Assignment 1 (Individual presentations of writings)

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

Assignment 2: (Development of Tabloid)

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

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	Development Activities for Young Children (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. Identify the important characteristics of Child Development 2. Explain the meaning, importance of various domains of development 3. Conclude the important aspects of development from infancy to the Foundational Years 4. Correlate the inter-relatedness of the all domains of development 5. Plan developmentally appropriate activities for young children 6. Design an integrated approach in developmental activities for young children
Module 1 (Credit 1) - Introduction to Development	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of development 2. Relate to the development of different domains in the context of theories of Human Development 3. Comprehend the interrelationship between all the domains of development 4. Conclude the uniqueness of each child based on nature and nurture 5. Understand the concept of play and its importance for children's overall development and learning
Content Outline	<ol style="list-style-type: none"> 1. Introduction to child development. 2. Understand the basis and principles of development 3. Introduction to theories of Child Development 4. Issues in studying Child development 5. Concept of Developmental Milestones 6. Definition of play, characteristics of play and types of play, Role of play in development and learning
Module 2 (Credit 1) - Infancy	

Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Assess the developmental changes during Infancy 2. Relate to the significance of Infancy age in the process of development. 3. Interpret Developmental milestones, characteristics of development in all stages.
Content Outline	<ol style="list-style-type: none"> 1. Stage of Childhood- Infancy 2. Concepts and developmental tasks 3. Physical, Motor development 4. Cognitive and Language development 5. Social and Emotional Development 6. Adults Role in optimizing development
Module 3 (Credit 1) - Foundational Years (3-8 years)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the meaning and importance of the various domains of development 2. Summarize the sequence of development of every domain of development across foundational years 3. Interpret development in various domains during Preschool Stage and Grade I & II 4. Prescribe the role of Adults in Development
Content Outline	<ol style="list-style-type: none"> 1. Physical Domain 2. Motor and Sensory Perceptual Domain 3. Cognitive and Language Development 4. Social and Emotional Domain 5. Creativity and Aesthetic Development 6. Adults Role in optimizing Development
Module 4 (Credit 1) - Planning Developmentally Appropriate Activities	

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Identify the different age-appropriate activities to enhance development across domains. 2. Design developmentally appropriate materials and teaching aids for young children
Content Outline	<ol style="list-style-type: none"> 1. Identify the different age-appropriate curricular activities. 2. Use their creativity to prepare developmentally appropriate materials and teaching aids for young children 3. Develop skills in planning and conducting activities for young children 4. Create instructional materials for children to enhance learning in the various domains of development

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE):

Module 1:

1. Discussion on issues in studying Child development
2. Presentation on Developmental Milestones
3. Designing a scrap book on play

Module 2:

1. Discussion on developmental tasks
2. Collecting paper cuttings on various topics related to Physical/Motor/Cognitive/Language/ Social and Emotional development

Module 3:

1. Assignment on interpretation of development in various domains during Preschool Stage and Grade I & II.
2. Presentations on Developmental Milestones across domains
3. Discussion on adult's role in child development

Module 4:

1. Creating/Designing Activities and preparing materials for Activities

2. Folder with Readiness Activities for foundational Literacy and Numeracy
3. Visits to Early Childhood Programs and Report Writing

References:

4. Branscombe, N., Burchan, J., Castle K., Surbeck, E., Dorsey, A. & Taylor, J. (2014). Early Childhood Education - A Constructivist Perspective, 2nd Edition, Routledge, NY.
5. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
6. Essa, E (2007). Introduction to Early Childhood Education, 5th Edition, Thomson, Delmar Learning, United States.
7. Hearon, P. & Hildebrand, V. (2013). "Guiding Young Children" Pearson. USA.
8. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxman Publications Private Limited.
9. Jackman, H. L. (2009). Early Education Curriculum: A Child's - Connection to the World, 5th ed. Wadsworth Cengage Learning.
10. Krogh, S. L. & Slentz, K. L. (2008). The Early Childhood Curriculum. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London.
11. McLachlan, C., Fleeer, M., & Edwards, S. (2018). Early Childhood Curriculum: Planning, Assessment and Implementation. Cambridge University Press.
12. Ministry of Women and Child Development, GOI. (U.D.). National Early Childhood Care and Education (ECCE) Curriculum Framework.
13. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
14. National Education Policy (2020). 12. National Council of Educational Research and Training. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
15. Soni, R. (2015). Theme Based Early Childhood Education and Care Program: A Resource Book. NCERT, Delhi.

Course Title	Biofuels
Course Credits	4
Course Outcomes	After Completion of this course the learner will be able to
	1. Demonstrate an understanding of the definition, scope, and importance of Biofuels, analyzing their relevance to climate change and environmental issues, and evaluating public awareness.
	2. Calculate the potential impact of various biofuel feedstocks on production, applying knowledge of agricultural, farm, forestry, and organic wastes
	3. Identify different plant species yielding biodiesel and practice seed harvesting, processing, and oil extraction techniques for biofuel production.
	4. Design innovative production technology processes for biofuels (biodiesel, ethanol, and biogas) and evaluate their effectiveness in meeting energy demands
Module 1 (Credit 1) - Biofuels	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the introduction, definition, scope, and importance of biofuels concerning climate change and environmental issues.
	2. Investigate the historical development of biofuels, including the advantages, disadvantages, and the progression through first to fourth generations
Content Outline	<ul style="list-style-type: none"> • Introduction, Definition, scope and Importance of Bio-fuel with respect to climate change and environmental issues. • Public awareness. • Biofuels scenario in India and world. • History of Biofuels. • Advantages and disadvantages of biofuels. • Developmental generation of biofuels: first, second, third and fourth generation of biofuels and present status.
Module 2 (Credit 1) - Biofuel Feed Stock	
Learning Outcomes	After learning the module, learners will be able to
	1. Classify various biofuel feedstocks, including agricultural, farm, forestry, and organic wastes from residential, institutional, and industrial sources
	2. Investigate the significance of algal biofuels in the context of sustainable energy production

Content Outline	<ul style="list-style-type: none"> • Biofuel feed stocks: • Agricultural waste, farm waste, forestry waste, organic wastes from the residential, institutional and industrial waste and its importance. • (Biomass- plant, animal and microbial based waste). • Algal biofuel.
Module 3 (Credit 1) - Biodiesel species Biofuel Feed Stock	
Learning Outcomes	After learning the module, learners will be able to
	1. Classify biodiesel species such as Pongamia pinnata, Simarouba gluca, Jatropha curcas, Azadirachta indica, Madhuca indica, and Calophyllum inophyllum.
	2. Practice seed harvesting, processing, oil extraction, and characterization techniques specific to each biodiesel species
Course Content	<ul style="list-style-type: none"> • Biodiesel species: • Pongamia pinnata, Simarouba gluca, Jatropha curcas, Azadirachta indica, Madhuca indica and Calophyllum inophyllum Seed harvesting, processing, oil extraction, and characterization
Module 4 (Credit 1) - Bioethanol	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the introduction and production technology of biodiesel, bioethanol, biogas, and biohydrogen, including quality analysis techniques.
	2. Evaluate biofuel sustainability and policies in India, and interpret biofuel production statistics to assess their impact on the energy sector
Course Outcomes	<ul style="list-style-type: none"> • Introduction to biodiesel, bioethanol, biogas and bio hydrogen. Production technology of biofuels (Biodiesel, ethanol and biogas). Quality analysis of biodiesel, bioethanol and biogas • Biofuel sustainability; Biofuel Policy in India. Biofuel production statistics.

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):

Module 1 - Biofuels

Project: Public Awareness Campaign on Biofuels

Description: Students will design a public awareness campaign on biofuels to educate their local community about the importance and benefits of biofuels in mitigating climate change and addressing environmental issues. They will create informative posters, pamphlets, and digital content highlighting the definition, scope, advantages, and disadvantages of biofuels. Through outreach events and social media platforms, students will disseminate information on the history and developmental generations of biofuels, emphasizing their relevance in the context of sustainable energy solutions. This project will not only enhance students' understanding of biofuels but also empower them to communicate scientific concepts effectively to the public.

Module 2 - Biofuel Feedstock

Project: Feasibility Study of Algal Biofuels

Description: Students will conduct a feasibility study on the production of algal biofuels as a sustainable energy source. They will research different species of algae suitable for biofuel production and assess their growth characteristics, lipid content, and potential yield. Using basic laboratory equipment and techniques, students will culture algae samples under controlled conditions and monitor their growth over time. Through experimentation, students will determine the feasibility of algal biofuel production and explore its potential as a renewable energy solution. This project encourages hands-on experimentation and critical thinking skills in evaluating alternative biofuel feedstocks.

Module 3 - Biodiesel Species as Biofuel Feedstock

Project: Seed-to-Fuel Biodiesel Production

Description: Students will engage in a hands-on project to produce biodiesel from selected biodiesel species, such as *Pongamia pinnata* or *Jatropha curcas*. They will start by collecting seeds of the chosen species and then proceed to harvest, process, and extract oil from the seeds using simple techniques that can be conducted in a school laboratory or at home. After obtaining the biodiesel, students will characterize its properties and assess its quality using standard analytical methods. Through this practical project, students will gain valuable experience in biodiesel production and deepen their understanding of the entire seed-to-fuel process.

