



Department of Community Science

Dibrugarh University

Dibrugarh - 786004

Assam, India

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN
Community Science UNDER DIBRUGARH UNIVERSITY FOR ITS AFFILIATED
COLLEGES AS PER
NEP-2020 GUIDELINES

[As approved by the 128th Meeting of the Academic Council,
Dibrugarh University held on 30.06.2023 vide Resolution No. 04]

**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN COMMUNITY
SCIENCE, DIBRUGARH UNIVERSITY**

- **THE PREAMBLE**

The National Education Policy (NEP 2020) is a groundbreaking initiative approved by the Union Cabinet of India on 29th July 2020. Its central aim is to overhaul the antiquated education system and achieve the ambitious aspirations of modern education in the 21st century. The NEP 2020 envisions a transformative shift towards holistic and multidisciplinary undergraduate education, which can produce versatile, reflective, and inventive individuals. With a commitment to realizing the objectives of the NEP 2020, Dibrugarh University, Dibrugarh, launched the implementation process in February 2022. The process began with the publication of a general program structure for the Four-Year Undergraduate Programme (FYUGP) for all disciplines, in accordance with the UGC's FYUGP Curriculum and Credit Framework. In keeping with the NEP 2020, the Board of Studies (BoS) in Community Science, convened on 19th April 2023, endorsed the detailed program structure and syllabus for FYUGP in Community Science, designed under Dibrugarh University for its affiliated colleges. This syllabus intends to provide students with a comprehensive understanding of the discipline and equip them to tackle the demands and prospects of the 21st century.

- **INTRODUCTION:**

The NEP-2020 presents a unique opportunity to revolutionize the higher education system in India by shifting the focus from teachers to students. This policy promotes Outcome-Based Education, where the desired graduate attributes serve as the foundation for designing programs, courses, and supplementary activities that enable students to achieve the desired learning outcomes. The curriculum framework for the FYUGP in Community science aims to provide a strong foundation in the subject and equip students with valuable cognitive abilities and skills necessary for success in diverse professional careers in a developing and knowledge-based society. The FYUGP in Community Science offered by Dibrugarh University for its affiliated colleges is a comprehensive and challenging curriculum that aims to provide students with a strong foundation in the discipline while exposing them to cutting-edge developments in the field. The program's structure is multidisciplinary, allowing students to explore the intersections between Community science and other fields of study. This approach provides students with a broader perspective and helps them understand the interconnectedness of various areas of knowledge. The program also aims to promote students' personal and professional growth by motivating them to engage in co-curricular and extracurricular activities, which will help them, develop essential skills like leadership, teamwork, and communication.

The program's syllabus is designed to develop problem-solving abilities and encourage creativity. It includes laboratory work and practical exercises that give students the opportunity to apply theoretical concepts to real-world problems and enhance their scientific skills. The program also emphasizes the importance of ethics, social responsibility, and sustainable development, instilling in students a sense of responsibility towards society and the environment.

The FYUGP program in Community science under Dibrugarh University for its affiliated colleges is designed to prepare students for the challenges and opportunities of the 21st century. The program's multidisciplinary and holistic approach equips students with the skills and knowledge necessary for success in a rapidly changing world. Its commitment to social responsibility and sustainable development reflects its mission to produce as responsible and ethical global citizens.

The NEP 2020 promotes multidisciplinary education in the undergraduate program that integrates social sciences, arts and humanities with science and technology. For holistic development of individuals, it requires to development of all the capacities of human beings including intellectual, social, physical, emotional and moral behaviour. Individuals should be acquainted with fields across the arts, humanities, languages, sciences and social sciences; professional, technical and vocational fields; soft skills, such as communication, discussion and debate etc. In order to develop such holistic and multidisciplinary education, the curriculum and credit framework for the FYUGP in Community Science is designed accordingly. The FYUGP in Community Science consists of six different types of courses- (i) Core courses, (ii) Minor courses, (iii) Generic elective courses (GEC), (iv) Ability enhancement courses (AEC), (v) Value added courses (VAC) and (vi) Skill enhancement courses (SEC).

As per NEP's recommendations, the FYUGP in Community Science also features multiple exit options-

1. A certificate after completing 1 year of study
2. A diploma after completing 2 years of study
3. A Bachelor's degree after completion of a 3-year programme
4. A 4-year multidisciplinary Bachelor's degree

● **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP)**

INCOMMUNITY SCIENCE:

Community Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs. The students are encouraged to develop a scientific temper. Familiarizing them with the use of newer technologies, methods in family and community linkages, and sustainable use of resources for human development are the hallmark of education in Community Science. As a discipline, Community Science integrates the ingredients of the sciences, social sciences and technology to facilitate the study of and enhance the quality of human life. Its approach is therefore inherently interdisciplinary. Traditionally, Home Science has adopted an ecological approach in its curriculum that engages the student through teaching, research and extension. The education process in Community Science underscores the importance of the individual's dynamic relationship with his/her family, community and society as a whole, as well as with the resources

in the environment. Higher education learning in Community Science subjects provides students with the opportunity to sharpen their capacities with a sense of social responsibility.

In contemporary times, Community Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Community Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies. Keeping in view the growing aspirations of today's youth and the capacity of the Community Science discipline to deliver, the present 4-year NEP System curriculum has been drawn up.

Years of national and international experience in the field have contributed to the wisdom that all the five windows of opportunity that Community Science offers be opened for i.e. Food and Nutrition, Human Development and Childhood Studies, Resource Management and Design Application, Development Communication and Extension and Fabric and Apparel Sciences. In this course, the students will learn the fundamental principles and foundations of all five areas. They are expected to internalize the principle of Community Science, that is, to give back to the community from which they draw, for sustainable development. This is a major contribution of Community Science in both developed and developing societies.

The goals and objectives of FYUGP should aim to:

- To understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities
- To learn about the sciences and technologies that enhance the quality of the life of people
- To acquire professional and entrepreneurial skills for economic empowerment of the student in particular, and community in general
- To develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
- To take basics sciences from the laboratory to the people
- To develop self-employment and start-up.

The proposed curriculum should enable students to acquire the knowledge and skills necessary for self-employment and start-up. Every semester there is an option for vacations that would help the student for self-sufficient in particular and in the community in general.

- **GRADUATE ATTRIBUTES OF THE FYUGP IN COMMUNITY SCIENCE**

Graduates in Community Science are expected to possess a range of attributes that will enable them to succeed in their chosen careers. The NEP 2020 recognizes the importance of these attributes and aims to equip students with the necessary knowledge and skills to excel in their chosen careers. Some of such attributes connected to FYUGP are:

1. **Disciplinary knowledge and skills:** Graduates in Community Science should possess a strong foundation as well as the ability to apply this knowledge for self-employment.
2. **Skilled communication:** Community Science graduates should be able to effectively communicate their ideas and findings to the community.
3. **Critical thinking and problem-solving capacity:** Community Science graduates should be able to analyze and evaluate information, develop and implement solutions, and make accurate decisions.
4. **Team player/worker:** Community Science graduates should be able to collaborate effectively with others, including peers, colleagues, and interdisciplinary teams, to achieve common goals.
5. **Project management skills:** Community Science graduates should have the ability to plan, organize, and manage projects, including research projects, from conception to completion.
6. **Digital and ICT efficiency:** Community Science graduates should be proficient in the use of digital tools and information and communication technologies.
7. **Ethical awareness/reasoning:** Community Science graduates should have a strong ethical awareness and the ability to apply ethical reasoning in decision-making, including consideration of social, cultural, and environmental impacts.
8. **National and international perspective:** Community Science graduates should be aware of the global and national issues related to community, as well as their roles and responsibilities as global citizens.
9. **Computational and problem-solving skills:** Community Science graduates should have strong computational skills and the ability for problem-solving.

- **PROGRAMME EDUCATIONAL OBJECTIVES**

PEO 1.: Equip students with comprehensive knowledge and understanding of the various domains of Community Science, including nutrition, textiles, human development, family studies, and resource management.

PEO 2.: Develop practical skills in food preparation, textile construction, child development, and home management through hands-on experiences and laboratory work.

PEO 3.: Encourage students to engage with communities, addressing real-life issues and contributing to the well-being of individuals and families through outreach programs and service learning.

PEO 4.: Foster a spirit of inquiry and innovation by involving students in research projects that address contemporary challenges in the field of Community Science, encouraging critical thinking and problem-solving skills.

PEO 5.: Instill a strong sense of ethical and professional responsibility, emphasizing the importance of integrity, confidentiality, and ethical behavior in all aspects of Community Science practice.

PEO 6.: Cultivate leadership qualities and effective communication skills, preparing students to take on leadership roles and effectively communicate Community Science concepts and practices to diverse audiences.

PEO 7.: Promote the importance of lifelong learning and adaptability, encouraging students to stay current with advancements in the field and continuously improve their knowledge and skills throughout their careers.

Teaching Learning Process

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion, Quiz and Debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Chalk and Talk Method
- White/Green/Black Board
- Projector

- LMS
- Smart Television
- LCD Monitor
- WLAN

Assessment

- Home assignment
- Project Report
- Seminar: Oral/Poster/Power point
- Group Discussions
- Viva
- Peer Assessment
- In semester examinations
- End Semester examinations

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FYUGP Structure as per UGC Credit Framework of December, 2022

Year	Semester	Course	Title of the Course	Total Credit	
Year 01	1st Semester	C – 1	Fundamentals of Community Science	4	
		Minor1	Fundamentals of Community Science	4	
		GEC –1	Human nutrition	3	
		AEC 1	Modern Indian Language	4	
		VAC 1 /VAC 2	Understanding India Health and Wellness	2	
		SEC 1	Paper from SEC basket	3	
					20
	2nd Semester	C – 2	Human development-I The childhood years	4	
		Minor2	Fundamentals of textiles	4	
		GEC 2	Gender and social justice	3	
		AEC 2	English language and Communication Skills	4	
		VAC 3 /VAC 4	Environmental Science Yoga Education	2	
		SEC 2	Apparel Designing for women and children(Syllabus : SEC basket)	3	
				20	
<p align="center">The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester</p>					

Year 02	3 rd Semester	C - 3	Human Development II, Development in Adolescence and Adulthood	4
		C - 4	Food science and nutrition	4
		Minor3	Community Science Extension Education	4
		GEC –3	Care and Well-being in human development	3
		VAC 3	Digital and Technological Solutions / Digital Fluency	2
		SEC –3	Weaving artistry(Syllabus: SEC Basket)	3
	20			
	4 th Semester	C - 5	Resource Management	4
		C - 6	Fundamentals of Textile	4
		C - 7	Community Science Extension Education	4
		C - 8	Developmental Challenge and Children with Disability	4
		Minor 4	Food and Nutrition	4
20				
Grand Total (Semester I, II, III and IV)				80
The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term				
Year 03	5 th Semester	C – 9	Communication and Mass Media	4
		C – 10	Fashion Design Concepts	4
		C – 11	Consumer Studies	4

