



SNDT Women's University, Mumbai

Open Electives Course (OEC)
for
**Students of Faculty of Interdisciplinary
Studies**
for
Semester – I

As Per NEP – 2020

Syllabus
(WEF. 2025-2026)

OEC for Semester I

Sr. No.	Subject code	Title
1	10410611	Entrepreneurship Development
2	10410111 OR 10410112	English for Empowerment - Paper I (For Students of Non-English Medium) OR Empowerment through English- I(for students of English Medium)
3	10410711	Evolution of the Universe and the Earth
4	10410811	Indian Pastimes, Food and Fashions through the Ages
5	10410911	Women in Indian National Movement
6	10411011	Psychology of Adjustment and Coping
7	10411111	Current Social Issues in India
8	10410411	मराठी चित्रपट
9	10410311	फिल्म रसास्वाद
10	10410511	Manav Jeevan Evam Yoga (मानवजीवनं एवं योगः)
11	10410211	शीजो गजु राती - प्राथमिक
12	10420111 10420112 10420113 10420114 10420115 10420116	Business Environment Business Mathematics Basics of Trade and Commerce Fundamentals of Accounting-I Overview of Travel Industry NGO Management – I
13	10430511	Basics of Child Care & Development (Th)
14	10432611	Herbal Science

15	10432111	Dyes and Pigment
16	10434311	Haematology-I (Theory + Practical)
17	10430911	Fashion Photography
18	10430611	Applied Science (Theory & Practical)
19	10430111	Cuisines Of India – I (Theory and Practical)
20	10430311	Food Preservation (2 Th + 2 Pr)
21	10430211	Nutrition for Optimal Health (Th)
22	10430411	Basics of Child Care & Development (Th)
23	10432311 10432312 10432313	Mathematics for Business and Management – I or Bio-Mathematics-I or Basic Mathematics for competitive examination
24	10432511	Microbiology In Everyday Life (Theory)
25	10432211	Electrical and Electronic gadgets for all
26	10430711	Fashion Studies
27	10432411	Nutrition & Health

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

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

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

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

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

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

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

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

Course Title	Empowering through English – Paper I (For English Medium Students)
Course Credits	4
Course Outcomes	1. Understand and appreciate significant aspects in literary texts. 2. Listen and comprehend different audio-visual narratives. 3. Recognize vocabulary items and write correct grammatical structures. 4. Apply the knowledge to frame simple, creative, descriptive paragraphs. 5. Make presentations and creatively express opinions in classroom activities.

Module-wise Details

Module No.	Title	Credit	Learning Outcomes	Content Outline
1	Understanding Poetry and Short Story	1	1. Comprehend literary texts. 2. Appreciate the literary aspects in the texts.	Poems: - <i>Television</i> by Roald Dahl - <i>Home They Brought Her Warrior Dead</i> by Alfred Lord Tennyson Short Stories: - <i>Salt</i> – Mannu Bhandari - <i>Theresa's Man</i> – Damodar Mauzo <i>(Selections from Imaging the Other, Ed. Sara Rai & G. J. V. Prasad, Katha)*</i>
2	Understanding and Responding to Audio-Visual Content	1	1. Listen actively and respond to views and perspectives. 2. Share and express views effectively in class.	Teachers can select audio-visual content based on: - Environment & Sustainability - Gender - Human Values
3	Learning Grammar	1	1. Use vocabulary appropriately. 2. Construct grammatically correct sentences.	Grammar Topics: - Tense - Subject-Verb Agreement - Prepositions & Phrases - Vocabulary (Substitution & Formation) - Articles
4	Writing for a Purpose	1	1. Write simple, creative, descriptive paragraphs. 2. Use linking words in	Writing short creative descriptive paragraphs using linking words.

Module No.	Title	Credit	Learning Outcomes	Content Outline
			sequential sentences.	

Comprehensive Continuous Evaluation (CCE)

Assessment Type	Component	Marks
Internal Assessment (50 Marks)	1. Response to audio-visual content	20
	2. Class discussion on general topics	10
	3. Creative presentation (e.g., recitation, role play, dramatization)	20
Semester-End Exam (50 Marks)	1. Seen Comprehension – Short Stories	15
	2. Questions on Poems	10
	3. Grammar and Vocabulary (Do as Directed)	15
	4. Paragraph Writing	10