Module 4 - Bioethanol

Project: Bioethanol Production and Quality Analysis

Description: Students will design and conduct experiments to produce bioethanol from renewable feedstocks such as sugarcane or maize. They will ferment the feedstock to produce ethanol and then distill and purify the ethanol using basic laboratory equipment. Students will analyze the quality of the bioethanol using standard analytical techniques to assess its purity, alcohol content, and suitability for use as a fuel. Additionally, students will research

and evaluate biofuel sustainability policies in India to understand the regulatory framework governing bioethanol production. This project provides hands-on experience in bioethanol production and quality analysis while fostering an understanding of biofuel sustainability and policy considerations.

References:

1. The Biodiesel Handbook (2005). Jurgen Krahl, Jon Harlan Van Gerpen. AOCS Press.
2. Bioenergy and Biofuels (2017). Ozcan Konur. CRC Press, Taylor & Francis's group.
3. <https://mnre.gov.in/biofuels>

Course Title	Science Café
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to,</p> <ol style="list-style-type: none"> 1. Apply principles of nutrition to promote good health. 2. Analyze the composition and properties of nutrients. 3. Evaluate the significance of macro and micro elements. 4. Design balanced dietary plans for optimal health.
Module 1 (Credit 1) - Fundamentals of Nutrition	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Utilize insights into food functions, nutrition, and nutrients to discern different levels of nutrition and recognize signs of malnutrition. 2. Explore the correlation between nutrition and health, identifying visible signs of well-being and understanding the significance of adhering to food guides for optimal nutrient utilization
Content Outline	<ul style="list-style-type: none"> • Functions of foods, definition of nutrition, nutrients, adequate optimum and good nutrition, malnutrition. Food as a source of nutrients. • Interrelationship between nutrition and health, visible symptoms of good health. • Food guide-basic five food groups and usage of food guide. Use of food in body-digestion, absorption, transport, and utilization of nutrients in the body.
Module 2 (Credit 1) Water and Energy in Nutrition	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Examine the role of moisture in food, including concepts like hydrogen bonding, bound water, free water, water activity, and their influence on food stability. 2. Assess the concept of energy, encompassing its unit, food as an energy source, the energy value of food, the body's energy requirements, and the utilization of food for energy needs.
Content Outline	<ul style="list-style-type: none"> • Water as a nutrient, function, sources, requirement, structure, water balance – effect of deficiency. Introduction to chemistry of water and ice. • Moisture in food: Hydrogen bonding, Bound water, Free water, Water activity and Food stability. • Energy – UNIT of energy, food as a source of energy, energy value of food, the

	body's need for energy, B.M.R. activities. Utilization of food for energy requirements. Acid – base balance.
Module 3 (Credit 1) - Carbohydrates and Lipids in Food Science	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Apply knowledge of carbohydrates for dietary analysis. 2. Investigate the role of sweetening agents in food. 3. Assess the properties of lipids for physiological understanding. 4. Develop processes for handling fats and oils in food processing.
Content Outline	<ul style="list-style-type: none"> • Carbohydrates- composition, classification, sources, functions, structure, physical & chemical properties. • Other sweetening agents, functions of sugar in food (Browning reaction), changes during cooking and processing. • Lipids – composition, nomenclature, saturated, unsaturated fatty acids, classification, food sources, functions of fats. Physical and chemical properties, emulsions, chemistry & technology of fat and oil processing. Role of food lipids in flavour
Module 4 (Credit 1) - Minerals and Pigments in Nutrition	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Utilize knowledge of mineral functions, sources, bio availability, and deficiencies to evaluate the importance of calcium, iron, iodine, fluorine, sodium, and potassium in human health. 2. Examine the pigments indigenous to food, including their structure, chemical and physical properties, and analyze the effects of processing and storage on these pigments. 3. Explore the diversity of flavors present in vegetables, fruits, spices, fermented foods, meats, and seafood, discerning their sensory attributes and culinary applications.
Content Outline	<ul style="list-style-type: none"> • Mineral functions, sources, Bio-availability, and deficiency of following minerals – calcium, Iron, Iodine, Fluorine, sodium, potassium. • Pigments indigenous to food, structure, chemical and physical properties. Effect of processing and storage. • Flavors – Vegetables, fruit and spice flavour, fermented food, Meat and seafood.

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):Module 1 - Fundamentals of Nutrition

Project: Nutritional Analysis of Daily Diet

Description: Students will conduct a nutritional analysis of their daily diet using readily available online tools or smartphone applications. They will record their food intake for a week and input the data into the software to calculate the intake of macronutrients (carbohydrates, proteins, and fats), micronutrients (vitamins and minerals), and total energy intake. Through analysis, students will identify any deficiencies or excesses in their diet and make recommendations for dietary improvements. This project not only reinforces classroom learning but also equips students with practical skills to make informed dietary choices in their personal and professional lives.

Module 2 - Water and Energy in Nutrition

Project: Water Activity in Common Foods

Description: Students will investigate the concept of water activity in various common food items using easily accessible materials and equipment. They will collect samples of fresh fruits, bread, dried snacks, and other foods from their local grocery store or kitchen. Using a simple homemade water activity meter or by measuring relative humidity, students will determine the water activity of each food sample. Through this hands-on experiment, students will gain insights into the relationship between water activity and food stability, which is crucial for food preservation and safety. This project allows students to apply theoretical knowledge to practical scenarios and enhances their understanding of food science concepts.

Module 3 - Carbohydrates and Lipids in Food Science

Project: Investigating Carbohydrate Content in Everyday Foods

Description: Students will analyze the carbohydrate content of everyday food items using basic qualitative tests that can be performed at home or in a school laboratory. They will select a variety of food samples such as fruits, vegetables, grains, and processed foods from their kitchen or local grocery store. Using simple tests like Benedict's test for reducing sugars and iodine test for starch, students will qualitatively assess the presence of carbohydrates in each food sample. Through this hands-on activity, students will deepen their understanding of carbohydrate composition in foods and its significance in human nutrition. This project fosters practical skills and encourages students to make informed dietary choices based on carbohydrate content.

Module 4 - Minerals and Pigments in Nutrition

Project: Exploring Minerals and Pigments in Everyday Foods

Description: Students will investigate the presence of minerals and pigments in everyday foods through a simple kitchen-based experiment. They will select a variety of fruits, vegetables, grains, and dairy products from their kitchen or local market. Using basic household items like vinegar, iodine solution, and pH paper, students will test for the presence of minerals such as calcium, iron, and potassium,

as well as natural pigments like anthocyanins and carotenoids. Through this hands-on exploration, students will gain practical experience in identifying essential nutrients and bioactive compounds in foods. This project not only reinforces classroom learning but also empowers students to make healthier food choices for themselves and others.

References Books:

1. Damodaran, S., Parkin, K. L., & Fennema, D. R. (2007). Fennema's Food Chemistry (4th ed.). CRC Press.
2. Guthrie, H. A. (1983). Introductory Nutrition (5th ed.). Mosby.
3. Meyer, L. H. (2004). Food Chemistry. Textbook Publishers. ISBN: 0758149204.
4. Mudambi, S. R., Rao, S. M., & Rajagopal, M. V. (2006). Food Science (2nd ed.). New AgeInternational.
5. Mudambi, S. R., & Rajgopal, M. V. (2001). Fundamentals of Foods and Nutrition (4th ed.). NewAge International Publishers.
6. Shakuntla, M. N., & Shadaksharaswamy, M. (2013). Food Facts and Principles. New AgeInternational.

Course Title	Microbiology-II (THEORY & PRACTICAL)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Classify different types of bacteria based on Gram staining 2. Perform various methods of preparing cultures 3. Evaluate different Culture media
Module 1(Credit1) - Classification of Bacteria, growth & multiplication	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Explore different types of Gram negative and Gram-positive bacteria 2. Evaluate Bacterial growth curve, generation time, population doubling time
Content Outline	<ul style="list-style-type: none"> • Classification of Gram negative and Gram-positive bacteria • Factors affecting the growth and multiplication of bacteria • Significance of growth curve in routine culture • Perform tests on biochemical media
Module 2(Credit1) - Cultivation of microorganisms	
Learning Outcomes	After learning the module, learners will be able to,
	1. Analyze Normal flora with examples
	2. Identify and study general purpose, enrichment, enriched, Selective, transport culture media
Content Outline	<ul style="list-style-type: none"> • Different types of culture media classification based on ingredients • Classification of culture media based on consistence • Preparation of biochemical media
Module 3 (Credit1) - Microbial Metabolism	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze metabolic pathways of microorganisms such as Glycolysis, Fermentation, aerobic/anaerobic respiration
	2. Evaluate Autotrophs and Heterotrophs
Module 4 (Credit1) - Pathogenesis of bacterial infection and study of Gram-negative bacteria	
Learning Outcomes	After learning the module, learners will be able to

	<ol style="list-style-type: none"> 1. Explain the Epidemiology and Pathophysiology of diseases 2. Illustrate morphological, cultural and Biochemical study of Gram-negative bacilli 3. Identify the characteristics of Enterobacteriaceae family <ul style="list-style-type: none"> • Sources of infection, incubation period • Clinical symptom • Diagnosis technique in the routine lab • Colony characteristics, Biochemical reactions • Pathogenesis, clinical symptoms • Laboratory diagnosis and treatment
Content Outline	

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

1. Provide examples of Gram-negative and Gram-positive bacterial species, including their morphological features, habitats, and pathogenicity.
2. Prepare a chart on how growth curves are generated using microbial cultures incubated under controlled laboratory conditions.
3. Select and perform biochemical tests commonly used for bacterial identification and characterization, such as catalase test, oxidase test, indole test, and citrate utilization test.
4. Chart preparation on Classification of culture media based on their ingredients, including complex media, defined media, selective media, and differential media.
5. Discuss the advantages, limitations, and clinical utility of different diagnostic methods in routine laboratory practice, considering factors such as sensitivity, specificity, turnaround time, and cost-effectiveness.
6. Prepare a chart for schematic representation for pathogenesis of infectious diseases, including the mechanisms by which pathogens invade host tissues, evade immune defences, and cause tissue damage or systemic effects.