Year 03	Minor5	Nutrition through life cycle	4
	C-12	<p>Internship</p> <p>The Department can send the students to engage in Internship Programme to work on community engaged research, policy analysis and to learn and work-related experiences from the field. The students can gain the valuable research experience, practical knowledge by working and engaging themselves at different Government Administrative and Non-Government setup, at community level, with different wings of local politics, at economic and finance sectors, at different tribal organizations to learn how they function. Thereby students can integrate their knowledge/theory into practical application. They can develop relevant skills required in a professional setting. And overall, their experiences will be supervised, mentored and guided.</p> <p>Certain recommended Sectors/Fields/Industries where students can find internships (to name a few)</p> <ul style="list-style-type: none"> • Public Health Organizations • Food • Beverage • Textile industry • Apparel Manufacturing Company • Community Nutrition Programs • Childcare Centers • Pre school • Research Institutions • Laboratories • Hospitals • Nursing homes • Catering Services • Environmental Conservation Organizations • Non-Governmental Organizations (NGOs) • Family Welfare centers • Fashion centers. • Digital media centers. <p>Community Engagement</p> <p>Under community engagement students can engage themselves with different communities with a specific purpose to work with identified groups of people, either connected by geographic location, special interest, or affiliation to a particular social identity and address issues affecting their well-being. The students are required to submit field-based report based on their work on issues related to Sociological importance that may cater the community's need and aspiration also. Their engagement with the community may take place at the following levels:</p> <p>During their internship, Home Science students will have the opportunity to engage with diverse communities, focusing on specific objectives aimed at addressing issues affecting community well-being. The internship experience will involve:</p> <ul style="list-style-type: none"> ➤ Community Building: Conducting research to understand and address community needs, contributing to community development initiatives. 	2

		<ul style="list-style-type: none"> ➤ Community Education: Educating and raising awareness within the community about crucial social issues related to community Science, such as nutrition, textile design, and family welfare. ➤ Community Organizing: Collaborating with community members to address local challenges and implement positive changes, fostering community empowerment and resilience. ➤ Deliberative Dialogue: Facilitating guided discussions on relevant topics initiated by students, encouraging community participation in exploring solutions to identified issues using evidence-based approaches. ➤ Direct Service (People): Volunteering time and effort to support community initiatives, such as organizing events, assisting with community clean-ups, or participating in fundraising activities for community needs. ➤ Direct Service (Product): Providing hands-on support to address immediate community needs, such as tutoring, assisting in shelters, or contributing to disaster relief efforts through donations and volunteer work. ➤ Economic Development: Engaging in projects aimed at understanding and addressing economic challenges within the community, including unemployment, housing affordability, and access to essential services. ➤ Community Engaged Research: Involving community members as partners in research activities, ensuring that research outcomes are relevant and impactful for the community's well-being. ➤ Community Engaged Learning: Integrating community partnerships into the learning experience, allowing students to apply theoretical knowledge in real-world settings, fostering civic responsibility, and contributing to community development while enhancing their own learning. <p>Level and type of engagement</p> <ul style="list-style-type: none"> ➤ Sharing information ➤ Consultation ➤ Planning together ➤ Acting together <p>At the end, Students can take feedback from communities which may focus on certain existing policies and regulations and its societal impact at institutional, organizational, structural levels. They have to submit a report on their entire community engagement work / process which will be followed by a viva-voce.</p> <p>NB : 2+2 (I + CE) OR 4(I)/4(CE)</p>	
			20
	C – 13	Ergonomics Design	4

6 th Semester	C – 14	Indian Textile Heritage	4
	C – 15	Adolescent Relationship	4
	C – 16	Life Science	4
	Minor – 6	Gender Media and Society	4
	Total		20
Grand Total (Semester I, II, III and IV, V and VI)			120
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research)(4 years) after securing the requisite 160 Credits on completion of Semester 8			

Abbreviations Used:

- **C = Major**
- **GEC = Generic Elective Course / Multi Disciplinary Course**
- **AEC = Ability Enhancement Course**
- **SEC = Skill Enhancement Course**
- **VAC = Value Added Course**

PROGRAMME OUTCOMES(POs)

The graduates should be able to:

PO1: Develop a comprehensive understanding of the principles and theories underlying various aspects of Community Science.

PO2: Demonstrate proficiency in applying scientific methods to analyze and solve problems related to home management and family welfare.

PO3: Acquire practical skills in food preparation, nutrition assessment, and meal planning for individuals and families.

PO4: Understand the significance of nutrition and its impact on human health across different life stages.

PO5: Apply knowledge of textile science and clothing construction techniques for designing and creating functional and aesthetically pleasing garments.

PO6: Demonstrate competence in managing household resources efficiently, including budgeting, financial planning, and resource allocation.

PO7: Exhibit awareness of sustainable practices in home management, including waste management, energy conservation, and environmental stewardship.

PO8: Develop effective communication skills for conveying information related to Community Science concepts, practices, and recommendations to diverse audiences.

PO9: Appreciate the cultural and societal influences on home and family dynamics and incorporate cultural sensitivity in Community Science practices.

PO10: Analyze and address issues related to child development, family dynamics, and interpersonal relationships.

PO11: Demonstrate competence in conducting research related to Community Science topics, including data collection, analysis, and interpretation.

PO12: Engage in community outreach and extension activities to promote health, nutrition, and well-being within local communities.

PO13: Foster leadership skills for initiating and managing projects aimed at enhancing home and family welfare.

PO14: Cultivate an understanding of the role of technology in modern home management practices, including the use of digital tools for meal planning, budgeting, and organization.

PO15: Demonstrate ethical behavior and professionalism in all aspects of Community Science practice, including respecting confidentiality and maintaining integrity.

PO16: Foster a commitment to lifelong learning and professional development to stay abreast of emerging trends and advancements in the field of Community Science.

Programme Specific Outcomes (PSOs)

1. Demonstrate advanced knowledge and practical skills in food science and nutrition, including food analysis, dietary assessment, and meal planning tailored to specific dietary needs and preferences.
2. Apply principles of human development and family studies to assess and address the diverse needs of individuals and families across the lifespan, including child development, family dynamics, and aging.
3. Utilize textile science principles and techniques to design and create innovative textile products that meet the functional, aesthetic, and cultural needs of individuals and communities.
4. Implement effective management strategies for household resources, including time, finances, and environmental resources, to promote sustainable and healthy home environments.
5. Engage in interdisciplinary research and collaborative projects that integrate knowledge and practices from diverse fields such as nutrition, textiles, psychology, sociology, and environmental science to address complex issues related to home and family welfare.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 1st Semester

Course Title: FUNDAMENTALS OF COMMUNITY SCIENCE

Course Code: CMSCC-1

Nature of Course: Core

Total Credit: 4 credits

Distribution of Marks: End-Semester: 60

In-Semester:40

Course Outcomes:

After completion of this course, the students will be able to

CO1:

Concept of Community Science

ILO:

- Students will design balanced and nutritious meal plans for various age groups and special dietary needs, and assess nutritional status using appropriate methods.
- Students will demonstrate proficiency in selecting, managing, and maintaining textiles and apparel, understanding fabric properties, construction techniques, and sustainable practices.
- Students will apply principles of effective resource management, including financial planning, budgeting, and efficient use of time and energy, to improve household and family well-being.
- Students will analyze human development stages and family dynamics, applying this knowledge to promote healthy relationships and support individual and family growth across the lifespan.
- Students will develop strategies for promoting different programmes in community welfare.

CO2:

Areas of Community Science

ILO:

- Students will be able to create nutritionally balanced meal plans and dietary recommendations, considering the nutritional needs of various populations, and evaluate the impact of food choices on health and well-being.
- Students will demonstrate expertise in selecting, designing, and constructing clothing and textile products, understanding fabric properties, and applying sustainable practices in textile use and maintenance.

- Students will understand the physical, cognitive, and emotional development stages from infancy to old age, and apply this knowledge to foster healthy family relationships and support individual growth.
- Students will develop skills in efficiently managing household resources, including financial planning, time management, and energy conservation, to enhance family living standards and quality of life.
- Students will learn about basic principles and concepts of extension education and its role in community development, basic communication theories, models, and techniques.

CO3:

Career Avenues in Community Science

ILO:

- Students will acquire the knowledge and skills to provide professional dietary advice and nutrition counselling, preparing them for careers as dietitians, nutritionists, or wellness consultants.
- Students will gain expertise in textile selection, fashion design, and apparel construction, enabling them to pursue careers in fashion design, textile industry management, or entrepreneurship in fashion and clothing lines.
- Students will develop competencies in child development theories and practices, equipping them to work in early childhood education, daycare centers, or as family counsellors specializing in child development.
- Students will learn principles of efficient management of home and institutional resources, preparing them for roles in hotel management, facility management, or domestic service management.
- Students will be trained to implement and promote health and wellness programs in community settings, qualifying them for careers in public health, community extension services, or as health educators and advocates.

CO4:

Information and Communication Technology in Community Science

ILO:

- Students will develop proficiency in using various digital tools and software relevant to community Science, such as nutritional analysis programs, textile design software, and resource management applications.
- Students will be able to conduct online research effectively, collect and analyze data using ICT tools, and apply these skills to projects and research in areas such as nutrition, human development, and family studies.
- Students will learn to create and use digital content and e-learning platforms for educational purposes, enabling them to design and deliver effective online training programs and educational materials.
- Students will develop skills in using ICT for communication, including social media, blogs, and other digital platforms, to share information, collaborate on projects, and engage with the broader community.

- Students will understand the role of management information systems in home and institutional management, learning to use these systems to improve efficiency, decision-making, and resource management in various Home Science-related fields.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Concept of Community Science 1.1 Definition, meaning of Community Science. 1.2 Objectives, philosophy and scope of Community Science. 1.3 Modern concept of community Science. 1.4 History of Community Science and its development.	12	03	-	15
II 15 Marks	Areas of Community Science 2.1 Food Science and Nutrition: Concept of Health, Food, Nutrients & Nutrition, Functions of Food: Physiological, Psychological, Social, and Spiritual Functions, Basic Food Groups: Energy giving, Bodybuilding, Protective and Regulatory Foods, Overview of how nutrition impacts population health. 2.2 Textiles and Apparel Designing: Meaning, definition and Importance of Textile Industry in Indian economy, definition and classification of textile fibres, Primary properties and Secondary properties of fibres, Textile Terminology, Fashion terminology 2.3 Human Development and Family Studies: Definitions, multidisciplinary nature of Human Development, Stages and domains of development, role of human development in building good citizen. 2.4 Resource Management and Consumer Studies: Meaning and definition, Need and importance of resources, Classification of resources, role of resource management in the development of family and community. 2.5 Extension and Communication Management: Basic principles and concepts of extension education and its role in community development.	17	02	-	19
III 15 Marks	Career Avenues in Community Science 3.1 Interest and abilities required for different vocation. 3.2 Careers related to different areas of community Science. 3.3 Scope of self-employment in Community Science. 3.4 Role of Community science education in the empowerment of individual, family and society.	13	01	-	14

IV 15 Marks	Information and Communication Technology in Community Science 4.1 Concept, Definition of ICT 4.2 Role of ICT in Community Science 4.3 ICT tools used in Community Science	11	01		12
	Total	53	07	-	60

Where , L: Lecture, T: Tutorials, P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1		CO2			
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Procedural Knowledge		CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	S	M	S	S	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	S	S	S	M	M	S	M	M	M	S	M	M
CO3	S	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	S	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF FIN-SEMESTER ASSESSMENT:

(40Marks)

Two Internal Examinations	-	20Marks
Group Discussion		07Marks
Seminar presentation on any of the relevant topic		10 Marks
Viva-Voce		03 Marks

Suggested readings:

1. Dutta, S., Saikia, S., and Phukon, R. Fundamentals of Community Science, Bidya Bhawan, Assam
2. Chandra, A, Shah., A, Joshi, U. Fundamentals of Teaching Home Science, Sterling Publication.
3. Chandra, A., Introduction to Home Science, Metropolitan educational Paper Backs.
4. Das, R. R, Ray, B., Teaching of Home Science, Sterling Publication PVT. LTD.