References

Sr. No.	Title & Author/Editor	Publisher
1	<i>Imaging the Other</i> , Eds. Sara Rai, G. J. V. Prasad	Katha (1999)
2	<i>Organised Writing</i> – V. Saraswati	Orient Longman
3	<i>Strengthen Your English</i> – V. R. Narayanswami	Orient Longman
4	<i>The Poetry Handbook</i> – John Lennard	Oxford University Press
5	<i>Merriam-Webster's Vocabulary Builder</i> – Mary Wood Cornog	Merriam-Webster (2010)
6	<i>Word Power Made Easy</i> – Norman Lewis	2020 Edition
7	<i>Practical English Usage</i> – Michael Swan	Oxford University Press

Course Title	Evolution of the Universe and the Earth
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Describe the origin of the Universe and the Earth
	2. Comprehend the Solar System
	3. Summarize the various layers and it's evolution of the Earth
	4. Categories the properties of the Earth
Module 1(Credit 1): The Origin of the Universe:	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the various theories related to the Universe
	2. Explain the formation of Galaxies and Stars
Content Outline	1.The Origin of the Universe: 1.1 Theories related to the Universe 1.2 Nebulae Hypothesis 1.3 Binary Theories 1.4 Big Bang Theory 1.5 Formation of Galaxies and Stars
Module 2(Credit 1): Our Solar System:	
Learning Outcomes	After learning the module, learners will be able to
	1. Compare the various Planets of the Our Solar System
	2. Discuss the Characteristics of the Moon
Content Outline	2. Our Solar System: 2.1 Mercury 2.2 Venus 2.3 Earth 2.4 Mars 2.5 Jupiter 2.6 Saturn 2.7 Uranus 2.8 Neptune 2.9 Moon
Module 3(Credit 1): Evolution of the Earth:	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

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

संदर्भ ग्रंथ –

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15. भारतीय सिनेमा में भारतीय संस्कृति- डॉ उषा कुमारी के.पी. अमन प्रकाशन 104 ए 80 सी. रामबाग, कानपुर
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40. सिनेमा और समाज - विजय अग्रवाल, सत्साहित्य प्रकाशन, 205 बी, चावडी बाज़ार, दिल्ली - 6
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42. आज का सिनेमा - विजय अग्रवाल, नीलकण्ठ प्रकाशन, 1/1079 - ई, महरौली, नई दिल्ली - 30
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48. फिल्म कैसे बनती है - ख्वाज़ा अहमद अब्बास, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
49. हिन्दी सिनेमा : बीसवीं से 21वीं सदी तक- वसुधा-अंक-81- सं- प्रह्लाद अग्रवाल- एम.-51, निराला नगर, भोपाल- 462002
50. हिन्दी सिनेमा का इतिहास - मनमोहन चड्ढा, सचिन प्रकाशन, नयी दिल्ली- 1990
51. फिल्मों में प्रवेश कैसे करें - दिनेश, रंगभूमि प्रकाशन, दिल्ली
52. लमही - त्रैमासिक पत्रिका - सम्पा.- विजय राय, फिल्म विशेषांक - जुलाई-सित. 2010
53. समकालीन परिदृश्य- सिनेमा विशेषांक- सं.- महेन्द्र प्रजापति- नयी दिल्ली- 2012-13
54. हंस- मासिक पत्रिका - सम्पादक- राजेन्द्र यादव- फिल्म विशेषांक- फरवरी- 2013
55. सिनेमा और संस्कृति - राही मासूम रजा, राजकमल प्रकाशन प्रा.लि., बी.1, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
56. सिनेमा और समाज - विजय अग्रवाल- सत्साहित्य प्रकाशन, दिल्ली - 1995
57. लोकप्रिय सिनेमा और सामाजिक यथार्थ- जवरीमल परिख, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा. लि., 4697 / 3, अंसारी रोड, दरियागंज, नई दिल्ली - 02
58. आधुनिक हिन्दी सिनेमा का सामाजिक-राजनीतिक अध्ययन- रामावतार अग्निहोत्री- कॉमनवेल्थ प्रका., नयी दिल्ली- 1990
59. सिनेमा के सौ वर्ष- सं. - मृत्युंजय, शिल्पायन प्रकाशन, 10295, लेन नं. 1, वैस्ट गोरख पार्क, शाहदरा, दिल्ली
60. साहित्य और सिनेमा: बदलते परिदृश्य में सम्भावनाएँ और चुनौतियाँ - डॉ. शैलजा भारद्वाज, चिंतन प्रकाशन
61. फिल्म और फिल्मकार - सी. भास्कर राव - कनिष्का पब्लिकेशन, दिल्ली
62. बाज़ार के बीमार: 21वीं सदी के निर्देशक- प्रह्लाद अग्रवाल, राजकमल प्रकाशन प्रा.लि., बी., नेताजी सुभाष मार्ग, नई दिल्ली - 110002
63. हिन्दी सिनेमा के सौ वर्ष - सामयिक प्रकाशन, 3320 - 21, जटवारा, एन. एस. मार्ग, दरियागंज, नई दिल्ली - 110002
64. सिनेमा कल आज कल - विनोद भारद्वाज, वाणी प्रकाशन, 4695, 21-ए, दरियागंज, नई दिल्ली- 110002
65. सिनेमा के विविध संदर्भ - डॉ. सुरभि विप्लव प्रकाशक -अनुज्ञा बुक्स, 1/10206, लेन 1E, वेस्ट गोरख पार्क शाहदरा दिल्ली