Reference books:

1. Ananthnarayana Text Book of Microbiology 12th edition. Publisher: Universities press

2. Jawetz, Melnick and Adelberg's Medical Microbiology 27th edition. Publisher: MF AI Kobaisi
3. Text book of Medical Laboratory Technology by Dr.P.B.Godkar 3rdedition.Published 2018
4. D.K.Sharma's –Microbiology Published by MKM Publishers Pvt. Ltd.
5. Clinical Microbiology by Keith Struthers

Course Title	Basic Fashion Illustration
Course Credits	4
Course Outcomes	After going through the course, learners will be able to,
	1. Develop sketching skills with a focus on proportion, movement, and style.
	2. Enable to develop skills in designing fashion accessories
	3. Develop skills to visually communicate design ideas through illustrations, including garment details, textures, and color palettes.
	4. Enhance ability to draw fashion figures and clothing
Module 1(Credit 1)-	
Learning Outcomes	After learning the module, learners will be able to,
	1. Acquire the skill to sketch fashion figures and garments, with a focus on proportion, movement, and style. 2. Apply knowledge of anatomy and colour schemes in artistic way.
Content Outline	1. Basics of design <ul style="list-style-type: none"> ● Elements and Principles of design 2. Human Anatomy <ul style="list-style-type: none"> ● Introduction to human anatomy and proportions ● Study of human body parts -Man, woman & child.. 3. Basic color schemes- achromatic, analogues, monochromatic, complimentary, and neutral.
Module 2(Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
	1. Develop basic croqui drawing techniques illustrating various movements and mechanical poses. 2. Acquire skills in croqui drawings and depicting movement.

Content Outline	<ul style="list-style-type: none"> ● Croqui and movement. ● Croqui and movement -Basic croqui drawing ● showing different movements and mechanical poses, Fleshing of block figures (leg and hand movement, front and 3/4view)8 head, 10 head and 12 head croqui for women, men and children
Module 3 (Credit 1) -	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Visually communicate design ideas through fashion illustrations. 2. Develop new illustrations for accessories and Necklines, collars, Sleeves.
Content Outline	<ol style="list-style-type: none"> 1. Accessory designing <ul style="list-style-type: none"> ● Accessory details to show Indian and western look that go well with the garment (1 or 2 examples to give basic concepts) such as jewelry, bags, shoes, hats, watches, purses, umbrella, hairstyle, etc. 2. Basic necklines, collar, sleeve and variation. <ul style="list-style-type: none"> ● Drawing of different neckline patterns (any 10) ● Drawing of different color patterns in (any 10) ● Drawing of different sleeve pattern any (any 10)
Module 4 (Credit 1) -	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Examine the law of fabric suspension. 2. Apply knowledge by adopting at least five different fabrics on a garment.
Content Outline	<ol style="list-style-type: none"> 1. Law of fabric suspension <ul style="list-style-type: none"> ● Rendering different fabrics and fall such as cotton, chiffon, silk, pleats, frills, ruffles, gathers, denim, leather for Terry Pile effect, etc. adoption of any five fabrics on garment. ● Procure fabric sample made out of specific materials and render it while observing on 12 head croqui (any 2 samples)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Continuous internal evaluation of 50 marks

- Two Modules = 25 marks each

References:

1. Khurana P. Sethi M., (2007) *Introduction to Fashion Technology* Laxmi Publications.
2. Chapman N., Cheek J. (2012), *Creative Fashion Drawing: A Complete Guide to Design and Illustration Styles* (Essential Guide to Drawing), Arcturus Publishing Ltd
3. Lafuent M. (2008), *Fashion Illustration Techniques (Drawing)*, Taschen GmbH Publishing
4. Singhal R., Bharali K. (2010) *Fashion Rendering*, Om books publications
5. Karampuri D., Bhosale J. (2012). *Liberty Fashion Sketch Book*, Liberty Publication
6. Takamura Z., (2012), *Fashion Illustration Techniques*, Rockport Publishers
7. Mc Kelvey, Janine K. W., (2007), *Illustrating fashion*, Blackwell Publishers Ltd
8. Takamura Z., (2012), *Fashion Illustration Techniques: A Super Reference Book for Beginners* Paperback – Import,
9. Manuela Brambatti M., (2017) *Fashion Illustration and Design: Methods & Techniques for Achieving Professional Results*, Promo press.

Course Title	Human Physiology (Theory & Practical)
Course Credits	4 (2+2)
Course Outcomes	After going through the course, learners will be able to
	1. Understand the basic structure and functions of the human body
	2. Acquainted with common diseases/disorders of each system
Module 1 (Credit 1) - Human Physiology I	
Learning Outcomes	After learning the module, learners will be able to
	1. Introduce students to basic terminologies
	2. Understand the basic structure of human body
	3. Understand the functioning of cardio vascular, respiratory, gastro intestinal
	4. Brief knowledge about common diseases affecting each system.
	5. To create awareness about interdependence and co-ordination between different systems of the body for normal functioning.
Content Outline	<p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • General terms- anatomy, physiology, symmetrical arrangement, anatomical position. Median plane / lateral plane, internal/ external, superficial /deep, superior/ inferior, anterior/posterior. • Basic human tissues. • Introduction to human skeleton. • Structure of bone and cartilage. • Classification of various types of muscle. <p><u>BLOOD AND LYMPHATIC SYSTEM</u></p> <ul style="list-style-type: none"> • Physical characteristics of blood • Blood volume, composition of plasma and functions of plasma protein • RBC formation and functions • Information about anaemia and thalessemia. • Blood groups, their importance , Rh-incompatibility. • WBC- types, functions, importance of CBC • Platelets and mechanism of coagulation • Lymph and lymphatic system, spleen and its functions. <p><u>HEART</u></p> <ul style="list-style-type: none"> • Its structure and circulation of blood. • Cardiac cycle • Information about hypertension & ischemic heart disease

	<p><u>RESPIRATORY SYSTEM</u></p> <p>Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various lung volumes and capacities.</p> <p>Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><u>GASTRO - INTESTINAL SYSTEM</u></p> <p>Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions.</p> <p>Liver, gall bladder, pancreas structure and functions.</p> <p>Common disorders- Dental caries, vomiting diarrhoea, constipation. Hyperacidity, diabetes.</p>
Module 2 (Credit 1) - Human Physiology II	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the functioning of excretory system and brief knowledge about common diseases affecting this system.
	2. Know more about the nervous system
	3. Know more about the endocrine system
	4. Have knowledge of reproductive system and importance of reproductive health
Content Outline	<p><u>EXCRETORY SYSTEM</u></p> <ul style="list-style-type: none"> • Structure and function of organs of urinary system (in brief). • Mechanism of urine formation • Common diseases- urinary tract infection and renal stones. • Structure and function of skin • Regulation of body temperature • Common disorders - acne dandruff and burns. <p><u>NERVOUS SYSTEM</u></p> <ul style="list-style-type: none"> • Classification of nervous system • Structure and functions of different parts of brain, spinal cord and reflex action. • Eye - structure and mechanism of vision • Common problems - conjunctivitis, cataract. • Ear - structure and mechanism of hearing <p>Common problems - deafness, vertigo, motion sickness</p> <p><u>ENDOCRINE SYSTEM</u></p> <ul style="list-style-type: none"> • Listing of endocrine glands and their location • Functions of pituitary, thyroid, parathyroid and adrenal.

	<p><u>REPRODUCTIVE SYSTEM</u> <u>FEMALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Menstrual cycle • Fertilization • Breast- Structure, function, importance of breast hygiene and breast feeding • Physiological changes in pregnancy • Importance of ante-natal care. <p><u>MALE REPRODUCTIVE SYSTEM</u></p> <ul style="list-style-type: none"> • Structure • Sex education • Contraception and infertility <p>Sexually transmitted diseases-syphilis, gonorrhoea, AIDS</p>
Module 3 (Credit 1) - Human Physiology I Practical	
Learning Outcomes	After learning the module, learners will be able to
	1. Introduce the students to human skeleton and enable them to identify various bones in the body
	2. perform simple clinical tests like estimation of haemoglobin and blood group and blood pressure
Content Outline	<ul style="list-style-type: none"> • Study of human skeleton and identification of bones. • Estimation of hemoglobin • Estimation of blood groups, • Demonstration of peripheral blood smears. Importance of complete blood count. • Measurement of pulse rate and blood pressure. • Discussion of normal components of urine. Test for abnormal components like sugar, albumin and acetone and discussion on diseases in which they are found.
Module 4 (Credit 1) - Human Physiology II Practical	
Learning Outcomes	After learning the module, learners will be able to
	1. Utilize the knowledge learnt to administer first aid for common emergency situations.
	2. Acquaint the students with the basic principles of home nursing.
Content Outline	<ul style="list-style-type: none"> • FIRST AID • -Definition, aims, qualities of first aider, contents of first aid box. • -Different types of bandages and bandaging techniques. • WOUNDS • -Classification, dressing and management of hemorrhage- basic principles and discussion about bleeding from various parts of body.