5. Sharma, R. A, Lall, R., Educational Technology, Book Depot.
6. Screne, S., Ahlawat, S. Textbook of Home Science Extension Education, Daya Publishing House.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 1st Semester

Course Title: FUNDAMENTALS OF COMMUNITY SCIENCE

Course Code: Minor 1

Nature of Course: Minor

Total Credit: 4 credits

Distribution of Marks: End-Semester: 60

In-Semester : 40

Course Outcome:

After completion of this course, the students will be able to

CO1:

Concept of Community Science

ILO:

- Students will design balanced and nutritious meal plans for various age groups and special dietary needs, and assess nutritional status using appropriate methods.
- Students will demonstrate proficiency in selecting, managing, and maintaining textiles and apparel, understanding fabric properties, construction techniques, and sustainable practices.
- Students will apply principles of effective resource management, including financial planning, budgeting, and efficient use of time and energy, to improve household and family well-being.
- Students will analyze human development stages and family dynamics, applying this knowledge to promote healthy relationships and support individual and family growth across the lifespan.
- Students will develop strategies for promoting different programmes in community welfare.

CO2:

Areas of Community Science

ILO:

- Students will be able to create nutritionally balanced meal plans and dietary recommendations, considering the nutritional needs of various populations, and evaluate the impact of food choices on health and well-being.
- Students will demonstrate expertise in selecting, designing, and constructing clothing and textile products, understanding fabric properties, and applying sustainable practices in textile use and maintenance.
- Students will understand the physical, cognitive, and emotional development stages from infancy to old age, and apply this knowledge to foster healthy family relationships and support individual growth.
- Students will develop skills in efficiently managing household resources, including financial planning, time management, and energy conservation, to enhance family living standards and quality of life.
- Students will learn about basic principles and concepts of extension education and its role in community development, basic communication theories, models, and techniques.

CO3:

Career Avenues in Community Science

ILO:

- Students will acquire the knowledge and skills to provide professional dietary advice and nutrition counselling, preparing them for careers as dietitians, nutritionists, or wellness consultants.
- Students will gain expertise in textile selection, fashion design, and apparel construction, enabling them to pursue careers in fashion design, textile industry management, or entrepreneurship in fashion and clothing lines.
- Students will develop competencies in child development theories and practices, equipping them to work in early childhood education, daycare centres, or as family counsellors specializing in child development.
- Students will learn principles of efficient management of home and institutional resources, preparing them for roles in hotel management, facility management, or domestic service management.
- Students will be trained to implement and promote health and wellness programs in community settings, qualifying them for careers in public health, community extension services, or as health educators and advocates.

CO4:

Information and Communication Technology in Community Science

ILO:

- Students will develop proficiency in using various digital tools and software relevant to community Science, such as nutritional analysis programs, textile design software, and resource management applications.
- Students will be able to conduct online research effectively, collect and analyze data using ICT tools, and apply these skills to projects and research in areas such as nutrition, human development, and family studies.

- Students will learn to create and use digital content and e-learning platforms for educational purposes, enabling them to design and deliver effective online training programs and educational materials.
- Students will develop skills in using ICT for communication, including social media, blogs, and other digital platforms, to share information, collaborate on projects, and engage with the broader community.
- Students will understand the role of management information systems in home and institutional management, learning to use these systems to improve efficiency, decision-making, and resource management in various Home Science-related fields.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Concept of Community Science 1.1 Definition, meaning of Community Science. 1.2 Objectives, philosophy and scope of Community Science. 1.3 Modern concept of community Science. 1.4 History of Community Science and its development.	12	03	-	15
II 15 Marks	Areas of Community Science 2.4 Food Science and Nutrition: Concept of Health, Food, Nutrients & Nutrition, Functions of Food: Physiological, Psychological, Social, and Spiritual Functions, Basic Food Groups: Energy giving, Bodybuilding, Protective and Regulatory Foods, Overview of how nutrition impacts population health. 2.5 Textiles and Apparel Designing: Meaning, definition and Importance of Textile Industry in Indian economy, definition and classification of textile fibres, Primary properties and Secondary properties of fibres, Textile Terminology, Fashion terminology 2.6 Human Development and Family Studies: Definitions, multidisciplinary nature of Human Development, Stages and domains of development, role of human development in building good citizen. 2.6 Resource Management and Consumer Studies: Meaning and definition, Need and importance of resources, Classification of resources, role of resource management in the development of family and community. Extension and Communication Management: Basic principles and concepts of extension education and its role in community development.	17	02	-	19
III	Career Avenues in Community Science 3.1 Interest and abilities required for different vocation.	13	01	-	14

15 Marks	3.3 Careers related to different areas of community Science. 3.3 Scope of self-employment in Community Science. 3.4 Role of Community science education in the empowerment of individual, family and society.				
IV 15 Marks	Information and Communication Technology in Community Science 4.1 Concept, Definition of ICT 4.2 Role of ICT in Community Science 4.3 ICT tools used in Community Science	11	01		12
	Total	53	07	-	60

Where, L: Lecture, T: Tutorials, P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1		CO2			
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Procedural Knowledge		CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	S	M	S	S	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	S	S	S	M	M	S	M	M	M	S	M	M
CO3	S	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	S	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF FIN-SEMESTER ASSESSMENT:

(40Marks)

Two Internal Examinations

20Marks

Group Discussion

07Marks

Seminar presentation on any of the relevant topic

10 Marks

Viva-Voce

03 Marks

Suggested readings:

1. Dutta, S., Saikia, S., and Phukon, R. Fundamentals of Community Science, Bidya Bhawan, Assam
2. Chandra, A, Shah., A, Joshi, U. Fundamentals of Teaching Home Science, Sterling Publication.

3. Chandra, A., Introduction to Home Science, Metropolitan educational Paper Backs.
4. Das, R. R, Ray, B., Teaching of Home Science, Sterling Publication PVT. LTD.
5. Sharma, R. A, Lall, R., Educational Technology, Book Depot.
6. Screne, S., Ahlawat, S. Textbook of Home Science Extension Education, Daya Publishing House

**FYUGP
DETAILED SYLLABUS OF**

**B.A. / B.Sc. 1st Semester
Course Title: HUMAN NUTRITION
Course Code: GEC: 1
Nature of Course: GE
Total Credit: 3credit**

Distribution of Marks: End-Semester: 60

In-Semester : 40

Course Outcome:

After completion of this course the students will be able to

CO1:

Understand the relationship between food and health.

ILO:

- Learn the basic concepts of terms related to food and nutrition.
- Explain the relationship between food, nutrition and health
- Describe the functions of food.

CO2:

Gain knowledge on various food groups and its role in balanced diet.

ILO:

- Analyze various food groups and nutrients present in the groups.
- Understand the importance of balance diet and its role in human life.

CO3:

Explain the nutrients present in food.

ILO:

- Understand energy, balance and functional food.
- Analyze the dietary sources and its functions.
- Understand the effect excess and deficiency of nutrients in human body.

CO4:

Assess the nutritional requirements during different stages of life cycle.

ILO:

- Gain knowledge on physiological condition of different age group.
- Identify the nutrient requirement during different stages of life cycle.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Basic concept of Food and Nutrition 1.1 Concept of Food, Nutrition, Malnutrition, Health, Nutritional status, Diet. 1.2 Understanding relationship between food, nutrition and health. 1.3 Functions of food.	12	01	-	13
II 15 Marks	Classification of food. 1.1 Various classification of food, food groups. 1.2 Balanced diet, importance of balanced diet, Balanced Diet Recommendation (BDR).	12	01	-	13
III 15 Marks	Nutrients present in food 3.1 Energy balance, functional food. 3.2 Recommended Dietary Allowances, dietary sources, functions, effects of dietary and excess consumption of Carbohydrate, Protein, Fat, Vitamin, mineral, Water.	15	02	-	17
IV 15 Marks	Nutrition during Life Cycle 4.1 Physiological consideration and nutritional concern for infant, pre-school children, adolescent. 4.2 Physiological consideration and nutritional requirement during pregnancy and lactating mother.	15	02	-	17
	Total	54	06	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3	CO3, CO4	CO3		
Procedural Knowledge			CO3, CO4		CO3, CO4	
Meta Cognitive knowledge						

Mapping of Course Outcomes to Programme Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO16
CO 1	M	M	S	M	M	M	M	M	M	M	M	M	M	M	M	M
CO 2	M	M	S	M	M	M	M	M	M	M	M	S	M	S	M	M
CO 3	M	M	S	M	M	M	S	M	M	S	M	S	M	S	M	M
CO 4	M	M	S	M	M	S	S	M	M	S	M	S	M	S	M	M

MODES OF FIN-SEMESTER ASSESSMENT:

Two Internal Examinations -
 Group Discussion
 Seminar presentation on any of the relevant topic
 Viva-Voce

(40Marks)

20Marks

07Marks

10 Marks

03

Suggested Readings:

1. Fundamentals of Foods, Nutrition and Diet Therapy, Sumati, R. Mudambi, M.V RajaGopal, New Age International Publishers, 2012.
2. Dietetics, B. Srilakshmi, New Age International Publishers, 2014.
3. Chadha, R. and Mathur Peds (2015) Nutrition: A Life Cycle Approach. Orient Blackswan, New Delhi.
4. ICMR (2010) Recommended Dietary Allowances for Indians. Published by National Institute of Nutrition, Hyderabad.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 2nd Semester

Course Title: HUMAN DEVELOPMENT-I THE CHILDHOOD YEARS

Course Code: CMSCC-2

Nature of Course: Core

Total Credit: 4 credit (Theory3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand the history and scope of human development.

ILO:

- Explain the principles of growth and development.
- Understand the purposes of developmental task
- Identify the factors that effects growth and development of children.

CO2:

Analyze or identify the basic maternal and child health care.

ILO:

- Explain the differences between prenatal and postnatal development.
- Describe the functional changes in the maternal reproductive and digestive system during pregnancy.
- Understand the importance of immunization.
- Explain the importance of exclusive breastfeeding for the first six month of life.

CO3:

Identify typical developmental characteristics (behaviours and skill development) of children in all developmental domains.

ILO:

- Explain the domains of growth and development in early and late childhood.
- Identify typical developmental characteristics (behaviours and skill development) of children in all developmental domains.

CO4:

Develop practical knowledge on childhood activities and development.

ILO:

- Demonstrate and understanding of the cultural practices of different communities related to pregnancy and newborn.
- Design educational tools and plan activities for children's development.