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

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

Marks Internal Assessment Total: 50

Marks

External Assessment Total – 50 Marks

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

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

Activities(પ્રવૃત્તિ):

અક્ષરોનું વર્ગીકરણ કરતાં શીખવું.

નવાનવા શબ્દો બનાવવા આપવા .

ચિત્ર વર્ણન દ્વારા શબ્દભંડોળ વધારવું.

સંવાદ કરવા કહેવું.

વાર્તા કહેવી .

❖ લેખિત પરીક્ષા

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

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

સંદર્ભ ગ્રંથો :

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

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

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

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

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

Semester I
1.3 OEC

Course Title	Business Environment
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> Identify internal and external factors that influence business.
	<ul style="list-style-type: none"> Understand organizational culture, organizational structure and management structure.
	<ul style="list-style-type: none"> Create awareness about values, norms and customs of organization
Module 1 (Credit 1) Fundamentals of Business Environment	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Develop deep insight into constituents of the business environment
	<ul style="list-style-type: none"> Understand the interrelationship between Business and Environment
Content Outline	<p>1.1 Business Environment: Concept, Importance, Interrelationship between Business and environment</p> <p>1.2 Constituents of the business environment: Internal and External environment, Educational environment and its impact, International environment (Current trends in world, International trading environment, WTO and Trade blocks and their impact)</p>
Module 2 (Credit 1) Project Planning and Business Promotion.	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Understand the Procedure for setting up a business unit
	<ul style="list-style-type: none"> Know business promotion and government procedure
Content Outline	<p>2.1 Project Planning: (concept, importance and Planning process, steps i setting business objective, Feaibility study, Project report, Business size and location decision, Factors considered for new business.</p> <p>2.2 Business Promotion: Concept, Stages, Government role, statutory requirement (Licensing, Registration, procedure, document requirement and legal provision.</p>
Module 3 (Credit 1) Basics of Tourism	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Gain knowledge of the tourism industry

	<ul style="list-style-type: none"> Analyze contemporary issues in tourism
Content Outline	3.1 Tourism: Meaning, concept, Importance, Geographical factors influence, Types and Forms 3.2 Trends and Contemporary issues in tourism: Tourist transport, Travel agency and tourism business
Module 4 (Credit 1) Entrepreneurship	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Have awareness about entrepreneurial opportunities
	<ul style="list-style-type: none"> Understand and evaluate various entrepreneurial programs
Content Outline	4.1 Entrepreneurship: Concept, Importance, Growth factors, Entrepreneur and Manager, Entrepreneur and Intrapreneur 4.2 Entrepreneur: Types, Competencies, Entrepreneurship Development program, Incentives to Entrepreneurs in India. 4.3 Women Entrepreneurs: Problems and Promotion

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment on any of the module/ Project on Preparation of Business plan, sample promotion of a product etc./ Quiz/Debate
2	Group Discussion on Tactics of Business promotion, Current trends in Tourism etc./ Case Study on Successful Indian Entrepreneurs
3	Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

References

1. Cherunilam F., (2014), Business Environment, Text and Cases, Himalaya Publication House
2. Cherunilam F., (2011), Business Environment and Sustainable Development, Himalaya, Publishing House, New Delhi
3. Aswathappa K., (2016), Essentials of Business Environment, (13th Edition), Himalaya, Publishing House, New Delhi.