	<ul style="list-style-type: none"> • FRACTURE • -Types, symptoms, management. • Sprain and dislocation • First Aid for- foreign bodies in eye, ear, nose, skin. • First Aid for - fainting, burns, heat stroke, asthma, convulsions, electric shock and heart attack. • First Aid for - common poisoning, dog bite, snake bite, bee-sting and scorpion bite. • BASIC PRINCIPLES OF HOME NURSING- • Measuring body temperature, steam inhalation, body sponging, taking care of bed ridden patient and enema. • Cardio pulmonary resuscitation
--	---

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

Multiple choice questions, Short notes, Display, Quiz

Module 2:

Multiple choice questions, Short notes, Display, Quiz, PPT Presentation

Module 3:

Practical exam

Module 4:

Practical exam

References:

1. Guyton, A.C., Hall J.E.- Textbook of Medical Physiology - Prism Books Pvt Ltd., Bangalore.
2. Concise Medical Physiology - Chaudhari.
3. API Text Book of Medicine.
4. Textbook of Gynaecology - Datta.
5. Winwood - Sear's Anatomy and Physiology for Nurses - London, Edward Arnold.
6. Wilson -Anatomy and Physiology in Health and Illness, Edinburgh, Churchill Livingstone.
7. Chatterjee Chandi Charan -Textbook of Medical Physiology - London. W.B. Saunder's company.
8. Glynn M. (2013) Hutchinson's Book of Clinical Medicine (23rd ed). Saunders Ltd.
9. First Aid St .John's Ambulance Association (2002) (8th

Revised edition). Dorling Kindersley Publishers Ltd

Course Title	Cuisines Of India II
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 Southern and Eastern parts of India. 2. Explore the different cooking methods employed in cuisines across southern and eastern parts India 3. Examine preparations made in southern and eastern regions of India in different seasons and festivals. 4. Compare differences in use of various spices and ingredients in southern and eastern cuisines of India 5. Prepare various recipes of each type of cuisine and appreciate it's diversity.
Module 1 (Credit 1) -	South Indian Cuisine
Learning Outcomes	<ol style="list-style-type: none"> 1. Examine use of various spices and ingredients in making cuisines of Southern India. 2. Explore preparations made in different regions, different seasons and festivals in Southern India.
Content Outline	<ol style="list-style-type: none"> 1. Kerala Cuisine 2. Tamil Nadu Cuisine 3. Andhra Pradesh Cuisine 4. Karnataka Cuisine
Module 2 (Credit 1)	East Indian Cuisine
Learning Outcomes	<ol style="list-style-type: none"> 1. Examine use of various spices and ingredients in making cuisines of Eastern India. 2. Explore preparations made in different regions, different seasons and festivals in Eastern India.
Content Outline	<ol style="list-style-type: none"> 1. Bengal 2. Assam 3. Orissa
Module 3 (Credit 1)	Practical - South 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 Southern India.
Content Outline	<ol style="list-style-type: none"> 1. Recipes from Kerala, Tamil Nadu, Andhra and Karnataka. 2. List popular recipes of different meals and preserves etc. 3. Cook 2 less-common recipes each and enable development of culinary skills.
Module 4 (Credit 1)	Practical - East 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.
	<ul style="list-style-type: none"> ● West Bengal, Assam, Orissa dishes. ● List popular dishes of different meals and preserves etc. ● Cook less common 2 recipes each and enable to develop culinary skills.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Individual or group projects on food ingredients used in the cuisines of the southern and eastern 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	Basic Food Analysis (Pr)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Impart basic skills to do laboratory work and demonstrate basic laboratory skills for conducting food analysis. 2. Explain the general principles of instrumental techniques used in food analysis. 3. Perform analytical techniques to estimate food components such as protein and fat. 4. Identify and detect common adulterants in food samples. 5. Describe the qualitative standards and specifications prescribed by FSSAI.
Module 1 (Credit 1) - Introduction to Food Analysis and Instrumentation	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Explain the significance and role of food analysis in ensuring food quality and safety. 2. Define sampling and describe its importance in food analysis. 3. Differentiate between various sampling techniques and their applicability. 4. Evaluate the advantages and limitations of different sampling methods. 5. Describe the working principles and uses of basic instruments used in food analysis (e.g., pH meter, Colorimeter, Spectrophotometer). 6. Operate standard laboratory instruments like the Soxhlet apparatus and Kjeldahl's unit for food composition analysis.
Content Outline	<ul style="list-style-type: none"> • Introduction to food analysis and its importance. • Sampling <ol style="list-style-type: none"> 1. Definition of sampling 2. Sampling methods/ techniques. 3. Sampling Techniques in food analysis 4. General classification of sampling methods. 5. Advantages and disadvantages of Sampling • General instrumental methods – Working principle and uses of various laboratory instruments used in food analysis- pH meter, Colorimeter, Spectrophotometer, Centrifuge, Kjeldahl's apparatus for protein estimation, Soxhlet apparatus for fat estimation, Muffle furnace, Water bath.
Module 2 (Credit 1) -Estimation of Food Components	

Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Explore analytical methods used in estimation of proximate principles. 2. Describe significance of chemical constants of fats and oils.
Content Outline	<p>Quantitative Analysis of proximate principles:</p> <ul style="list-style-type: none"> • Estimation of moisture by AOAC method of dehydration. • Estimation of crude fat/oil by solvent extraction method. • Estimation of total ash by A.O.A.C. method. • Estimation of protein by Macro Kjeldahl method. <p>Chemical constants of fats and oils.</p> <ul style="list-style-type: none"> • Determination of Acid value by NIN method. • Determination of Saponification value by NIN method. • Determination of Iodine value by NIN method.
Module 3 (Credit 1) - Detection of Food Adulterants	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Perform analytical methods used in estimation of various food components.
Content Outline	<p>Estimation of Food Components</p> <ul style="list-style-type: none"> • Estimation of total and free sugar from honey by Benedict's/ Lane and Eynon's quantitative reagent method. • Determination of Ascorbic acid (Vit. C) from food sources by 2, 6, dichlorophenol indophenol method. • Estimation of sodium chloride (NaCl) salt from butter and cheese. • Estimation of Acidity in milk and ice cream by titrimetric method.
Module 4 (Credit 1) - Food Quality Standards and Regulations	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Describe food adulterants and know methods of analysis. 2. Detect adulterants present in various foods
Content Outline	<p>Qualitative analysis of common food adulterants</p> <ul style="list-style-type: none"> • Fats and oils • Spices and condiments • Milk and milk products • Cereals and pulses • Sugar, honey and jaggery • Tea and coffee • Sweets and confectionary

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Perform the practical on Food Analysis in laboratory.

References:

1. Deshpande, H.W. and Poshadri, A.(2023). *Food Analysis and Quality Control*. Nipa Genx Electronic Resources & Solutions Pvt Ltd
2. Pomeranz, Y. and Meloan, C.E. (2004). *Food analysis Theory and Practice* (3rd ed.). CBS Publishers.
3. Sathe, A. Y. (1999). *A First Course in Food Analysis*. New age International Pvt. Ltd.
4. Sehgal, Shalini. (2020). *A Laboratory Manual of Food Analysis*. Dreamtech Press.
5. Siva Subramanian, N., Ushasree, P. and Reddy, G. Naveen Kumar. (2022). *Textbook of Food Analysis*. Unique Pub International.

Course Title	Culinary Science (Pr)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Examine the nature and composition of food. 2. Explore role of different ingredients in food preparations. 3. Create acceptable food products with maximum retention of nutrients. 4. Develop culinary skills using various methods of cooking. 5. Evaluate and apply food safety, hygiene, and standardization practices in culinary operations.
Module 1 (Credit 1) - Introduction to Culinary Science	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Apply basic culinary skills required in the kitchen. 2. Prepare soups, salads, beverages and starters
Content Outline	<ul style="list-style-type: none"> ● Terms ● Weights and Measures ● Cooking Methods ● Kitchen equipment, tools ● Preliminary preparations ● Safety and Hygiene practices in the kitchen ● Role of Ingredients and Cooking Methods ● Soups ● Beverages ● Salads ● Starters
Module 2 (Credit 1) - Indian Cuisine	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Prepare popular Indian regional dishes. 2. Demonstrate various traditional cooking methods and recipes. 3. Develop a better understanding of the various Indian cooking methods.
Content Outline	<ul style="list-style-type: none"> ● Role of Ingredients and Cooking Methods ● Snacks ● Rice Preparations ● Pulses and Legumes ● Indian Breads ● Indian Traditional Sweets
Module 3 (Credit 1) - Bakery and Desserts	

Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Describe methods and techniques used in the preparation of bakery, pastry and confectionary 2. Describe and demonstrate the basic baking science, principles, ratios and techniques.
Content Outline	<ul style="list-style-type: none"> ● Role of Ingredients and Cooking Methods ● Cakes ● Biscuits and Cookies ● Tarts and Pies ● Buns and Breads ● Soufflés, Pudding, Cheesecakes
Module 4 (Credit 1) - International Cuisine	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Assess international cuisines by exploring traditional and indigenous ingredients, flavor components and cooking techniques. 2. Describe and demonstrate the International cuisine.
Content Outline	<ul style="list-style-type: none"> ● Role of Ingredients and Cooking Methods ● Oriental ● Italian ● Lebanese ● Mexican ● Thai

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Continuous assessment of practical performed by the student.
2. Review of recipes and project on food ingredients and preparation.