Units	Contents	L	T	P	Total Hours
I 10 Marks	Introduction To Human Development 1.1 Concept need and scope of Human Development. 1.2 Domains, stages and context of development. 1.3 Principles of growth and development. 1.4 Factors influencing growth and development. 1.5 Definition and purposes of developmental task.	10	02		12
II 15 Marks	Prenatal And Postnatal Development And Care 2.1 Reproductive health. 2.2 Stages of prenatal development. 2.3 Problem during prenatal period (Physical and Psychological) 2.4 Types of birth and birth injury. 2.5 Post-natal care of the mother and newborn baby. 2.6 Immunization and importance of breast feeding. 2.7 Infancy and different aspects of development.	14	02		16
III 20 Marks	Early And Late Childhood Period: 3.1 Characteristics and developmental task. 3.2 Physical and Motor development. 3.3 Social and Emotional development. 3.4 Cognitive and Language development.	15	02		17
IV 15 Marks	PRACTICAL 1. Report on Cultural practices of community related to pregnancy and infancy. 2. Plan and develop educational tools for preschool children and parents/caregivers			30	30
	Total	39	06	30	75

Where, L= Lecture T= Tutorial P= Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1		CO1		
Conceptual Knowledge	CO1, CO2	CO2, CO3,	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4
Meta cognitive Knowledge	CO2, CO3		CO2, CO3		CO3, CO4	CO4

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	M	M	M	M	M	M	S	S	M	M	M	M	M	M
CO2	S	M	M	M	M	M	M	M	S	S	M	M	M	S	S	S
CO3	M	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	S	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested readings:

1. Hurlock E. B. , Child Development, sixth edition, Tata Mc Grow Hill, New Delhi
2. Hurlock E.B. , "Developmental Psychology", A Lifespan Approach, 5 th Edition Tata Mc Grow Hill, New Delhi
3. Srivastava, Sudha Ram , 'Textbook of Human Development A Lifespan Approach, Sch and and Company Limited, New Delhi.
4. Devdas Rajammal P and Jaya, N, , 'A Text Book on Child Development, Macmillan Publishers India Limited, Chennai.
5. Kakati, Deka, GoswamiMahanta et al , Manab Bikash', Ashok publication, Panbazar, Guwahati.
6. Sing Asha (2015) 'Foundations of Human Development' A life Span Approach, Orient Blackswan Pvt. Ltd. Hyderabad.
7. Santroch John W , , 'Life span Development', MC Graw Hill Education (India) Private limited, Chennai.
8. Kakati S.,Mahanta R. et al, A Text Book Of Human Development, World Book House, Panbazar, Guwahati

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 2nd Semester

Course Title: :FUNDAMENTALSOFTEXTILES

Course Code: Minor 2

Nature of Course: Minor

Total Credit: 4 credit (Theory3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand of fibre production, chemistry, properties, and applications.

ILO:

- Understand the properties and uses of various textile fibers.
- Learn the characteristics and applications of natural fibers.
- Explain the production and types of man-made fibers.

CO2:

Grasp the concepts of yarn and fabric production processes and their properties.

ILO:

- Understanding yarn construction
- Categorizing weaves
- Exploring non-woven fabrics

CO3:

Describe the fundamentals of wet processing.

ILO:

- Categorization and applications of finishes
- Basics of dyeing and printing
- Varieties and cultural applications of traditional practices within communities.

CO4:

Engage in fiber identification exercises and product development practices.

ILO:

- Testing Methods for Fiber Identification.
- Fiber Extraction, Dyeing, Printing, and Product Development Processes.

Units	Contents	L	T	P	Total Hours
I 20 Marks	Production, chemistry, properties and usage of fibers 1.1 Introduction to Textile fibers: <ul style="list-style-type: none"> ● Morphology of textile fibres ● Primary and secondary properties ● Fibre classification 1.2 Natural fibres: <ul style="list-style-type: none"> ● Cotton ● Silk ● Wool 1.3 Man-made fibers: <ul style="list-style-type: none"> ● Rayon ● Nylon ● Polyester ● Acrylic ● Elastomeric fiber 	15	2	0	17
II 15 Marks	Production and properties of Yarns and fabrics 2.1 Yarn construction: <ul style="list-style-type: none"> ● Mechanical Spinning ● Chemical Spinning 2.2 Types of yarns: <ul style="list-style-type: none"> ● Staple and Filament ● Simple yarns and Complex yarns ● Yarn Properties 2.3 Classification of weaves Non-woven fabrics	14	2	0	16
III 10Marks	Basics of Wet Processing 3.1 Classification and uses of finishes 3.2 Fundamentals of dyeing and printing	10	2	0	12
IV 15 marks	Practical 1.Fiber Identification tests: <ul style="list-style-type: none"> ● Visual 			15	15

	<ul style="list-style-type: none"> • Burning test • Microscopic test • Chemical test 2.Extraction of fibers from natural sources and product development/ Product development from dyeing/ Printing			15	15
	Total	39	06	30	75

Where, L: Lectures T: Tutorials P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2	CO2			
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4, CO5	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4, CO5	
Meta cognitive Knowledge	CO4, CO5	CO5	CO4, CO5		CO4, CO5	CO4, CO5

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	S	M	S	S	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	S	S	S	M	M	S	M	M	M	S	M	M
CO3	S	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	S	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical - 10 Marks

Suggested readings:

1. Phukon, R., Text book of fundamentals of textiles, Banalata Academy, Dibrugarh , Assam.
2. Corbman,P.B.,TextilesFibertoFabric(6thEdition),GreggDivision/McGrawHillBookCo.,US.
3. Joseph,M.L.,EssentialsofTextiles(6th Edition),Holt,RinehartandWinstonInc., Florida.

4. Vilensky G., Textile Science, CBS Publishers and Distributors, Delhi.
5. Tortora, G. Phyllis, Understanding Textiles, McMillan Co. USA.
6. Sekhri S., Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi.
7. Phukon, R., Indigenous Dyes and Home Dyeing, Purbanchal Prakash, Guwahati, Assam.
8. Phukon, R., Prakritik Rong: Boyan Silpot Yer Prayog Podhoti, Purbanchal Prakash, Guwahati, Assam.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 2nd Semester

Course Title: GENDER AND SOCIAL JUSTICE

Course Code: GEC: 2

Nature of Course: GENERIC ELECTIVE COURSE

Total Credit: 3 credit

Distribution of Marks: End-Semester: 60

In-Semester : 40

Course Outcome:

After the completion of this course, the learner will be able to:

CO1:

Understand the concept of gender, its complexities, and its implications for individuals and societies

ILO:

- Develop the ability to critically analyze the masculinity and femininity
- Learn key theories and frameworks from feminist and queer studies that challenge traditional understandings of gender and sexuality.

CO2:

Understanding of the social construction of gender and its implications for individuals and societies

ILO:

- Explore socialization of gender
- Understand common gender stereotypes.
- Explore strategies for challenging and deconstructing harmful stereotypes

- Analyze the media ethics in relation to gender

CO3:

Understanding the status of girl child and Women in India

ILO:

- Know the demographic profile of girl child
- Examine the health , nutrition and educational status
- Identify violence against women

CO4:

Understand the legal frameworks related to gender equality, women's rights and case law.

ILO :

- Understand the concept of human rights
- Learn the legal frameworks related to gender equality, women's rights and case law.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Understanding Gender 1.1 Concept of gender 1.2 Sex and gender 1.3 Masculinity and femininity 1.4 Biological & cultural determinants of being male & female	15	03	0	18
II 15Marks	Social Construction of Gender 1.1 Socialization for gender 1.2 Gender roles, stereotypes and identity 1.3 Influences on gender: mythology, literature, work, media, popular culture, caste	14	02		16
III 15 Marks	The girl Child and Women in India 1.1 Demographic profile 1.2. Status of health, nutrition & education 1.3 Female feticide, infanticide and violence against women	13	01	0	14
IV 15 Marks	Gender Justice 1.1 Women's movement in India 1.2 Laws, policies & programs for female children and women	11	01	0	12
	Total	53	07	0	60

Where,

L: Lectures

T: Tutorials

P: Practicals

Cognitive Map of Course Outcome with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2, CO4	CO1	CO1, CO4		
Conceptual knowledge	CO1, CO4	CO1, CO2 CO3		CO3, CO4	CO4	
Procedural Knowledge	CO2, CO3	CO2, CO3	CO3, CO4	CO3, CO4	CO4	
Meta Cognitive Knowledge	CO1, CO3, CO4			CO3	CO3, CO4	

Mapping of Course Outcome to Program Out Come

CO/ PO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	M	M	M	M	M	S	S	S	M	M	S	S	M	M	S
CO 2	M	M	M	M	M	M	S	S	S	S	M	M	M	M	M	M
CO 3	M	S	M	S	M	S	M	S	S	M	M	S	S	S	M	S
CO 4	M	S	S	S	M	S	M	M	M	S	S	S	S	M	S	M

MODES OF FIN-SEMESTER ASSESSMENT:

Two Internal Examinations -
 Group Discussion
 Seminar presentation on any of the relevant topic
 Viva-Voce

(40 Marks)

20 Marks

07 Marks

10 Marks

03

Suggested Readings:

1. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
2. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
3. Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.
4. Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage. Publication
5. Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage. Publication
6. Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications

FYUGP DETAILED SYLLABUS OF

B.A. / B.Sc. 3rd Semester

Title of the course: HUMAN DEVELOPMENT-II: DEVELOPMENT IN ADOLESCENCE AND ADULTHOOD

Course Code: CMSCC-3

Nature of the course: Core

Total Credit-4(Theory3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Gain basic knowledge about the physical, psychological and physiological changes that take place during the period of puberty and adolescence.

ILO:

- Describe adolescent identity development and social influences on development.
- Identify the adolescence related (psychological) problems and intervention.
- Develop life skills for day to day life.

CO2:

Understand the meaning, sub-divisions and characteristics of early to late adulthood.

ILO:

- Explain the three stages of adulthood including early, middle and late adulthood where major physical, cognitive and social changes occur.
- Describe the milestones of adulthood.
- Analyze that success of mastering the developmental tasks of adulthood is greatly influenced by the kind of foundations laid earlier.

CO3:

Describe the changes in interests that are common in adulthood and the responsible for these changes.

ILO:

- Show how early and middle-aged people can adjust to mental changes and changes in interests.
- Appreciate why adjustment to physical changes are among the most difficult middle-aged people must make.
- Identify and explain the potential physical hazards of old age.
- Evaluate the serious effects on personal and social adjustments of the common psychological hazards of old age.

CO4:

Practical knowledge on psychological test and institutional living for elderly people.