COURSE SYLLABUS

Semester I

1.3 OEC

Course Title	Business Mathematics
Course Credits	4
Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none">• Practice mathematical expressions, formulas, equations, and relationships in a range of situations.• Demonstrate mathematical skills required in mathematically intensive areas in Economics and business.• Analyze the role of LPP in formulating the problems and graphical solutions to LPP• Calculate nominal and effective rates of interest• Solve the problems relating to permutations and combinations
Module 1 (Credit 1) Matrices and Determinants	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none">• Comprehend various business mathematics concepts• Apply the knowledge of Matrix Algebra and Inverse of Matrix to solve the business problems
Content Outline	<p>1.1 Algebra of matrices. The inverse of a matrix, Matrix Operation – Business Application</p> <p>1.2 Solution of system of linear equations (having a unique solution and involving not more than three variables) using matrix inversion Method</p> <p>1.3 Cramer's Rule.</p>
Module 2 (Credit 1)	Commercial Mathematics and Finance
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none">• Compute Ratio, Profit, and Loss etc.• Estimate simple and compound interest, annuities, etc
Content Outline	<p>Commercial Mathematics and Finance</p> <p>2.1 Ratio and percentages, commission, brokerage, trade, and cash discount, cost price, selling price, profit or loss on cost price/ selling price.</p> <p>2.2 Rates of interest-nominal, effective– and their inter-relationships in different compounding situations.</p> <p>2.3 Compounding and discounting of a sum using different types of rates.</p>
Module 3 (Credit 1) Linear Programming	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none">• Interpret linear programming problem and its formulation• Solve the LPP of maximization and minimization types graphically
Content Outline	<p>Linear Programming Problem</p> <p>3.1 Formulation of Linear programming Problem (LPP)</p> <p>3.2 Graphical solution to LPP (For both maximization and minimization types)</p>

	3.3 Unbounded solution and infeasibility in LPP 3.4 Cases of unique and multiple solution
Module 4 (Credit 1) Mathematics of finance and permutations and combinations	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Calculate nominal and effective rates of interest • Explain problems relating to permutation and combination
Content Outline	4.1 Rate of interest: nominal, effective, and their interrelationship in different compounding situations 4.2 Compounding and discounting of a sum using different types of rates 4.3 Permutations and combinations: meaning and formulae of permutation and combination of simple problems

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:

- Mizrahi and Sullivan (1983) Mathematics for Business and Social Sciences, Published by Wiley and Sons.
- Budnick,P (1988) .Applied Mathematics. McGraw Hill Education.
- R.G.D. Allen, Mathematical Analysis for Economists
- Dr. S.M. Shukla | (2022)| Business Mathematics Kindle publication
- Dr. J.K.Sharma (2021) Business Mathematics Dreamtech Press
- Dr. J.K.Sharma and Dr. Gurmeet Kaur (2019) Business Mathematics, Sultan Chand & Sons (P) Ltd.
- Prof. A. V. RAYARIKAR ,Dr. P. G. DIXIT (2019)Business Mathematics, NiraliPrakashan
- A. V. Deshpande & M. L. Vaidya, “Elementary Business Mathematics” Vipul prakashan

COURSE SYLLABUS
Semester I
1.3 OEC

Course Title	Basics of Trade and Commerce
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 Trade and Types Of Trade
	<ul style="list-style-type: none"> Have knowledge about different forms of Business organization
	<ul style="list-style-type: none"> Familiarize themselves with basics of Imports & Exports
	<ul style="list-style-type: none"> Gain understanding on Aids to Trade which facilitates smooth exchange of goods and services.
Module 1 (Credit 1) Trade, Commerce and Industry	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Differentiate between Small scale & Large-scale Industries
	<ul style="list-style-type: none"> Learn about Types of Business Organization
Content Outline	Trade, Commerce and Industry 1.1 Meaning, Nature, Importance 1.2 Nature of Industries: a) Small scale b) Medium Scale c) Large Scale Industries 1.3 Forms of Business Organisation: a) Sole Trading Concern b) Partnership firm c) Joint Stock Companies d) Co-operative Stores (Meaning, Advantages & Disadvantages)
Module 2 (Credit 1) Internal and External Trade	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> Understand about Wholesale trade & Retail trade
	<ul style="list-style-type: none"> Have Awareness about types of Retailers
Content Outline	2.1 Internal Trade: I <ul style="list-style-type: none"> Itinerant - Retailers - Meaning & Importance Wholesale Trade - Meaning, Functions & Importance Retail Trade - Meaning, Functions, Importance & Types 2.2 Internal Trade – II <ul style="list-style-type: none"> Non-Itinerant retailers i) Multiple Shops, ii) Departmental Stores, iii) One-price Shops, iv) Consumer co-operative stores, v) Super Bazaar 2.3 External Trade -III