References:

1. Arora K. (2008). *Theory of Catering*, Frank Brothers
2. Jeremy MacVeigh, (2008). *International Cuisine Hardcover*, International Culinary Schools at the Art Institutes, Delmar Cengage Learning
3. Margaret, McWilliams (2015). *Food around the world*, Pearson
4. Parvinder S. Bali, (2012). *International Cuisine and Food Production Management* Paperback
5. Patricia Heyman, (2016). *International Cooking: A Culinary Journey* 3rd Edition, Pearson.
6. Singh V., Joshi A. (2019). *Art and Science of Culinary*, Notion Press.
7. Thangam Philip (2010). *Modern Cookery for Teaching & Trade* Vol. I

Course Title	Introduction to Communication and Media (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 basic concepts in Communication 2. Categorize different models used in communication theory 3. Identify Types & Levels of Communication 4. Infer Barriers in Communication. 5. Co-relate growth and Development of media 6. Appraise and assess the need for critical knowledge and the analytical tools required by the children in understanding the media. 7. Relate to the role of policies required to adhere by its media makers. 8. Explore and understand the importance of media in the rapid shift of technology.
Module 1 (Credit 1) - Principles of Communication	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts in Communication 2. Categorize different models used in communication theory
Content Outline	<ol style="list-style-type: none"> 1. Definitions and functions of communication 2. Types & Levels of Communication 3. Barriers in Communication. 4. Growth and Development of media
Module 2 (Credit 1) - Growth and Development of media	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate the growth of different media 2. Classify the role of media in society.
Content Outline	<ol style="list-style-type: none"> 1. Folk Media – role and importance in the society 2. Press - role and importance in the society. 3. Radio - role and importance in the society. 4. Cinema – role and importance in the society
Module 3 (Credit 1) - Ethical Issues in Media and Guidelines for Working with children	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Explore ways for working with children in different age groups 2. Relate to various regulations and laws while working with children at various age levels 3. Co-relate various techniques of observing and assessing children 4. Formulate guidelines related to ethical Issues for working with children
Content Outline	<ol style="list-style-type: none"> 1. Basic communication skills (verbal, non-verbal) 2. Sensitivity training 3. Handling difficult situations 4. Involvement of caregivers 5. Ethical Issues in working with children
Module 4 (Credit 1) - Children and Media – Issues and Concerns	

Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. Study the vital aspects of media forms created for children and their understanding of those forms. 2. Gain an in-depth knowledge of what children watch and why. 3. Understand the role of media in the socialization pattern of children 4. Explain media Advocacy and social responsibility.
Content Outline	<ol style="list-style-type: none"> 1. Children as special audience – characteristics and concerns 2. Children's media usage – uses and gratifications. 3. Attention, comprehension of media formats and content. 4. Children's understanding of realism in media. 5. Media and Family

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

1. Assignment of types & levels of Communication
2. Presentation on barriers in communication.
3. Discussion on growth and Development of media

Module 2:

1. Discussion on role and importance of Folk Media/ Press / Radio/Cinema in the society

Module 3:

1. Creating a model for sensitivity training of adults
2. Roleplay on handling difficult situations with children
3. Designing a program for involvement of caregivers in developing guidelines for working with children
4. Presentation on ethical Issues in working with children

Module 4:

1. Project on children's media usage
2. Discussion on media formats and content.
3. Assignment on media and Family

References:

1. Berry, G.L. & Asamen, J.K. 1993. Children & Television: Images in a changing socio-cultural world. Newbury Park. Sage Publications.
2. Drotner, K & Singer D.G. (2008). The international Handbook of Children's Media and Culture. London. Sage.
3. Gunter, B. & McAleer, J.L. (1990). Children and Television: The One-eyed Monster? London: Routledge.

4. Hobbs, R. (2012). Digital and Media Literacy =: Connecting Culture and Classroom. Thousand Oaks, CA. Sage.
5. Littlejohn, Steven. 1996. Theories of Human Communication. (5th edition) California. Wadsworth Publishing Company.
6. Mehta D. (1994). Mass Communication and Journalism in India. New Delhi.
7. Rosengren, K. & Windhall S. (1989). Media Matter: TV use in Childhood & Adolescence. Norwood (N.J.): Ablex Publ. Corp.
8. Singer, D.G & Singer J.L. (2011) Handbook of Children and the Media. Thousand Oaks, CA. Sage.
9. Sparafkin, J & Liebert, R. (1988). The Early Window: Effects of Television on Children and Youth. New York. Pergamon Press.
10. Unnikrishnan, N. & Bajpai, S. (1996) Impact of Television on Children. New Delhi: Sage.

Course Title	Mathematics for Business and Management II
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Define and explain basic concepts in preliminary descriptive statistics, such as frequency tables, histograms and measures of central tendency (mean, mode, median).
	2. Apply and critically analyze preliminary descriptive statistics techniques to interpret and analyze data.
	3. Define and explain fundamental concepts in basic probability theory, including sample space, events, axioms of probability, conditional probability.
	4. Analyze and apply fundamental probability concepts to solve complex real-world problems.
Module1(Credit1) - Descriptive Statistics and Data Analysis	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply basic descriptive statistical tools to summarize data.
	2. Analyze and interpret data using preliminary descriptive statistics.
Content Outline	<ul style="list-style-type: none"> • Preliminary Descriptive Statistics • Introduction • Frequency Tables, • Histograms, • Measures of Central Tendency: Mean, Mode and Median.
Module2(Credit1) - Fundamentals of Probability Theory	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply basic probability concepts to analyze simple scenarios.
	2. Analyze and solve complex problems using fundamental probability principles.

Content Outline	<ul style="list-style-type: none"> • Basic Probability theory, • Introduction, • Sample space and events, • Axioms of Probability • Conditional Probability • Addition and Multiplication theorem (without proof)
------------------------	---

- simple examples.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Descriptive Statistics Fair: Divide students into groups, and assign each group one fundamental concept from descriptive statistics: frequency tables, histograms, mean, mode, or median. The goal is for each group to prepare an engaging and interactive booth or station at a "Descriptive Statistics Fair" to educate others about their assigned concept.
2. Data Analysis Showcase: Students will form groups and be provided with a dataset related to a specific industry or real-world scenario (e.g., finance, healthcare, marketing). The objective is for each group to analyze the dataset using descriptive statistics techniques and present their findings in a showcase.
3. Visual Guides Creation: Student groups will create collaborative posters or visual guides detailing basic descriptive statistics concepts. They will present these visualsto the classto facilitate group discussions and deepen understanding.
4. Complex Data Analysis: Groups will analyze complex datasets using preliminary descriptive statistics techniques. They'll present their analyses, discuss implications, limitations, and critically evaluate interpretations to showcase proficiency in applying and analyzing statistical methods.

References

1. Elhance D. N. *Fundamentals of Statistics*.
2. Gupta S. G. *Statistical Methods*. S. Chand & Co.
3. Aggarwal B. *Business Mathematics & Statistics*. An e-Book Pvt. Limited.
4. Schaum Series. *Statistics*.

Course Title	Bio-Mathematics-II
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Define and explain the foundational concepts of probability theory, including sample space, events and basic axioms of probability.
	2. Apply conditional probability and probability theorems to solve complex problems in various scenarios.
	3. Define and explain the basic concepts of probability distributions and random variables, including discrete and continuous variables.
	4. Apply probability distributions and mathematical expectation to model and analyze real-world problems.
Module1(Credit1) - Basic Probability Concepts and Theorems	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply basic probability concepts to analyze events.
	2. Utilize conditional probability and theorems in probability calculations.
Content Outline	<ul style="list-style-type: none"> • Basic Probability Theory • Introduction, • Sample space and events, • Axioms of probability, • conditional probability, • addition and multiplication theorem.
Module2(Credit1) - Probability Distributions and Expectations	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply probability distributions to model random phenomena.
	2. Calculate and interpret mathematical expectations in probability distributions.

Content Outline	<ul style="list-style-type: none"> • Probability Distribution • Random variable, • continuous and discrete variables, • mathematical expectation, • Binomial distribution, • Poisson distribution, • Normal distribution
------------------------	---

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Interactive Presentations (CO1)

Student groups will create interactive presentations or info-graphics explaining fundamental probability theory concepts. They will design interactive elements to engage the audience, ensuring a comprehensive understanding of these concepts.

2. Complex Probability Problem Solving (CO2)

Students will work collaboratively in groups to tackle complex probability problems involving conditional probability and theorems. They will present solutions, discuss problem-solving strategies, and critically evaluate their approaches for diverse scenarios.

3. Educational Visuals Creation (CO3)

Groups will collaboratively create educational posters or visual aids explaining probability distributions and random variables. They will present the visuals, encouraging interactive discussion to ensure a comprehensive grasp of these concepts.

4. Real-world Modeling (CO4)

Students will analyze real-world scenarios and model them using probability distributions and mathematical expectation. They will present their models, interpretations, and implications of findings to demonstrate the application of these concepts in practical scenarios.

References:

1. Walpole R. E. and Myers R. H. *Probability and Statistics for Engineers and Scientists*.
2. Veerarajan T. (2002). *Probability, Statistics and Random Process*. Tata Mc Graw-Hill Education.
3. Grinstead C. and Snell J. (1997). *Introduction to Probability*. American

Mathematical Society.