ILO:

- Demonstrate the intelligence test and personality test.
- Explain the advantages and disadvantages of institutional living for elderly people.
- Describe the physical and psychological needs in living arrangements for the elderly.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Introduction To Puberty And Adolescence 1.1 Meaning and characteristics of Puberty. 1.2 Definition, meaning and characteristics of adolescence. 1.3 Developmental tasks of adolescence period. 1.4 Physical and socio-emotional development of adolescence. 1.5 Problems during adolescence.	10	02		12

	1.6 Importance of life skills for adolescence.				
II 15 Marks	Introduction To Adulthood 2.1 Meaning and classification of Adulthood. 2.2 Characteristics of early to late adulthood. 2.3 Developmental task from early to late adulthood.	14	02		16
III 15 Marks	Changes Throughout Adulthood 3.1 Physical and physiological changes throughout adulthood. 3.2 Socio-emotional and cognitive changes throughout adulthood. 3.3 Living arrangement for the elderly. 3.4 Institutional living for elderly.	15	02		17
IV 15 Marks	PRACTICAL 1. Familiarity with psychological tests of intelligence and personality. 2. Field study report on visit to old-age home.			30	30
	Total	39	06	30	75

Where, L= Lecture T= Tutorial P= Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1		CO1		
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4
Meta cognitive Knowledge	CO1, CO2, CO3		CO2, CO3	CO4		CO4

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	M	M	M	M	M	M	S	S	M	M	M	M	M	M
CO2	S	M	M	S	M	S	M	M	S	S	M	S	S	M	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	M	S	S	S	S	S	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:	40 Marks
Two internal Examination	20 Marks
Others(Any one) -	10 Marks
○ Group Discussion	
○ Seminar Presentation on any of relevant topics.	
○ Assignment on any of the relevant topics.	
Practical -	10 Marks

Suggested readings:

1. Hurlock E. B. , Child Development, sixth edition, Tata Mc Grow Hill, New Delhi
2. Hurlock E.B. ,Developmental Psychology”, A Lifespan Approach, 5 th Edition
TataMc Grow Hill, New Delhi
3. Srivastava, Sudha Ram ,Textbook of Human Development A Lifespan
Approach,Schand and Company Limited, New Delhi.
4. DevdasRajammal P and Jaya, N, ,A Text Book on Chid Development,
MacmillanPublishers India Limited, Chennai.
5. Kakati, Deka, GoswamiMahanta et al , ManabBikash’, Ashok publication,
Panbazar,Guwahati.
6. Sing Asha ,Foundations of Human Development’ A Life Span Approach, Orient
Blacksuan Pvt. Ltd. Hyderabad.
7. Santroch john W, ‘Life Span Development’, MC Graw Hill Education (India)
Private Limited, Chennai

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 3rd Semester

Title of the course: FOOD SCIENCE AND NUTRITION

Course Code: CMSCC 4

Nature of the course: Core

Total Credit-4(Theory3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Understand the basic concept of food and nutrients present in food.

ILO:

- Learn the important terms related to food.
- Describe the importance and different functions of food.
- Analyze various food groups and nutrients present in the group.

CO2:

Gain knowledge regarding retention of nutrients during cooking.

ILO:

- Identify different media and methods of cooking.
- Analyze the advantages and disadvantages of cooking.
- Understanding the importance of retention of nutrients during cooking.

CO3:

Students will be able to assess the methods used for enhancing nutritional quality of food.

ILO:

- Explain the procedure used to enhance nutritional quality of food.
- Understand the advances in the most emerging area of Applied Science of nutraceuticals.

CO4:

Apply knowledge in preparing food by retaining the nutrient the nutrient content.

ILO:

- Apply the methods and medium used for food preparation.
- Apply different methods to enhance the nutritional quality of food.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Introduction to food groups 1.1 Concept and definition of terms-health, food, nutrient, nutrition, malnutrition. 1.2 Importance and functions of food 1.3 Food groups and nutrients-classification of food, various food groups, nutrient present in food.	15	2		17

II 15 Marks	Food Preparation 2.1 Cooking of foods, Reasons of cooking food, Common terms used in cooking 2.2 Methods of cooking-conduction, convection, radiation, microwave heating. 2.3 Cooking Media-air, water, steam, fat 2.4 Advantages and disadvantages of cooking, retention of nutrient during cooking.	15	2		17
III 15 Marks	Enhancement of nutritional quality of food 3.1 Enhancement of nutritional quality of food-Supplementation. Germination, Fermentation, Fortification and GM foods. 3.2 Concept of Nutraceuticals. Types of Nutraceuticals, benefits of nutraceuticals.	10	1		11
IV 15 Marks	PRACTICAL 1. Weights and their equivalent measures. 2. Preparation of items by using different medium and methods of cooking (Any Three) 3. Product development by using method of germination/supplementation/fermentation.			30	
	Total	40	5	30	75

Where, **L: Lectures** **T: Tutorials** **P: Practical**

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1			CO1		
Conceptual Knowledge	CO1, CO2	CO1, CO2		CO3, CO4	CO2	
Procedural Knowledge		CO3, CO4	CO3, CO4		CO3	CO4
Meta Cognitive knowledge						

Mapping of Course Outcomes to Programme Outcomes:

CO/ PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO1 2	PO 13	PO 14	PO15
CO1	M	S	M	M	M	M	M	M	M	M	M	S	M	M	M

CO2	M	S	S	M	M	M	M	M	M	S	S	S	S	S	M
CO3	M	S	M	M	M	S	M	M	M	M	S	S	S	S	M
CO4	M	S	S	S	M	S	S	M	M	M	S	S	S	S	M

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical - 10 Marks

Suggested Readings:

1. Sumati, R.; Mudambi (2012), Fundamentals of Foods, Nutrition and Diet Therapy (Sixth edition), New Age International Pvt. Ltd. Publishers, New Delhi.
2. Srilakshmi, B. (2016), Nutrition Science (Fifth edition), New Age International Pvt. Ltd. Publishers, New Delhi.
3. Srilakshmi, B. (2015), Food Science (Fifth edition), New Age International Pvt. Ltd. Publishers, New Delhi.
4. Bamji, Krishnaswamy, Brahman, (2010), Textbook of Human Nutrition (Third Edition)

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 3rd Semester

Title of the course: COMMUNITY SCIENCE EXTENSION EDUCATION

Course Code: Minor 3

Nature of the course: Minor

Total Credit-3(Theory2, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Describe Community science extension education as a discipline with various perspectives in community development

ILO:

- Understand how different perspectives define and describe in extension education
- Identify the approaches required for community extension programme
- Learn the process of organizing community people for development
- Know the qualities of a extension worker
- Acquaint with different extension programme

CO2:

Making education a reality for the community people to understand and grasp knowledge quickly.

ILO:

- Know the teaching aids required for different educational and social background
- Helps to create a dynamic learning environment
- Selection of teaching aids for individual, group and mass communication approach Effectively

CO3:

Develop ability to influence community people to make changes in their way of life and making a better living

ILO:

- Develop ability to accomplish their ideas to action
- Develop leadership among people and help them in organizing community people to solve their problems
- Develop plan of work and analyze the situation

CO 4:

Application of knowledge in extension programme planning

ILO:

- Knowledge of preparing different audio-visual aids to provide informal education among community people
- Develop ability to plan a programme
- They can implement and evaluate the programme.

Units	Contents	L	T	P	Total Hours
1 15 Marks	Introduction to Community Science Extension Education 1.1 Concept, Philosophy, Objectives and Characteristics of Community Science extension 1.2 Steps and approaches in community Science Extension	15	02	0	17

	1.3 Qualities of community Science Extension worker 1.4 Different extension programme				
II 10 Marks	Teaching Aids used in extension education 2.1 Meaning and definition of teaching aids, classification of teaching aids 2.2 Selection of teaching aids for community extension education	14	02	0	16
III 15 Marks	Extension Programm Planning 3.1 Concept and objectives of extension programme planning 3.2 Principles of extension programme planning 3.3 Execution of programme 3.4 Extension Evaluation	10	02	0	12
IV 15 Marks	Practical 1 Preparation of teaching aids for extension 2 Planning, execution and evaluating extension programme			15 15	15 15
	Total	39	06	30	75

Where, **L: Lectures** **T: Tutorials** **P: Practical**

Cognitive Map of Course Outcome with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Knowledge	CO1	CO1	CO1			
Conceptual knowledge	CO1, CO3	CO1, CO2, CO3	CO3, CO4	CO3, CO4	CO4	CO2
Procedural Knowledge	CO2, CO3	CO2, CO3	CO3, CO4	CO3, CO4	CO4	CO2
Meta Cognitive Knowledge	CO1, CO3, CO4		CO3, CO4	CO3	CO3, CO4	CO2, CO4

Mapping of Course Outcome to Programme Outcome

CO/ PO	P O	P O	P O	P O	P O	P O	P O	P O	P O	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
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	1	2	3	4	5	6	7	8	9							
CO 1	S	M	M	M	M	M	S	S	S	M	M	S	S	M	M	S
CO 2	M	M	M	M	M	M	S	S	S	S	M	M	M	M	M	M
CO 3	M	S	M	S	M	S	M	S	S	M	M	S	S	S	M	S
CO 4	M	S	S	S	M	S	M	M	M	S	S	S	S	M	S	M

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

○ Group Discussion

○ Seminar Presentation on any of relevant topics.

○ Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1.G.L. Ray (2023) Extension and communication management,
Kalyani Publishers

2. Supe S.V. (1999), ~~Introduction~~ to extension education,
Oxford and IBH Publishing Co. Pvt Ltd

3. OP Dahama, O.P Bhatnagar.(1980), Education and Communication for development,
Oxford & IBH Publishing Co. PVT LTD.

4. Krishnaveni, S,R et al (2022), Guide to extension Education, Narendra publishing
House

5. A.S.Sandhu(2003), Extension Programme Planning. Oxford and IBH Publishing.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 3rd Semester

Course title: Care and Well Being in Human Development

Course Code: GEC:3

Nature of Course: Generic Elective Course

Total Credits: 3

**Distribution of Marks: End Semester-60
In Semester-40**

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand relevance of care, its principles and vulnerable periods that require care.

ILO:

- Acquaint with basic concept on vulnerable periods in life.
- Explain the principles and components of care.

CO2:

Describe concept of life crisis, its significance in human development, and strategies for navigating these challenging periods.

ILO:

- Explain different stages and types of life crisis.
- Describe the strategies for coping with life crisis.
- Evaluate and assess the factors that promote well-being.

CO3:

Gain knowledge regarding care and well-being at different stages of life.

ILO:

- Explore the various aspects of care and well-being in childhood.
- Analyze the multifaceted aspects of fostering well-being in adolescents.
- Demonstrate an understanding of one's health issues / conditions, including prevention and appropriate intervention and treatment when needed.

CO4:

Understand about policies, services and programs for well-being of human life.