	<ul style="list-style-type: none"> • External Trade - Meaning & Importance • Imports - Meaning, Importance & Procedure • Exports - Meaning, Importance & Procedure
Module 3 (Credit 1) AIDS To Trade-I	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Create awareness about the applicability of the concepts related to Banking
	<ul style="list-style-type: none"> • Acquaint students to the fundamentals of Insurance
Content Outline	3.1 AIDS To Trade-I <ul style="list-style-type: none"> • Banking –Functions of Banks, Types of Banks, Types of Deposits and Advances, A.T.M., Debit Card, Credit cards and E-banking. • Insurance - Features, Principles of Insurance, Types of Insurance – Life, Marine and Fire Insurance-Miscellaneous Insurance, Importance of Insurance to Society, Individuals, Business and Government.
Module 4 (Credit 1) AIDS To Trade-II	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Understand the importance and the relevance of Marketing in today's Business world
	<ul style="list-style-type: none"> • Comprehend the role of Advertising in the field of Business
Content Outline	4.1 AIDS To Trade-II <ul style="list-style-type: none"> • Marketing –Functions, Significance, Market Segmentation, Distribution Channels, Marketing mix, Marketing Research, Digital Marketing • Advertising- Functions, Importance, Types of Advertising Media, Advertising Agency, Media Planning, Ethics in Advertising

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

REFERENCES:

1. Tulsian P.C. & Pandey Vishal (2008) Business Organization and Management, Pearson Education, New Delhi.
2. Dr. Vasant Desai (2014) Management of Small Scale Industries, Himalaya Publishing House.
3. Deb Ranabijoy(1993), Small Scale Industries in India, Mittal Publication.
4. O.P.Agarwal and K.M.Bhattacharya (2018), 'Basics of Banking and Finance' (3rd Edition), Himalaya Publishing House, Mumbai.
5. Gupta,Ruchi (2012) Advertising Principles and Practice, S.Chand Publishing.
6. Subroto,Sengupta (2005) Brand Positioning – Strategies for Competitive Advantage, Tata McGraw Hill Publication.
7. Chandrasekar,K.S. (2010) 'Marketing Management Text And Cases', Tata McGraw-Hill Publication, New Delhi.
8. Govindarajan,(2009) 'Marketing Management Concepts, Cases,Challenges And Trends' Prentice Hall of India, New Delhi.

COURSE SYLLABUS

Semester I

1.3 OEC

Course Title	Fundamentals of Accounting Paper I
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• To create awareness about meaning, features and the importance of accounting.• To understand the necessity and importance of Bills of Exchange.• To understand Books of Original Entry and prepare different ledger accounts.
Module 1 (Credit 1) Introduction to Book- Keeping and Accountancy	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Understand the meaning, features and the importance of accounting.• Understand basic accounting concepts & terminologies.• Analyze the role and benefits of book- keeping and accountancy.• Understand the fundamental principles of the Double Entry System.• Identify the classification and types of Accounts.• Apply the golden rules to prepare classification tables.• Prepare a statement of analysis of the transaction and accounting equations system.
Content Outline	1.1 Theory: Book-keeping, Accountancy, Golden rules of Accounts. Fundamental principles of Double Entry System, Classification and types of accounts. 1.2: Problems on: Analysis of transaction and accounting equations system.
Module 2 (Credit 1) Bills of Exchange and Promissory Note	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• Understand the necessity and importance of Bills of Exchange and Promissory Note.• Understand the working of Bills of Exchange, the importance of grace days and honoring/dishonoring the bill of exchange.
Content Outline	2.1 Theory: Definition of Bills of Exchange and Promissory Note, different concepts used in bills of exchange, Preparing a draft of bill of exchange & know the various types of bills of exchange, retaining, sending bill for collection, discounting, endorsing, honour, renewal & retiring of the bill.
Module 3 (Credit 1) Journal	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none">• To enable students to become familiar with the standard form and arrangement of Journal entries.• To understand and calculate GST on purchase of goods.• To understand and calculate GST on sale of goods.• To pass Journal Entries correctly.

Content Outline	3.1 Theory: GST on Purchase & Sale of Goods and Format of a Journal. Problems on: Journal Entries.
Module 4 (Credit 1) Ledger	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • To enable students to learn the balancing of various ledger accounts. • To be able to post recording from Books of original entry to the ledger. • To get introduced to the concepts of subsidiary books.
Content Outline	4.1 Theory: Concept of Ledger Accounts and Subsidiary Books. 4.2 Problems on: Post recording from Books of original entry to Ledger.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	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 I
1.3 OEC