4. Yates, R. D., & Goodman, D.J. (1998). *Probability and Stochastic Processes*. John Wiley and Sons.

Course Title	Advanced Mathematics for competitive examination
Course Credits	2
Course Outcomes	After completing this course, learner will be able to
	1. Demonstrate a foundational understanding of basic mathematical concepts including Average, Percentage, Profit and Loss, Commission and Discount, Simple and Compound Interest, and Ratio and Proportion.
	2. Analyze and evaluate the intricacies of mathematical concepts such as Average, Percentage, Profit and Loss, Commission and Discount, Simple and Compound Interest, and Ratio and Proportion.
	3. Demonstrate a foundational understanding of mathematical concepts including Mixture and Alligation, Partnership, Problems based on ages, Work and Time, Work and wages problems.
	4. Analyze and evaluate the intricacies of mathematical principles such as Mixture and Alligation, Partnership, Problems based on ages, Work and Time, and Work and wages problems.
Module1(Credit1) - Numerical Aptitude I	
Learning Outcomes	After learning this module, learner will be able to
	1. Demonstrate a proficient understanding of fundamental mathematical concepts such as Average, Percentage, Profit and Loss, Commission and Discount, Simple and Compound Interest, and Ratio and Proportion.
	2. Critically analyze and synthesize the intricacies of mathematical principles including Average, Percentage, Profit and Loss, Commission and Discount, Simple and Compound Interest, and Ratio and Proportion
Content Outline	<ul style="list-style-type: none"> • Average, Percentage • Profit and Loss • Commission and Discount • Simple and compound interest • Ratio and proportion
Module2(Credit1) - Numerical Aptitude II	

Learning Outcomes	After learning this module, learner will be able to
	1. Demonstrate a proficient understanding of fundamental mathematical concepts such as Mixture and Alligation, Partnership, Problems based on ages, Work and Time, Work and wages problems.

	2. Critically analyze and synthesize the intricacies of mathematical principles including Mixture and Alligation, Partnership, Problems based on ages, Work and Time, and Work and wages problems.
Content Outline	<ul style="list-style-type: none"> • Mixture and Alligation • Partnership • Problems based on ages • Work and Time • Work and wages

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Problems from banking examinations are to be asked to be solved to the students.
2. Various quantitative aptitude tests can be solved by students.

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	Microbial infections and human defence mechanisms (THEORY)
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Discuss how human body fights against infections. 2. Examine why some individuals fall ill more often? Outline types of hypersensitivity. 3. Differentiate between different types of vaccines. Explain in detail factors affecting infection 4. Infer the characteristics of probiotics for selection 5. Analyse various fermented products for their probiotic properties
Module 1 (Credit 1) - Basics of Infection Biology	
Learning Outcomes	<p>After going through the course, learners will be able to,</p> <ol style="list-style-type: none"> 1. To outline important terminologies in infection biology. 2. To analyze the different lines of immunological defense exhibited by human body.
Content Outline	<ul style="list-style-type: none"> • Important terminology: Primary infection, secondary infection. Contagious infection, occupational disorder, clinical infection, subclinical infection, Zoonoses, genetic disorder, vector borne infection. • Factors affecting infection: <ul style="list-style-type: none"> ○ Microbial factors: adherence, invasion, role of virulence factors in invasion, colonization & its effects. ○ Host factors: natural resistance, species resistance, racial resistance, individual resistance. ○ Why do some individuals fall more sick often?: Age, nutrition, personal hygiene, stress, hormones, Addiction to drugs/ alcohol. Interaction between Microbes & hosts is dynamic.
Module 2 (Credit 1) - Human system to fight infection	
Learning Outcomes	<p>After going through the course, learners will be able to,</p> <ol style="list-style-type: none"> 1. To classify the host and pathogen factors affecting infection
Content Outline	<ul style="list-style-type: none"> • First line of Defense: for skin, respiratory tract, gastrointestinal tract, genitourinary tract, eyes. • Second line of defense: Phagocytosis, Inflammation • Third line of defense: Brief introduction to antibody mediated & cell mediated immunity.

	<ul style="list-style-type: none"> • Inflammation and allergic reactions: Hallmarks of inflammation and types of hypersensitivity • Vaccines and Immunization schedule
Module 3 (Credit1) - Prebiotics	
Learning Outcomes	<p>After going through the course, learners will be able to,</p> <ol style="list-style-type: none"> 1. To define prebiotics 2. To evaluate the importance of gut microflora in maintaining good Health
Content Outline	<ul style="list-style-type: none"> • Concept, definition, criteria, history Probiotic microorganisms, safety of probiotic microorganisms, legal status of probiotics, Characteristics of Probiotics for selection. • Tolerance to additives, stability during storage, stability during passage to intestinal sites, minimum effective dose, maintenance of probiotic microorganisms
Module 4 (Credit1) - Probiotic microorganisms	
Learning Outcomes	<p>After going through the course, learners will be able to,</p> <ol style="list-style-type: none"> 1. To discuss role of probiotics in health and diseases
Content Outline	<ul style="list-style-type: none"> • Role of probiotics in health and disease: Prevention and treatment of gastro-intestinal bacterial infection. • Health benefits of Prebiotics, Mineral absorption, immune response, cancer prevention, IBD, elderly health and infant health

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Factors Affecting Infection

- Activity: Presentation on microbial factors affecting infection, including adherence, invasion, and virulence factors.
- Discussion on host factors such as natural, species, racial, and individual resistance.
- Explanation of why certain individuals are more susceptible to infections due to factors like age, nutrition, hygiene, stress, and lifestyle choices.
- Methodology: Lecture, interactive discussion.
- Expected Outcomes: Understanding the dynamic interaction between microbes and hosts, and awareness of factors influencing susceptibility to infections.

2. Defence Mechanisms: First Line of Defence

- Activity: Presentation on the first line of defence mechanisms for various body systems (skin, respiratory tract, gastrointestinal tract, genitourinary tract, eyes).

- Discussion on the role of physical barriers, mucosal surfaces, and resident microbiota in preventing infections.
- Methodology: Lecture, visual aids.
- Expected Outcomes: Understanding of the importance of the first line of defence in preventing microbial invasion and maintaining homeostasis.

3. Defence Mechanisms: Second Line of Defense

- Activity: Presentation on phagocytosis and inflammation as key components of the second line of defence.
- Demonstration of phagocytosis process using microscopy or animations.
- Methodology: Lecture, demonstration.
- Expected Outcomes: Understanding of how phagocytosis and inflammation contribute to the elimination of pathogens and tissue repair.

4. Defence Mechanisms: Third Line of Defense and Immunology

- Activity: Brief introduction to antibody-mediated and cell-mediated immunity.
- Explanation of the role of lymphocytes, cytokines, and immune memory in adaptive immunity.
- Methodology: Lecture, visual aids.
- Expected Outcomes: Basic understanding of adaptive immunity and the mechanisms underlying antibody and cell-mediated responses.

5. Inflammation and Allergic Reactions

- Activity: Presentation on the hallmarks of inflammation and the types of hypersensitivity reactions.
- Discussion on the immune mechanisms underlying allergies and autoimmune diseases.
- Methodology: Lecture, case studies.
- Expected Outcomes: Understanding of the inflammatory response and recognition of different types of hypersensitivity reactions.

6. Vaccines and Immunization Schedule

- Activity: Overview of vaccines, including their concept, types, and sources.
- Explanation of the importance of immunization schedules in preventing infectious diseases.
- Methodology: Lecture, discussion.
- Expected Outcomes: Familiarity with the principles of vaccination and awareness of the importance of immunization programs.

7. Prebiotics and Probiotics

- Activity: Presentation on the concept, criteria, types, and

sources of prebiotics and probiotics.

- Discussion on the health benefits of prebiotics, including their effects on gut microflora, mineral absorption, immune response, and disease prevention.
- Explanation of the characteristics of probiotics and their role in maintaining gut health.
- Methodology: Lecture, case studies.
- Expected Outcomes: Understanding of the potential health benefits of prebiotics and probiotics, and knowledge of their selection criteria and applications.

References:

1. Tortora, G.J., Funke, B.R., Case, C.L, 2016. Microbiology: An introduction. 12th Edition, Benjamin Pub. Co. NY
2. Indira T. Kudva, Nancy A. Cornick, Paul J. Plummer, Qijing Zhang, Tracy L. Nicholson, John P. Bannantine, Bryan H. Bellair 2016. Virulence mechanisms of bacterial pathogens. 5th edition. ISBN: 978-1-555-81927-9.
3. Ananthnarayan, R. and C.E, Jayaram Panikar, 2020. Ananthnarayan and Panikar's Textbook of Microbiology, 10th edition, Universities Press.
4. Cruickshank K.R., 2005, Medical Microbiology Vol I & II Livingstone, Longman. (Topic II AND IV)
5. Chakraborty P. 2009, Textbook of Medical Parasitology, Central Publications, Kolkata, India.
6. Salminen. S and Wright, A. V. 1998. Lactic Acid Bacteria, Marcel Dekker
7. Glenn R. G. Marcel R. 2008. Handbook of Prebiotics CRC press
8. Lee Y K, Salminen S 2009. Handbook of Probiotics and Prebiotics. A John Willey and Sons Inc. Publication.
9. Sandholm T. M. Saarela M. 2003. Functional Dairy Products CRC Woodhead Publishing Ltd.

Course Title	Physics in Daily Life
Course Credits	4
Course Outcomes	After Completion of this course the learner will be able to
	1. Analyze renewable energy sources for addressing global energy challenges.
	2. Evaluate energy consumption patterns and their climate change implications.
	3. Apply energy use quantification and carbon footprint concepts.
	4. Design strategies for minimizing energy use and adopting electric vehicles.
Module 1 (Credit 1) - Energy basics	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze renewable energy sources like solar, wind, thermal, and hydroelectric power.
	2. Connect some daily life Conduct analysis of energy bills to understand consumption patterns and conservation measures
Content Outline	<ul style="list-style-type: none"> • Basics of renewable energy solar, wind, thermal, and hydroelectric power. • Energy consumption patterns and global energy challenges. • Importance of energy conservation in addressing climate change and sustainability goals, Analysis of energy bills
Module 2 (Credit 1) - Energy and Climate change	
Learning Outcomes	After learning the module, learners will be able to
	1. Quantify energy use in easily understandable terms
	2. Assess carbon footprint implications.
Content Outline	<ul style="list-style-type: none"> • Quantifying energy use in simple terms • carbon footprint • Climate change has happened
Module 3 (Credit 1) - Energy use and Carbon emission	
Learning Outcomes	After learning the module, learners will be able to
	1. Recognize energy as both a challenge and a solution.