ILO:

- Describe health and wellness programs and services offered.
- Analyze how to access program, policies, and services.
- Explain the importance of yoga and counselling in human well-being.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Care and Human Development 1.1 Definition, Concepts and relevance of care. 1.2 Vulnerable periods in life that require care. 1.3 Principles and components of care.	15	01	-	16
II 15 Marks	Well – Being and Human Development 2.1 Components of well – being – physical, psychological, spiritual. 2.2 Life crisis and well – being. 2.3 Factors and experiences that promotes well-being.	13	01	-	14
III 15Marks	Care and well-being at different stages of life 3.1 Childhood years. 3.2 Adolescents. 3.3 Adulthood and old age. 3.4 Well-being of caregivers.	14	02	-	16
IV 15Marks	Policies, services and programs 4.1 School health programs. 4.2 Nutrition and health for all. 4.3 Counselling and yoga.	12	02	-	14
	Total	54	06	-	60

Where, L: Lectures T: Tutorial P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
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Factual Knowledge	CO1	CO1	CO1	CO1		
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge	CO1, CO2, CO3		CO2, CO3		CO2, CO3	

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	M	S	M	M	M	M	S	S	M	S	M	M	M	M
CO2	S	M	M	S	M	M	M	M	S	S	M	S	M	M	S	S
CO3	S	M	M	S	M	M	M	S	S	S	S	S	S	S	S	S
CO4	S	S	M	S	M	S	M	S	S	S	M	S	S	S	S	S

MODES OF FIN-SEMESTER ASSESSMENT:

(40Marks)

Two Internal Examinations

-

20Marks

Group Discussion

Seminar presentation on any of the relevant topic

Viva-Voce

07Marks

10 Marks

03

Suggested readings:

1. IGNOU Positive Psychology-2 MCFT -06 Applied Social Psychology, New Delhi
IGNOU
2. Santroch, J. W., Life Span Development New Delhi: Tata MC Graw – Hill
3. Sriram, R. , Ensuring infant and maternal health in India.
4. Patnaik J.; Childhood in Asia: A Critical looks at issues, policies and programs.
 - a. Cann USA: Information age.
5. Singhi, P. , Child health and well – being: Psychological care within and beyond hospital walls
6. Sarawati T. S., Culture, Socialization and Human Development. New Delhi.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 4th Semester

Title of the course: RESOURCE MANAGEMENT

Course Code: CMSCC5

Nature of the course: Core

Total Credit-4(Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Understand the concept and analyze the use of different types of resources.

ILO:

- Learn about types and characteristics of resources.
- They can identify the factors affecting utilization of resources.
- Learn about conservation of natural resources and utilization of natural resources for community use.

CO2:

Understand the significance of management process in efficient use of resources.

ILO:

- They can recognize the motivating factors in management process.
- Understand the steps involved in management process.

CO3:

Acquire knowledge about money management process.

ILO:

- Identify and manage the use of resources available for financial use.
- Gaining knowledge to plan a budget for income management.
- They can explain the importance of saving, investments and record keeping in income management.
- Need of taxation.
- Significance of credit in income management.

CO4:

Understand the importance of time and energy management in daily living.

ILO:

- Concept of time schedule.
- Recognize the factors affecting time management.
- Understand the importance of time in energy management.
- Apply work simplification techniques in day-to-day life

CO5:

Engage in project work.

ILO:

- Application of different types of work simplification technique for optimum use of resources.

Units	Contents	L	T	P	Total Hours
I 10 Marks	Concepts Of Resources 1.1 Meaning, types and characteristics of resources. 1.2 Factors affecting utilization of resources. 1.3 Resources: conservation of resources Natural resources, renewable resources, methods of harnessing renewable resources for community use.	08	02		10
II 10 Marks	Management Process 2.1. Concept of Management. 2.2. Motivating factors in management. 2.3. Steps in management process, planning, controlling, organizing, evaluating.	10	02		12
III 15 Marks	Money Management Process 3.1. Income management – Types, sources, methods of handling income, budgeting and record keeping. 3.2. Savings and investment – objectives, types of savings, investment – objectives, principle, types of investment. 3.3. Taxation – needs of taxation – direct and indirect tax. 3.4. Credit – Types and sources of consumer credit.	12	02		14

IV 10Marks	Time and Energy Management 4.1. Time Management, concept of time schedule, time norms and peak loads. 4.2. Energy Management, work simplification, principles of work simplification.	08	01		09
V 15Marks	Practical 1. Project work on techniques of work simplification/operation chart/process chart/pathway chart			30	30
	Total	38	07	30	75

Where, **L: Lectures T: Tutorials P: Practical**

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1		CO1		
Conceptual Knowledge	CO1, CO2	CO1, CO3, CO4	CO4, CO5	CO2, CO3, CO4, CO5	CO5	
Procedural Knowledge	CO3, CO4, CO5	CO3, CO4, CO5	CO3, CO4, CO5		CO3, CO4, CO5	
Meta Cognitive knowledge						

Mapping of Course Outcomes to Programme Outcomes:

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	M	M	M	S	S	S	M	M	M	M	S	M	M	M
CO2	M	S	M	M	M	S	S	M	M	M	M	M	M	M	M	M
CO3	S	S	M	M	M	S	M	S	M	S	S	M	S	S	M	S
CO4	M	M	M	M	M	S	S	S	M	M	S	S	M	S	M	S
CO5	M	M	M	M	M	M	S	S	M	M	M	M	M	S	M	M

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical - 10 Marks

Suggested Readings:

1. Nickel P. and Dorsey J.M. (2002) Management in Family Living, CBS Publishers.
2. Mullick P. (2012) Textbook oh Home Science, Kalyani Publishers
3. Seetharaman P.; Batra S; Mehra P, (2005) Introduction to Family Resource Management, CBS Publishers and Distributors Pvt. Ltd.
4. Shukul M; Gandotra V. (2008) Home Management and Family Finance, Dominant publishers and Distributors.
5. Gupta S.; Garg N. (2012) Textbook of Home Management, Hygiene and Physiology, Kalyani Publish

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 4thSemester

Title of the course: FUNDAMENTALS OF TEXTILES

Course Code: CMSCC 6

Nature of the course: Core

Total Credit- 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand of fiber production, chemistry, properties, and applications.

ILO:

- Understand the properties and uses of various textile fibres.
- Learn the characteristics and applications of natural fibers.
- Explain the production and types of man-made fibers.

CO2:

Grasp the concepts of yarn and fabric production processes and their properties.

ILO:

- Understanding yarn construction
- Categorizing weaves
- Exploring non-woven fabrics

CO3:

Describe the fundamentals of wet processing.

ILO:

- Categorization and applications of finishes
- Basics of dyeing and printing
- Varieties and cultural applications of traditional practices within communities.

CO4:

Engage in fiber identification exercises and product development practices

Units	Contents	L	T	P	Total Hours
I 15Marks	Production, chemistry, properties and usage of fibers 1.1 Introduction to Textile fibers: <ul style="list-style-type: none"> ● Morphology of textile fibers ● Primary and secondary properties ● Fiber classification 1.2 Natural fibers: <ul style="list-style-type: none"> ● Cotton ● Silk ● Wool 1.4 Man-made fibers: <ul style="list-style-type: none"> ● Rayon ● Nylon ● Polyester ● Acrylic ● Elastomeric fiber 	15	2	0	17
II 15Marks	Production and properties of Yarns and fabrics 2.1 Yarn construction: <ul style="list-style-type: none"> ● Mechanical Spinning ● Chemical Spinning 2.4 Types of yarns: <ul style="list-style-type: none"> ● Staple and Filament ● Simple yarns and Complex yarns ● Yarn Properties 2.5 Classification of weaves Non-woven fabrics	14	2	0	16
III 15Marks	Basics of Wet Processing 3.1 Classification and uses of finishes 3.2 Fundamentals of dyeing and printing	10	2	0	12
IV 15Marks	PRACTICAL 1. Fibre Identification tests: Visual Burning test Microscopic test Chemical test 2. Extraction of fibers from natural sources and			15	15
				15	15

	product development/ Product development from dyeing/ Printing				
	Total	39	06	30	75

Where, L:Lectures T:Tutorials P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2	CO2			
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4, CO5	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4, CO5	
Meta cognitive Knowledge	CO4, CO5	CO5	CO4, CO5		CO4, CO5	CO4, CO5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	S	M	S	S	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	S	S	S	M	M	S	M	M	M	S	M	M
CO3	S	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	S	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested readings:

1. Phukon, R., Text book of fundamentals of textiles, Banalata Academy, Dibrugarh , Assam.
2. Corbman,P.B.,TextilesFibertoFabric(6thEdition),GreggDivision/McGrawHillBookCo.,US.
3. Joseph,M.L., Essentials of Textiles(6th Edition),Holt, Rinehart and WinstonInc., Florida.
4. Vilensky G.,Textile Science, CBSPublishers and Distributors, Delhi.
5. Tortora, G .Phyllis, Understanding Textiles ,McMillan Co .USA.
6. SekhriS.,TextbookofFabricScience:FundamentalstoFinishing,PHILearning,Delh
7. Phukon, R., Indigenous Dyes and Home Dyeing, Purbanchal Prakash, Guwahati, Assam.
8. Phukon,R.,Prakritik Rong: Boyan Silpot Yer Prayog Podhoti,Purbancha IPraksh,G uwahati, Assam.

**FYUGP
DETAILED SYLLABUS OF**

B.A. / B.Sc. 4th Semester

Title of the course: COMMUNITY SCIENCE EXTENSION

EDUCATION Course Code: CMSCC 7

Nature of the course: Core

Total Credit- 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Objective:

After completion of this course, the students will be able to

CO1:

Describe Community science extension education as a discipline with various perspectives in community development

ILO:

- Understand how different perspectives define and describe in extension education
- Identify the approaches required for community extension programme
- Learn the process of organizing community people for development
- Know the qualities of a extension worker
- Acquaint with different extension programme

CO2:

Making education a reality for the community people to understand and grasp knowledge quickly.

ILO:

- Know the teaching aids required for different educational and social background
- Helps to create a dynamic learning environment
- Selection of teaching aids for individual, group and mass communication approach Effectively

CO3:

Develop ability to influence community people to make changes in their way of life and making a better living

ILO:

- Develop ability to accomplish their ideas to action
- Develop leadership among people and help them in organizing community people to solve their problems
- Develop plan of work and analyze the situation

CO 4:

Application of knowledge in extension programme planning

ILO:

- Knowledge of preparing different audio-visual aids to provide informal education among community people
- Develop ability to plan a programme
- They can implement and evaluate the programme.

Units	Contents	L	T	P	Total Hours
I 15 Marks	Introduction to Community Science Extension Education 1.5 Concept, Philosophy, Objectives and Characteristics of Community Science extension 1.6 Steps and approaches in community Science Extension 1.7 Qualities of community Science Extension worker 1.8 Different extension programme	15	02	0	17
II 15 Marks	Teaching Aids used in extension education 2.1 Meaning and definition of teaching aids, classification of teaching aids 2.3 Selection of teaching aids for community extension education	14	02	0	16
III 15 Marks	Extension Programm Planning 3.1 Concept and objectives of extension programme planning 3.3 Principles of extension programme planning 3.3 Execution of programme 3.4 Extension Evaluation	10	02	0	12
IV 15 Marks	PRACTICAL 1. Preparation of teaching aids for extension 2. Planning, execution and evaluating extension programme			15 15	15 15
	Total	39	06	30	75

Where,

L:Lectures

T:Tutorials

P:Practicals

Cognitive Map of Course Outcome with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual knowledge	CO1, CO3	CO1, CO2 CO3	CO3, CO4	CO3, CO4	CO4	CO2
Procedural Knowledge	CO2, CO3	CO2, CO3	CO3, CO4	CO3, CO4	CO4	CO2
Meta Cognitive Knowledge	CO1,CO3, CO4		CO3, CO4	CO3	CO3, CO4	CO2, CO4

Mapping of Course Outcome to Programe Out Come

CO/ PO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	M	M	M	M	M	S	S	S	M	M	S	S	M	M	S
CO 2	M	M	M	M	M	M	S	S	S	S	M	M	M	M	M	M
CO 3	M	S	M	S	M	S	M	S	S	M	M	S	S	S	M	S
CO 4	M	S	S	S	M	S	M	M	M	S	S	S	S	M	S	M

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical - 10 Marks

Suggested readings:

- 1.G.L. Ray (2023) Extension and communication management, Kalyani Publishers
2. Supreya S.V. (1999), Introduction to extension education, Oxford and IBH Publishing Co. Pvt Ltd
3. O.P.Dahama, O.P.Bhatnagar.(1980), Education and Communication for development,

Oxford & IBHPublishingCo.PVT LTD.