Course Title	Overview of Travel Industry
Course Credits	4 Credits
Course Outcomes	<p>After going through the course, learners will be able to :</p> <ul style="list-style-type: none"> • Recognize the role of Tourism industry at National and Global levels • Contribution of the Travel World towards the Indian economy. • As future Tourism experts, this course will give them a comprehensive understanding of the Tourism industry
Module 1(Credit 1) Tourist Organizations and IATA Areas	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Identify the role of major tourist Organizations
	<ul style="list-style-type: none"> • Gain Knowledge on Importance and relevance of IATA Areas
Content Outline	<p>1.1 Major Tourist Organizations : (National) M.O.T, TAAI, MTDC, ITDC.</p> <p>1.2 (International) : IATA, WTO, IUOTO, PATA & ASTA.</p> <p>1.3 IATA Areas – I, II and III</p>
Module 2(Credit 1) Major Sight-Seeing and Cultural Aspects	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Explore various tourist attractions like UNESCO Heritage sites, Landmarks, City Icons, Monuments, Sanctuaries . • Gain knowledge about various Cultural Glimpses prevalent in the world.
Content Outline	<p>2.1 World UNESCO Heritage Sites</p> <p>2.2 Popular Tourist Attractions in Major Cities in the World.</p> <p>2.3 Cultural Glimpses – Festivals, Cuisine, Dances, Painting</p>
Module 3 (Credit 1) Documentation and Transportation	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Identify documents required for travel and respective procedures.
	<ul style="list-style-type: none"> • Study various aspects of Transportation and its increasing demand among tourists
Content Outline	<p>3.1 Travel Documentation – Passport, Visa, Health Requirements and Travel Insurance</p> <p>3.2 Popular Modes of Transportation – Surface Transport, Airlines and Waterways - Importance & Popularity</p> <p>3.3 Surface transport: Indian Railways – Origin, Luxurious trains, Special trains and Toy trains</p> <p>3.4 Airlines: Scheduled and Discounted carriers , Charter Flights,</p> <p>3.5 Water Transport: Ships, Cruise Travel, Adventure Boats, Ferries and</p>

	Hovercraft.
Module 4 (Credit 1) Accommodation	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Understand Accommodation opportunities available for the tourists • Gain knowledge about the Travel Agency Profession
Content Outline	4.1 Types of Accommodation – Commercial – Star-rated Categories 4.2 Adventurous Accommodation 4.3 Supplementary Accommodation 4.4 Role of Tour Operators

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal – 50 Marks

Sr. No	Assignments/Activities
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

External – 50 Marks

References :

- Bhatia , A.K,(2003)International Tourism Management, Sterling Publishers Pvt. Ltd. New Delhi
- Bindloss Joe/Cannon Teresa, (2006)India , Lonely Planet Publications, South Carolina, USA
- Dalal, R / Datta, P/ Koshy, A (2014) Eyewitness Travel Guide – India, Dorling Kindersley Ltd. London
- Negi, K.S, (2011) Travel Agency Management, Wisdom Press, New Delhi

COURSE SYLLABUS
Semester I
1.3 OEC

Course Title	NGO Management I
Course Credits	4
Course Outcomes	After going through the course, learners will be able
	<ul style="list-style-type: none"> • To provide managerial training and skills to work as NGO Managers. • To impart the latest and most relevant skills set for a career in this field. • To enable students with Leadership and Human Resources Development. • To undergo practical training in the NGO.
Module 1(Credit 1). Introduction of NGO Management	
Learning Outcomes	After learning the module, learners will be able
	<ul style="list-style-type: none"> • To understand the basics and acts inculcated to help and support NGO.
	<ul style="list-style-type: none"> • To explore the various tax reliefs available for NGO's
Content Outline	1.1 Concept, 1.2 Functions and Organization of NGO, 1.3 Legal procedure of establishment of NGO, 1.4 Overview of Societies Registration Act, India's Companies Act, 1.5 Charitable Endowment Act, 1.6 FCRA, 1.7 Memorandum of Association, 1.8 Bye Laws, Tax relief under various acts.
Module 2 (Credit 1). Result based Management and Project Cycle Management	
Learning Outcomes	After learning the module, learners will be able
	<ul style="list-style-type: none"> • To make and study how the projects are undertaken by NGO. • To learn the other essentials required for NGO.
Content Outline	2.1 Designing and planning a project, 2.2 Project Monitoring and Evaluation, 2.3 Fund raising and Grant proposals, 2.4 Principles of good communication and successful negotiations.