	2. Develop strategies to achieve a one-third reduction in energy usage and produce the remaining energy locally through solar power
--	---

Course Content	<ul style="list-style-type: none"> • Energy as a problem and as a solution • energy use minimization by 1/3rd • Minimizing energy use by 1/3rd • Generating the remaining 1/3rd of energy locally by solar
Module 4 (Credit 1) - Introduction to Eclectic Vehicle	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply knowledge of electric vehicle components for practical understanding
	2. Analyze environmental differences between battery electric and conventional vehicles.
Course Outcomes	<ul style="list-style-type: none"> • Electric vehicles: battery electric vehicles (BEVs) • Basic components and functionality of electric vehicles: electric motors, batteries, power electronics, and charging infrastructure. • Comparison of environmental impacts between conventional vehicles and electric vehicles

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE):

Module 1

In the first project, students embark on a Renewable Energy Showcase. Armed with materials like models or diagrams representing solar panels, wind turbines, thermal power plants, and hydroelectric dams, they delve into the analysis of renewable energy sources. Through meticulous data collection and analysis, they evaluate the feasibility and advantages of each source in different geographical contexts. Following thorough research and experimentation, students compile their findings into a comprehensive report detailing the potential contributions of renewable energy to the global energy mix, providing valuable insights for sustainable energy planning.

Module 2

The second project entails a Carbon Footprint Audit. Equipped with energy consumption data such as electricity bills and carbon footprint calculators or spreadsheets, students conduct a meticulous examination of their own energy usage patterns. Through diligent data collection and analysis, they quantify

their carbon footprint and identify areas of high energy consumption. Armed with these findings, students devise strategies for reducing carbon emissions, documenting their journey and insights in a detailed report. This hands-on experience empowers students to take ownership of their energy consumption and contribute to climate change mitigation efforts.

Module 3

In the third module focused on Energy Use and Carbon Emission, students undertake an Energy Reduction Challenge. Armed with energy consumption data and simulation tools, they develop strategies to achieve a one-third reduction in energy usage while promoting local solar energy generation. Through data-driven analysis and simulation, students explore the feasibility of integrating energy-efficient technologies and solar power solutions into their daily lives. Their

efforts culminate in a comprehensive report outlining their strategies, findings, and recommendations for achieving sustainable energy consumption patterns and promoting renewable energy adoption within their communities.

Module 4

In this case, students engage in Electric Vehicle Component Analysis. Utilizing electric vehicle components, diagrams, and demonstration models, they delve into the intricacies of electric vehicle technology. Through hands-on exploration and analysis, students dissect the basic components and functionality of electric vehicles, comparing environmental impacts between battery electric vehicles (BEVs) and conventional vehicles. Their findings are meticulously documented in a detailed report, providing valuable insights into the potential of electric vehicles to mitigate climate change and revolutionize the transportation sector. This project empowers students to become informed advocates for sustainable transportation solutions.

References:

1. Solanki, C. S. (2019). Energy Swaraj: My Experiments with Solar Truth (1st ed.). NotionPress.
2. Rasheed, H. (2022). An introduction to energy: Sources, uses, impact and solutions. Lulu.com.
3. Rao, K. M. (2019). An introduction to electric vehicles (1st ed.). Notion
4. Swayam - https://onlinecourses.swayam2.ac.in/aic22_ge31/preview
5. <https://www.youtube.com/watch?v=7ihCH0p2oXM&list=PLYkIMEpaP9zGIouFBCimG98d7YH4ChKq0>

Course Title	Basic Fashion Illustration
Course Credits	4
Course Outcomes	After going through the course, learners will be able to,
	1. Develop sketching skills with a focus on proportion, movement, and style.
	2. Enable to develop skills in designing fashion accessories
	3. Develop skills to visually communicate design ideas through illustrations, including garment details, textures, and color palettes.
	4. Enhance ability to draw fashion figures and clothing
Module 1(Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
	<ol style="list-style-type: none"> 1. Acquire the skill to sketch fashion figures and garments, with a focus on proportion, movement, and style. 2. Apply knowledge of anatomy and colour schemes in artistic way.
Content Outline	<ol style="list-style-type: none"> 1. Basics of design <ul style="list-style-type: none"> ● Elements and Principles of design 2. Human Anatomy <ul style="list-style-type: none"> ● Introduction to human anatomy and proportions ● Study of human body parts -Man, woman & child.. 3. Basic color schemes- achromatic, analogues, monochromatic, complimentary, and neutral.
Module 2(Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
	<ol style="list-style-type: none"> 1. Develop basic croqui drawing techniques illustrating various movements and mechanical poses. 2. Acquire skills in croqui drawings and depicting movement.

Content Outline	<ol style="list-style-type: none"> 1. Croqui and movement. <ul style="list-style-type: none"> • Croqui and movement -Basic croqui drawing • showing different movements and mechanical poses, Fleshing of block figures (leg and hand movement, front and 3/4view)8 head, 10 head and 12 head croqui for women, men and children
Module 3 (Credit 1) -	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Visually communicate design ideas through fashion illustrations. 2. Develop new illustrations for accessories and Necklines, collars, Sleeves.
Content Outline	<ol style="list-style-type: none"> 1. Accessory designing <ul style="list-style-type: none"> • Accessory details to show Indian and western look that go well with the garment (1 or 2 examples to give basic concepts) such as jewelry, bags, shoes, hats, watches, purses , umbrella, hairstyle, etc. 2. Basic necklines, collar, sleeve and variation. <ul style="list-style-type: none"> • Drawing of different neckline patterns (any 10) • Drawing of different color patterns in (any 10) • Drawing of different sleeve pattern any (any 10)
Module 4 (Credit 1) -	
Learning Outcomes	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> 1. Examine the law of fabric suspension. 2. Apply knowledge by adopting at least five different fabrics on a garment.
Content Outline	<ol style="list-style-type: none"> 1. Law of fabric suspension <ul style="list-style-type: none"> • Rendering different fabrics and fall such as cotton, chiffon, silk, pleats, frills, ruffles, gathers, denim, leather for Terry Pile effect, etc. adoption of any five fabrics on garment . • Procure fabric sample made out of specific materials and render it while observing on 12 head croqui (any 2 samples)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Continuous internal evaluation of 50 marks
- Two Modules = 25 marks each

References:

1. Khurana P. Sethi M., (2007) *Introduction to Fashion Technology* Laxmi

Publications.

2. Chapman N., Cheek J. (2012), *Creative Fashion Drawing: A Complete Guide to Design and Illustration Styles* (Essential Guide to Drawing), Arcturus Publishing Ltd
3. Lafuent M. (2008), *Fashion Illustration Techniques (Drawing)*, Taschen GmbH Publishing
4. Singhal R., Bharali K. (2010) *Fashion Rendering*, Om books publications
5. Karampuri D., Bhosale J. (2012). *Liberty Fashion Sketch Book*, Liberty Publication
6. Takamura Z., (2012), *Fashion Illustration Techniques*, Rockport Publishers
7. Mc Kelvey, Janine K. W., (2007), *Illustrating fashion*, Blackwell Publishers Ltd
8. Takamura Z., (2012), *Fashion Illustration Techniques: A Super Reference Book for Beginners* Paperback – Import,
9. Manuela Brambatti M., (2017) *Fashion Illustration and Design: Methods & Techniques for Achieving Professional Results*, Promo press.

Course Title	Amazing Animal World
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Interpret the uniqueness of the animals enlisted
	2. Relate the distinguishing characteristics with the adaptations
	3. Create awareness of the wonders of animal kingdom through activities
	4. Prepare models of the animals to illustrate their unique characters
Module 1 (Credit 1) - Fauna of National / State	
Learning Outcomes	After learning the module, learners will be able to
	1. Enlist the distinguished characteristics
	2. Evaluate the unique characteristics as per the adaptations
Content Outline	<p>General Morphology, Habits and habitat and Significance:</p> <ul style="list-style-type: none"> • Butterflies - the flying jewels - Blue Mormon, Kaiser-i-Hind • Herpetofauna of India- <i>Rhacophorus malabaricus</i>, Monitor lizard, Chameleon • Feathered Bipeds: Yellow footed green Pigeon, Peacock • Mammals of India: Giant Indian Squirrel, Gangetic Dolphin, Royal Bengal Tiger, Elephant, Swamp Deer, Rhinoceros
Module 2 (Credit 1) - Amazing animals	
Learning Outcomes	After learning the module, learners will be able to
	1. Enlist unique characteristics of the animals
	2. Interpret the significance of the unique characteristics
Content Outline	<p>General Morphology, Habits and habitat and Unique features:</p> <ul style="list-style-type: none"> • Jelly fish - <i>A. victoria</i> • Pistol Shrimp • Suicidal Ant • Praying mantis • Pearl oysters