Module 3(Credit 1)	Leadership and HR Development After learning the module, learners will be able to <ul style="list-style-type: none"> To enhance team building skills in an NGO. To understand what is Conflict Resolution.
Content Outline	Building and Leading a team, Conflict Resolution
Module 4 (Credit 1) Learning Outcomes	Practical Work 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. To develop the sense of responsibility and help the 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 on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
	Total – 50 Marks

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

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

Module 2:

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

Module 3:

1. Scrap book of emotions

2. Project on Speech defects

Module 4:

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

References:

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

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

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

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):

Module 1 – Herbal Science

Project: Herbal Garden Creation

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

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

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

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

Module 2 – Herbal Pharmacopias

Project: Herbal Medicine Preparation Workshop

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

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

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

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

Module 3 - Secondary Metabolites I

Project: Extraction and Analysis of Secondary Metabolites

Description: Students will conduct experiments to extract secondary metabolites from medicinal herbs and analyze their properties. They will select herbs rich in secondary metabolites such as alkaloids or glycosides and choose appropriate extraction methods. Students will perform extraction experiments, analyze the extracted compounds using techniques such as chromatography or

spectroscopy, and interpret the results. Through hands-on experimentation, students will gain practical experience in extracting and analyzing secondary metabolites, enhancing their understanding of Herbal Science principles.

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

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

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

Module 4 - Secondary Metabolites II

Project: Formulation of Herbal Products

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

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

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

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

References:

1. Trivedi, P. C. (2009). Indian Medicinal Plants.
2. Bhattacharjee, S. K. (2004). Handbook of Aromatic Plants.
3. Bhattacharjee, S. K. (2004). Handbook of Medicinal and Aromatic Plants.
4. Kapoor, L. D. (2005). Handbook of Ayurvedic Medicinal Plants.

5. Kirtikar, K. R., & Basu, B. D. (2006). Indian Medicinal Plants (Vols. 1-4).
6. Sivarajan, V. V., & Balachandran, I. (1994). Ayurvedic Drugs and Their Plant Sources. Oxford & IBH.
7. Vardhana. (2008). Direct Uses of Medicinal Plants and Their Identification. Sarup and Sons.
8. World Health Organization. (1998). Quality Control Methods for Medicinal Plants Materials.

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

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

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):Module 1 - Dye Fundamentals

Project 1: Chromophore Exploration

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

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

Module 2 - Textile Dyeing Techniques

Project 1: Fabric Dyeing Experiment

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

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

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

Module 3 - Zinc Oxide Pigments

Project 1: Zinc Oxide Pigment Production Simulation

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

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

Module 4 - Advanced Dye Applications

Project 1: Dye Synthesis and Application Design

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

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

Reference Books:

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

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

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

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

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

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

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

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

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

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

Assignment/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

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

Module 2

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

Module 3

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

Module 4

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

References:

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

Successful Shoot - the Essential Guide Thames & Hudson

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

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

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

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

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE): Module 1 Applied Chemistry

Assignment / Quiz

Module 2 Applied Biology

Assignment / Quiz

Module 3 Applied Chemistry (Pr)

Daily work Journal Performing experiment

Module 4 Applied Biology (Pr)

Daily work Journal Performing experiment

References:

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

Hill.

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

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

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

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

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

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

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

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

Assignments/Activities towards Comprehensive Continuous

Evaluation (CCE):

Module 1 & 2:

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

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

Module 3 & 4:

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

References:

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

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

Module 1:

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

Module 2:

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

Module 3:

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

Module 4:

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

References:

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

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

- EMI (Equated Monthly Installments)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Educational Videos Creation

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

2. Complex Problem Solving in Finance

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

3. Interactive Quizzes/ Games

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

4. Financial Modeling

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

References:

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

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

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

1. Comparative Analysis Presentation (CO1)

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

2. Real-life Case Studies (CO2)

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

3. Tutorial Creation (CO3)

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

4. Complex Problem Solving (CO4)

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

References:

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

Reference Books:

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

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

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

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

References:

1. Bender K.S., Buckley D. H., Stahl D. A., Sattley W. M. And Madigan M. T. (2017). Brock Biology of Microorganisms. E-Book, Global Edition. United Kingdom: Pearson Education.
2. Dubey H. C. (2004). A textbook of fungi, bacteria and Viruses. Vikas Publishing House Private Limited. New Delhi, India
3. Dubey R. C. and D. K. Maheshwary. (2012). A textbook of Microbiology. S Chand and Company. New Delhi, India
4. Goettel M. S. and Wilcks A. (2012). Beneficial Microorganisms in Agriculture, Food and the Environment: Safety Assessment and Regulation. United Kingdom: CAB International.
5. Jain A. and Jain P. (2019). Essentials of Microbiology. Elsevier- India.