	<ul style="list-style-type: none"> • Electric eel • Puffer fish • Axolotl larva • Pebble toad • Flying Snake • Indian Cuckoo • Red Panda
Module 3 (Credit 1) - Incredible Fauna	
Learning Outcomes	After learning the module, learners will be able to
	1. Enlist the recently discovered fauna
	2. Justify the uniqueness of the fauna listed
Content Outline	<ul style="list-style-type: none"> • Recently discovered fauna: <ul style="list-style-type: none"> ○ Tapir Frog ○ Stealthy Gecko ○ Rose-rainbow fish ○ Southern maned sloth ○ Sea anemone from Japan – <i>Stylobatus</i> • Unique fauna: <ul style="list-style-type: none"> ○ Kangaroo ○ Duck-billed Platypus ○ Penguins ○ Whale ○ Sphenodon
Module 4 (Credit 1) - Marvels of animals	
Learning Outcomes	After learning the module, learners will be able to
	1. Relate the marvels with their application in the practical world
	2. Evaluate the significance of the marvels for the survival of the animals
Content Outline	<ul style="list-style-type: none"> • Coral reef • Bioluminescent animal - Fireflies, Angler fish • Parental care in fishes • Parental care in amphibians • Migration in birds • Social organization - Honey bee, Hanuman Langur • Hibernation/aestivation in frog • Echolocation - Bats, Dolphin

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Presentation based on related topics
2. Preparation models of the animals to illustrate their unique characters

Some illustrative assignments for students

1. Module 1 Project: Animal Adaptation Garden

Students will create a miniature garden or terrarium representing a specific habitat (e.g., desert, rainforest) and populate it with plant species and small animal figurines. They will research the adaptations of animals native to their chosen habitat and strategically place the figurines within the garden to reflect these adaptations. For example, animals with camouflage adaptations could be placed among plants with similar colors and patterns. This project will not only reinforce understanding of animal adaptations but also provide hands-on experience in designing and creating habitat models.

2. Module 2 Project: DIY Wildlife Camera Trap

Students will design and build a simple wildlife camera trap using basic materials such as cardboard, a digital camera, motion sensors, and infrared LEDs. They will learn about animal behavior and habitat preferences, then strategically place their camera traps in outdoor locations such as parks or nature reserves to observe wildlife activity. This project will allow students to apply their knowledge of animal behavior and habitat ecology in a real-world setting while also gaining practical skills in electronics and DIY construction.

3. Module 3 Project: Neighborhood Biodiversity Survey

Students will conduct a biodiversity survey in their neighborhood or local park to identify and document animal species present in the area. Using basic tools such as binoculars, field guides, and smartphone apps, they will observe and record sightings of birds, insects, mammals, and other wildlife. Students will then compile their data and create a report or presentation highlighting the diversity of species found, as well as any trends or patterns observed. This project will enable students to apply their knowledge of animal taxonomy and ecology while also contributing to scientific research and conservation efforts in their community.

4. Module 4 Project: Animal Rescue Simulation

Students will participate in a simulated animal rescue operation, either in-person or through virtual role-play scenarios. Working in teams, they will assume the roles of wildlife rehabilitators, veterinarians, and conservationists tasked with rescuing and rehabilitating injured or endangered animals. Using case studies and real-world scenarios, students will apply their knowledge of animal behavior, physiology, and conservation biology to make informed decisions and develop effective rescue strategies. This project will provide hands-on experience in wildlife management and conservation while also fostering teamwork and critical thinking skills.

References:

1. Jordan, E. L., & Verma, P. S. (2013). Chordate Zoology Volume I. S. Chand and Co. Ltd.

2. Jordan, E. L., & Verma, P. S. (2022). Invertebrate Zoology. S. Chand and Co. Ltd.
3. Majupuria, T. C. (1962). A Textbook of Invertebrate Zoology: Vol. I. (1st ed.). S. Nagin Co.
4. Dharmi, P. S., & Dharmi, J. K. (2006). Chordate Zoology. R. Chand and Co.
5. Dharmi, P. S., & Dharmi, J. K. (2021). Invertebrate Zoology. R. Chand and Co.
6. Moore, J. (2006). Introduction to Vertebrates. Cambridge University Press.
7. Miller, S. A., & Harley, J. B. (1999). Zoology. Tata McGraw Hill.
8. Kotpal, R. L. (2013). Modern Textbook of Zoology, Invertebrates. (12th ed.). Rastogi Publications.
9. Parker, T. J., & Haswell, W. A. (1992). A Textbook of Zoology, Invertebrates. Vol. I (1st Indian Edition). CBS Publishers and Distributors Pvt. Ltd.
10. Parker, T. J., & Haswell, W. A. (1992). A Textbook of Zoology, Invertebrates. Vol. I (1st Indian Edition). CBS Publishers and Distributors Pvt. Ltd

Course Title	Principles of Management (Theory)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Explain and apply the concepts, principles and functions of management.
	2. Categorize management principles in family living at micro level as well as macro level.
Module 1 (Credit 1) - Introduction to Management	
Learning Outcomes	After learning the module, learners will be able to understand the design philosophy to create products, environment and experience accessible and usable to a maximum number of people
	1. Identify and describe the main functions of management.
	2. Assess the importance of management & differentiate between various levels of management.
	3. Recognize the different roles and skills required for effective management
Content Outline	<ol style="list-style-type: none"> 1. Definition and Importance of Management <ul style="list-style-type: none"> • What is Management? • The Role of Managers in Organizations 2. Functions of management <ul style="list-style-type: none"> • Planning • Organizing • Leadership • Controlling • Evaluation 3. Levels of Management <ul style="list-style-type: none"> • Top-Level Management • Middle-Level Management • First-Line Management 4. Managerial Roles and Skills <ul style="list-style-type: none"> • Interpersonal Roles • Informational Roles • Decisional Roles
Module 2 (Credit 1) - Planning and Decision Making	
Learning Outcomes	After completing the course, it will help the students to an understanding the applications of the designs
	1. Understand the steps involved in decision-making.
	2. Comprehend the significance of planning and its process & set effective goals.

Content Outline	<ol style="list-style-type: none"> 1. Planning – meaning, importance, characteristics and steps in planning and types of plans-mental or oral plan, written plan, detail and overall plan, singleuse plan. 2. Goals- Meaning, types- long term, short term, individual and group goals. 3. Decision Making -Definition and importance of decision making in management,Types of decisions-Habitual, Intellectual, Individual and Group and Decision Making Process 4. Tools for Decision Making - SWOT Analysis (Strengths, Weaknesses,Opportunities, Threats)and PEST Analysis (Political, Economic, Social, Technological)
Module 3(Credit 1) - Organizing and Staffing	
Learning Outcomes	<p>After completing the course, it will help the students to an understanding theapplications of the designs</p> <ol style="list-style-type: none"> 1. Understand the importance and process of delegation and decentralization. 2. Apply the staffing process including recruitment, selection, and training.
Content Outline	<ol style="list-style-type: none"> 1. Organizing: Definition and Process, Types of Organizational Structures:Functional, Divisional, Matrix 2. Delegation and Decentralization - Importance of Delegation, Process ofDelegation and Centralization vs. Decentralization 3. Staffing: Importance and Process , Recruitment, Selection and Training andDevelopment 4. Managing Teams and Groups -Difference Between Teams and Groups, Stagesof Team Development and Effective Team Management
Module 4 Credit 1) - Leading and Controlling	
Learning Outcomes	<p>After completing the course, it will help the students to an understanding theapplications of the designs</p> <ol style="list-style-type: none"> 1. Understand different motivational theories and their application. 2. Recognize the importance of communication and how to overcome barriers. 3. Comprehend the control process and utilize various controlling tools effectively.
Content Outline	<ol style="list-style-type: none"> 1. Leadership: Definition and Importance - Leadership vs. Management andLeadership Styles: Autocratic, Democratic 2. Controlling- Meaning and Introduction, Phases of controlling– energizing,checking & adjusting and Principles (factors) in controlling. Supervision- definition and types and techniques of good supervision 3. Evaluation – meaning, importance, types-general and detailed evaluation. 4. Communication - Importance of Communication in Management, Types ofCommunication: Verbal, Non-

	Verbal, Written and Barriers to Effective Communication
--	---

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Case Studies: To provide practical examples and applications.
2. Group Discussions and Activities: To encourage interaction and deeper understanding.

3. Identify and list down 3 values and 3 goals of a student followed by discussion in a class
4. Plan an activity applying management process like going for a picnic/movie/giving a birthdayparty and write a report for the same.
5. Identify an incident in your life where you took a right decision as well as identify an incident in your life where you took wrong decisions giving reasons
6. Identify and list down your human resources and how it helps you to make decisions.

References:

1. Saksena S.C., (1977): Business Administration and Management Sahitya Bawan, Agra.
2. Chatterjee S.S. (1980): 'An introduction to management- Its principles and techniques' World Press Pvt. Ltd, Calcutta.
3. Gross, Crandall and Knoll. (1980) Management for Modern Families. Prentice Hall Inc. ISBN:013549477X / 0-13-549477-X
4. Deacon R.E. and Firebough F.M. (1981) Family Resource management, principles and application. Allyn Bacon. ISBN: 0205069940 / 0-205-06994-0
5. Swanson V. (1981): Introduction to Home Management. Macmillan Publishers, London.
6. Gupta, C.B. (1983) Principles and practice of Management. Nataional Publishing House, New Delhi. ISBN: 8127200530
7. Horne, James. (1983): Financial management and policy. Prentice Hall of India Pvt. Ltd. Delhi. ISBN: 0133167615 / 0-13-316761-5
8. Chatterjee S.S. Management (1988): Introduction, its Principles and Techniques.
9. A Prentice Hall Pvt. Ltd. Calcutta. ISBN: 9788120333840
10. Nickel P. and Dorsey J.M. (1991): Management in Family Living 4th edition Wiley and Eastern, New Delhi.