6. Ananthanarayan and Paniker's Textbook of Microbiology. 10th edition. Universities Press,
Hyderabad, India
7. Klein D. A., Harley J. P. And Prescott L. (2001). Microbiology. United Kingdom: McGrawHillHigher Education.
8. Lagerkvist U. (2003). Pioneers of Microbiology and The Nobel Prize. Singapore: World ScientificPublishing Company.
9. Mehrotra R. S. (2009). Principles of Microbiology. India: McGraw-Hill Education (India) PrivateLimited.
10. Mishra B. B. and Nayak S. K. (2020). Frontiers in Soil and Environmental Microbiology. UnitedStates: CRC Press.
11. Pareek R. P. and Pareek N. (2019). Agricultural Microbiology. Scientific Publishers, Jodhpur, Rajasthan, India
12. Sherwood L., Woolverton C. J. and Willey J. (2016). Prescott's Microbiology. Singapore: McGraw-Hill Education.
13. Stanier R. Y. (2003). General Microbiology. United Kingdom: Palgrave Macmillan Limited.
14. Subba Rao N. S. (2016). Advances in Agricultural Microbiology. Netherlands: Elsevier Science.

Course Title	Electrical and Electronic gadgets for all
Course Credits	4
Course Outcomes	After Completion of this course the learners will be able to,
	1. Identify conducting and non-conducting materials, and estimate electricity bills accurately.
	2. Apply principles of electricity to understand lighting sources and cooling devices effectively.
	3. Apply knowledge to effectively use digital devices and analyze differences between digital and analog data.
	4. Design strategies for safe online interactions considering AI advancements and transactions.
Module 1 (Credit 1) - Basics of Electricity	
Learning Outcomes	After learning the module, learners will be able to,
	1. Identify conducting and non-conducting material
	2. Estimate the Electricity bill of any user based on rating and usage pattern
Content Outline	<ul style="list-style-type: none"> • Concept of electricity, voltage, current, power, energy. Types of • Conducting materials. Electrical ratings of various appliances, and • Electrical billing calculations.
Module 2 (Credit 1) - Basic Home devices	
Learning Outcomes	After learning the module, learners will be able to,
	1. Apply principles of electricity to understand LED, CFL, tube lights, and halogen lamps
	2. Analyze the efficiency of dry ice storage, coolers, air-conditioning, and refrigerators
Content Outline	<ul style="list-style-type: none"> • Understanding light sources and units – LED, CFL, tube lights, halogen lamps, • Understanding cooling devices – dry ice storage, coolers, air-conditioning, refrigerator
Module 3 (Credit 3) - Digital devices and circuits	

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

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE):

Module 1: Energy Consumption Analysis

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

Module 2: Photography and Networking

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

Module 3: Online Communication

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

Module 4: Introduction to Artificial Intelligence

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

References:

1. Theraja, B. L., & Theraja, A. K. (1959). Electrical technology -i (23rd ed.). S Chand.
2. Hoerner, T. (2007). Basic electricity & practical wiring (4th ed.). Hobar Publications.
3. Davidson, H. (2004). Troubleshooting & repairing consumer electronics without aschematic (3rd ed.). McGraw-Hill Education

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

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

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

1. Damhorst Lynn K.M.S (2005), The Meanings of Dress, 2nd Edition New York Fairchild Books
2. De Long, M, (1998) The Way We Look: Dress and Aesthetics, 2nd Edition New York Fairchild Books
3. Dickerson K.G. (2002) Inside the Fashion Business, 7th Edition, London Pearson
4. Kimle A.M. (1997) Understanding Aesthetics For The Merchandising And Design Professional, New York Fairchild Books
5. Norman D. (2005) Emotional Design, New York: Basic Books
6. Norman D. (2005) Emotional Design: Why We Love (or Hate) Everyday Things, New York: Basic Books
7. Stone E. (2013) The Dynamics of Fashion, Fourth Edition, New York: Bloomsbury Publishing Inc.

8. Ahmed S. (2020) Colour Theory For Fashion Designer, ISBN:9798553222277 (e-book)
9. Faiers J. & Bulgarella M., (2016) Colors in Fashion, first edition, Bloomsbury Publishing

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

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

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

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

Some course projects are suggested below:

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

2. Module 2 - Dietary Components

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

3. Module 3 - Nutrition-related Health Issues

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

4. Module 4 - Nutrition and Public Health

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

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15. Pike R.L. and Brown M.L. (1984) Nutrition – An Integrated Approach, John Wiley, New York.
16. Protocol for management of malnutrition in children- Published by Ministry

of health and Familywelfare, Ministry of Women and Child development,
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