4. Krishnaveni, S,R et al (2022), Guide to extension Education, Narendra publishing House

5. A.S.Sandhu(2008),ExtensionProgrammePlanning.Oxfordand IBH Publishing.

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc.4th semester

**Course title: DEVELOPMENTAL CHALLENGES
AND DIFFERENTLY ABLED CHILDREN**

Course Code: CMSCC8

Nature of Course: Core

Total Credits: 4 (Theory3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Explain the need and importance of studying children with different disabilities.

ILO:

- They can distinguish the differences between disability, Impairment and handicap.
- They will develop an understanding and awareness of the basic terms, issues and concepts related to disabilities.
- They can recognize that disabilities are not universal but are shaped by societal norms, values and expectations.

CO2:

Identify the common developmental disorders and disabilities prevalent in childhood.

ILO:

- They can learn the causes of different childhood disabilities.
- They can classify differently able children.

- They can understand certain behavioral problems which are associated with disabilities.
- They can distinguish the education patterns between differently abled children and other children.

CO3:

Describe the coping strategies adopted by parents and family while dealing with differently able children.

ILO:

- They can develop knowledge on parental coping strategies with differently abled children.
- They can understand the relations between HDFS professionals and children with special needs.

CO4:

Knowledge on program, policies and laws related to differently abled children.

ILO:

- They can explain the rights of differently abled children.
- They can understand the benefits of different acts for persons with disabilities.
- They can identify the key strategy to manage and overcome the effects of disability.

Units	Contents	L	T	P	Total Hours
I 10 Marks	Introduction to Childhood Developmental Disorders and Disabilities 1.1 Concept and definition: Developmental disorders, disability, impairment, handicap. 1.2 Classifying disabilities. 1.3 Social construction of disability.	08	02	-	10
II 15 Marks	Common Childhood Developmental Disorders and Disabilities 2.1 Causes, characteristics, identification and educational intervention with reference to: - Locomotors Disability - Visual Disability - Auditory and Speech Disability - Intellectual Disability - Autism - Learning Disability - Attention- Deficit/Hyperactivity Disorder (ADHD) - Cerebral Palsy	13	02	-	15
III 10 Marks	Coping strategies of children with disabilities	08	02	-	10

	3.1 Parental acceptance and coping with presence of special child in the family stages. 3.2 Role of Human Development and Family Studies (HDFS) professionals in dealing children with special needs.				
IV 10 Marks	Program and policies for differently abled children. 4.1 Rights of differently abled children. 4.2 Policy and laws related to children with disability. 4.3 Interventions strategies adopted for children with disabilities.	08	02	-	10
V 15 Marks	PRACTICAL 1. Visit to organizations working with differently abled children and prepare a report.			30	30
	Total	37	08	30	75

Where, L= Lecture T= Tutorial P= Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4
Meta cognitive Knowledge	CO2, CO3		CO2, CO3		CO2, CO3	CO1, CO3, CO4

Mapping of Course Outcomes to Program Outcomes:

CO/P O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	M	M	M	M	M	M	S	M	M	S	M	M	M	M
CO2	S	M	M	M	M	M	M	M	S	S	M	S	M	M	S	S
CO3	M	M	M	S	M	M	M	S	S	S	S	S	S	M	S	S
CO4	M	M	M	S	M	M	M	S	S	S	M	S	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical - 10 Marks

Suggested Reading:

1. Mangal, S.K. (2007) Exceptional Children: An Introduction To Special Education, New Delhi: Prentice Hall of India.
2. Singh, A (Ed) (2015) Foundations of Human Development: A Life Span Approach, New Delhi Orient Black Swam.
3. Dhawan M (2011), Education of Children with Special Needs, New Delhi; Isha Books
4. Mani, R. (1988), Physically Handicapped in India, Delhi; Ashish Publishing House
5. Balsara, M. (2011), Inclusive Education for Special Children, New Delhi; Kanishka Publishing
6. Panda, K.C. (1993) Elements of Child Development, Kalyani Publishers, New Delhi
7. Panda, K.C. (2007) Educational of Exceptional Children, Vikash Publishing House PVT LTD New Delhi

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc.4th semester

Course title: FOOD AND NUTRITION

Course Code: Minor 4

Nature of Course: Minor

Total Credits: 3 (Theory 2, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Understand the basic concept of food and nutrients present in food.

ILO:

- Learn the important terms related to food.
- Describe the importance and different functions of food.
- Analyze various food groups and nutrients present in the group.

CO2:

Gain knowledge regarding retention of nutrients during cooking.

ILO:

- Identify different media and methods of cooking.
- Analyze the advantages and disadvantages of cooking.
- Understanding the importance of retention of nutrients during cooking.

CO3:

Students will be able to assess the methods used for enhancing nutritional quality of food.

ILO:

- Explain the procedure used to enhance nutritional quality of food.
- Understand the advances in the most emerging area of Applied Science of nutraceuticals.

CO4:

Apply knowledge in preparing food by retaining the nutrient the nutrient content.

ILO:

- Apply the methods and medium used for food preparation.
- Apply different methods to enhance the nutritional quality of food.

Unit	Content	L	T	P	Total Hours
I 15 Marks	Introduction to food groups 1.2 Concept and definition of terms-health, food, nutrient, nutrition, malnutrition. 1.2 Importance and functions of food 1.3 Food groups and nutrients-classification of food, various food groups, nutrient present in food.	15	2		17
II 15 Marks	Food Preparation 2.5 Cooking of foods, Reasons of cooking food, Common terms used in cooking 2.6 Methods of cooking-conduction, convection, radiation, microwave heating. 2.7 Cooking Media-air, water, steam, fat 2.8 Advantages and disadvantages of cooking, retention of nutrient during cooking.	15	2		17
III 15 Marks	Enhancement of nutritional quality of food 3.3 Enhancement of nutritional quality of food-Supplementation. Germination, Fermentation, Fortification and GM foods. 3.4 Concept of Nutraceuticals. Types of Nutraceuticals, benefits of nutraceuticals.	10	1		11
IV 15 Marks	PRACTICAL 1. Weights and their equivalent measures. 2. Preparation of items by using different medium and methods of cooking (Any Three) 3. Product development by using method of germination/supplementation/fermentation.			30	30
	Total	40	5	30	75

Where,

L: Lectures

T: Tutorials

P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1			CO1		
Conceptual Knowledge	CO1, CO2	CO1, CO2		CO3, CO4	CO2	
Procedural Knowledge		CO3, CO4	CO3, CO4		CO3	CO4
Meta Cognitive knowledge						

Mapping of Course Outcomes to Programme Outcomes:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	S	M	M	M	M	M	M	M	M	M	S	M	M	M	S
CO2	M	S	S	M	M	M	M	M	M	S	S	S	S	S	M	S
CO3	M	S	M	M	M	S	M	M	M	M	S	S	S	S	M	S
CO4	M	S	S	S	M	S	S	M	M	M	S	S	S	S	M	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Sumati, R.; Mudambi (2012), Fundamentals of Foods, Nutrition and Diet Therapy (Sixth edition), New Age International Pvt. Ltd. Publishers, New Delhi.
2. Srilakshmi, B. (2016), Nutrition Science (Fifth edition), New Age International Pvt. Ltd. Publishers, New Delhi.
3. Srilakshmi, B. (2015), Food Science (Fifth edition), New Age International Pvt. Ltd. Publishers, New Delhi.
4. Bamji, Krishnaswamy, Brahman, (2010), Textbook of Human Nutrition (Third Edition)

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc. 5th semester

Course title: COMMUNICATION SYSTEM AND MASS MEDIA

Course Code: CMSCC 9

Nature of Course: Core

Total Credits: 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to:

CO1:

Equip students to communicate effectively in diverse personal, academic, and professional contexts.

ILO:

- Understand the fundamental principles, characteristics, and significance of communication.
- Grasp the fundamental goals and purposes of communication in various contexts
- Develop proficiency in expressing ideas, thoughts, and information
- Develop a comprehensive understanding of the function of Communication

CO2:

Understanding Human communication is a multifaceted endeavor that involves various knowledge domains and skill sets.

ILO:

- Understand respecting diverse cultural norms, values, and communication styles, and adapting their own communication behaviors accordingly
- Familiar with major theories and models of communication
- Gain a comprehensive understanding of the nature and relevance of communication, enabling them to communicate effectively and ethically in diverse personal, academic, and professional contexts.

CO3:

Comprehensive understanding of the complex relationship between communication and mass media to critically engage with media content,

ILO:

- Develop the knowledge, skills, and attitudes necessary to engage effectively and responsibly in contemporary media landscapes
- Develop the knowledge to engage effectively and critically with the visual media forms

➤ Understand, implement, and leverage Artificial Intelligence technologies effectively

CO4:

Understanding Small Group Dynamics and media content analysis

ILO:

- Effectively communicate and collaborate in small group settings.
- Comprehensive understanding of media content analysis for examining media messages, themes, patterns, and effects.

Unit	Content	L	T	P	Total Hours
I 15 Marks	Concept of Communication 1.1 Meaning, Definition, Characteristics and objectives of Communication 1.2 Functions of Communication 1.3 Classification and Types of Communication	10	02		12
II 15 Marks	Understanding Human Communication 1.1 Culture and Communication- Signs, Symbols and Codes in Communication 1.2 Elements/Components of Communication 1.3 Theories and Models of Communication 1.4 Barriers to Communication 1.5 Nature and relevance to communication Process <ul style="list-style-type: none"> • Empathy • Persuasion • Perception • Listening 	15	02		17
III 15 Marks	Communication and Mass Media: 1.1 Print and Electronic Media 1.2 Television and Cinema 1.3 ICTs and Web based Communication 1.4 Application of Artificial Intelligence	14	02		16
V 15 Marks	PRACTICAL 1. Developing skills in planning and conducting Small group communication			15 15	15 15

	2.Content analysis of Mass media- Print, electronic and new media (Blogs, Wikis, Online social networking etc.)				
	Total	39	06	30	75

Where,

L: Lectures

T: Tutorials

P: Practical

Cognitive Map of Course Outcome with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual knowledge	CO1, CO2	CO1, CO2 CO3	CO3, CO4	CO2,CO3, CO4	CO3	CO4
Procedural Knowledge	CO2, CO3	CO2, CO3	CO3, CO4	CO3, CO4		CO2
Meta Cognitive Knowledge			CO3,CO4			CO3

Mapping of Course Outcome to Programe Out Come

CO/ PO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	S	S	S	M	M	S	M	S	M	M	S	S	M	S	S
CO 2	S	M	S	S	M	M	S	S	S	M	M	S	M	M	M	M
CO 3	M	S	M	S	M	M	M	M	M	S	M	M	M	M	M	M
CO 4	S	S	S	S	M	S	M	S	M	S	S	S	M	M	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

○ Group Discussion

○ Seminar Presentation on any of relevant topics.

○ Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Susan R. & Stanly J. (2024), Introduction to Human Communication, Sage Publication
2. Baran, Stanley J. (2002), Introduction to Mass Communication: Media Literacy and Culture, Boston: McGraw Hill Publication
3. McQuail, D. (2020), Media and Mass Communication Theory, Sage Publication
4. Keval J. (2020), Mass Communication in India, Jaico Publishing House
5. Russell N. (2022), Artificial Intelligence: A Modern Approach, Pearson Education publishing
6. Malhotra R. (2022), Artificial Intelligence & The Future of Power, Rupa Publications

FYUGP DETAILED SYLLABUS OF

B.A/B.Sc. 5th semester

Course title: FASHION DESIGN CONCEPTS

Course Code: CMSCC 10

Nature of Course: Core

Total Credits: 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand of Terms and concepts related to fashion

ILO:

- Learners will acquire an understanding of essential fashion terms. such as silhouette, haute couture, and prêt-à-potteretc.
- Learners will understand core concepts such as fashion cycles, trend forecasting, and consumer behaviour.
- Learners will gain an understanding of design elements and principles, including color theory, fabric types, and garment construction.

CO2:

Grasp of the Social aspect of clothing.

ILO:

- Learners will understand how clothing functions as a marker of social identity, including aspects such as class, gender, and cultural affiliation.
- Learners will gain insight into how socio-cultural factors, such as traditions, rituals, and societal changes, influence fashion trends and practices.
- Learners will become aware of ethical issues and social responsibilities in the fashion industry, such as labor practices, sustainability, and cultural appropriation.

CO3:

Describe the Aesthetics in Dress

ILO:

- Learners will grasp fundamental aesthetic principles such as proportion, balance, and harmony as they apply to dress and fashion.
- Learners will be able to identify different style elements such as line, texture, and color in dress aesthetics.
- Learners will apply aesthetic concepts to create and style outfits that reflect personal expression and convey desired messages.

CO4:

Understand colour in dress

ILO:

- Learners will understand the principles of color theory, including hue, saturation, and value, as they apply to dress.
- Learners will be able to analyze the psychological and cultural associations of colors in dress, such as how different colors evoke specific emotions or convey social meanings.
- Learners will develop the skill to coordinate colors harmoniously in dress, considering factors such as contrast, complementary colors, and color schemes

CO5:

Prepare a design album on flat sketching of garment components for different age group.

ILO:

- Learners will develop proficiency in flat sketching techniques, including accurately depicting garment components.
- Learners will demonstrate the ability to adapt garment designs to suit different age groups, considering factors such as proportions, styling preferences, and functionality.
- Learners will refine their presentation and documentation skills, including organizing and presenting flat sketches in a cohesive and visually appealing manner within the design album.

Unit	Content	L	T	P	Total Hours
I 10Marks	Terms And Concepts Related To Fashion 1.1 Fashion terminology. 1.2 Fashion cycle. 1.3 Inspiration and sources of fashion. 1.4 Theories of Fashion adoption. 1.5 Factors favouring and retarding fashion. 1.6 Role of a Designer. 1.7 Leading Fashion centres and designers.	10	2	0	12

II 10Marks	Social Aspect Of Clothing 2.1 Clothing terminology. 2.2 Clothing functions and theories of origin. 2.3 Individuality and conformity. 2.4 Conspicuous consumption and emulation.	10	2	0	12
III 15 Marks	Aesthetics In Dress 3.1 Design- definition and types- structural and decorative design, requirements of a good structural and decorative design in dress. Elements of design- line, shape or form, colour and texture and its application in dress. 3.2Principles of design- Balance- formal and informal, rhythm-through repetition, radiation and gradation, emphasis, harmony and proportion and its application in dress. Application of trimmings and decorations used in fashion designing.	10	1	0	11
IV 10Marks	Colour In Dress 4.1. Definition, colour theories- Prang colour system- dimensions of colour, Hue, value and Intensity, Munsell colour system and standard colour harmonies- Application of colour in dress design.	09	1		10
V 15Marks	PRACTICAL 1. Prepare a design album on flat sketching of garment components for different age group. 2.Field study / Prepare a case study report of a famous fashion designer.			15 15	15 15
Total		39	06	30	75

Where, L:Lectures T:Tutorials P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO2	CO1			
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO4, CO5	CO3, CO4	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge	CO4, CO5		CO2, CO3		CO3, CO4	CO4, CO5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	S	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	S	S	S	S	M	S	M	M	M	S	M	M

CO3	S	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	S	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Kumar. A. (2010), Fashion Tourism, New Delhi: Sonali Publication, India.
2. Pundir, N., (2007), Fashion Technology- Today & Tomorrow, New Delhi: Mittal Publication, India.
3. Phukon, R. (2023): Textbook of Fashion Design Concepts, Notion press publication, India.
4. Neelima, (2009), Fashion & Textile Design, New Delhi: Sonali Publications.

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc. 5th semester

Course title: CONSUMER STUDIES

Course Code: CMSCC 11

Nature of Course: Core

Total Credits: 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Become familiarized to the changing trends in consumerism.

ILO:

- Concept of consumer and their role in Indian economy.
- Recognize the changing nature of the business world.
- Able to analyze the problems faced by consumers.

CO2:

Acquire knowledge about consumer education.

ILO:

- Understand the rights and responsibilities of consumer.
- Recognize the role of consumer organizations and consumer co – operative.

CO3:

Understand the basic legislative frame work for consumers.

ILO:

- Gain knowledge about consumer protection Law and acts and reflect upon personal rights and responsibilities.
- Exercise consumer rights through the use of law and various consumer agencies.

CO4:

Design and evaluate consumer aids.

ILO:

- Application of knowledge in creative work.
- Recognize, analyse and take a position on issues significant to consumers.

Unit	Content	L	T	P	Total Hours
I 15 Marks	Consumer and the market 1.2 Definition, concept of consumer 1.3 Role of consumer in the economy 1.3 National income, Per capita Income, Household wise distribution of income 1.4 Market and Market form- classification of market, conditions of Perfect market, market form, market functions. 1.5 Changing nature of the business world-e-commerce, E-business 1.6 Types of consumer problem, product and service related, investment and infrastructure related causes and solutions.	15	2	-	17
II 10 Marks	Consumer Education 2.1 Consumer education, consumer rights and responsibilities. 2.2 Consumer organizations, origin, functioning, roles and types. 2.3 Consumer cooperatives role, history and growth in India- PDS, TPDS, Kendriya Bhandars.	10	1	-	11
III 20 Marks	Consumer Protection 3.1 Concept of consumer protection 3.2 Basic legislative frame work for consumers protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Meditation Centres 3.3 Consumer Aids for making choice- Advertisement, Brands, Trademarks, Quality mark, Labels Packaging. 3.4 Standardization and quality control measures- ISI, FPO, AGMARK, ECO mark, wool mark, silk mark, cotton mark, Handloom mark, BEE stan labelling and others. 3.5 Regulation on food labeling and claims FSSAI, Codex for consumers	15	2	-	17
IV 15	PRACTICAL 1. Evaluation and preparation of labels for various product 2. Evaluation and designing of advertisement for print media / Consumer Awareness Programme.			15 15	15 15
	Total	40	05	30	75

Where, L: Lectures T: Tutorials P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1		CO1	CO1	
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Procedural Knowledge		CO3, CO4	CO3, CO4		CO3, CO4	
Meta Cognitive knowledge				CO4		

Mapping of Course Outcomes to Programme Outcomes:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	S	M	S	M	M	S	M	S	S	M	S
CO2	S	M	M	M	M	M	M	S	M	M	M	M	M	M	M	M
CO3	S	S	M	M	M	M	M	S	M	M	S	S	M	M	M	S
CO4	M	M	M	M	M	S	S	S	M	M	M	S	M	M	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Nair R. and Nair S.R.;(2003) Marketing, New Delhi: Sultan Chand and Sons.
2. Nair S. (2002), Consumer Behaviour, New Delhi: Sultan and Sons
3. Sawhney H.K. and Mital, M. (2007) Family Finance and Consumer Studies, Elite Publishing House Pvt. Ltd.
4. Seetharaman, P. and sethi, M. (2001), Consumerism: Strength and Tactics, CBS Publisher, New Delhi

5. Gandotra, V.; Divatia Ami, (2013) Consumer Education, Dominant Publishers and Distributors (p) Ltd., New Delhi

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc. 5th semester

Course title: NUTRITION THROUGH LIFE CYCLE

Course Code: Minor 5

Nature of Course: Minor

Total Credits: 3 (Theory 2, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Evaluate and apply the methods of assessment of nutrient requirements during life span.

ILO:

- Understanding the basics of meal planning.
- Analyze the food exchange list to be used for meal planning
- Learn the recommended dietary of ICMR 2020.

CO2:

Understand the relationship between physiological changes and nutritional requirements.

ILO:

- Gain experiences on balanced diet and Recommended Dietary allowances.
- Understand the nutritional needs at different stages of life span.

CO3:

Assess the nutritional requirements in different conditions of human lifespan.

ILO:

- Analyze the nutritional requirements of sports person.
- Understand the facts related to sports nutrition.
- Identify and analyze the feeding problems in children with special

needs.

CO4:

Develop skill in planning and preparing diet for different stages and conditions of human life.

ILO:

- Distinguish the differences of nutritional requirements during different age groups.

Units	Content	L	T	P	Total Hours
I 15 Marks	Meal planning 1.1 Concept of Meal Planning. Principles and factors affecting meal planning. 1.2 Food exchange list. 1.3 Methods of assessment of nutrient requirements. 1.4 Dietary guidelines for Indian (NIN 2010 / 2020)	12	02	-	14
II 15 Marks	Nutritional requirement 2.1 Balanced Diet, Balanced Diet Recommended (BDR) for different age group. 2.2 Energy balance, Recommended Dietary Allowances. Factors affecting RDA. 2.3 Physiological changes and nutritional requirement during different stages of life cycle. - Pregnant women, lactating women, Elderly, Infants, Pre schools Children, School Children, and Adolescent.	15	02	-	17
III 15 Marks	Nutrition in different conditions 3.1 Nutrition for physical fitness and sports. 3.2 Space Nutrition. 3.3 Feeding Problems in Children with special needs.	12	02	-	14
IV 15 Marks	PRACTICAL 1 Planning and preparation of diet for different age group 2 Planning diet for sports person/children with special needs.			15 15	30
	Total	39	06	30	75

Where,

L: Lectures

T: Tutorials

P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO1, CO2	CO2			
Procedural Knowledge			CO3, CO4	CO3, CO4	CO3, CO4	CO4
Meta Cognitive knowledge						

Mapping of Course Outcomes to Programme Outcomes:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	M	S	M	M	M	M	M	M	M	S	M	M	M	M
CO2	M	M	M	S	M	M	M	M	M	S	M	S	M	S	M	M
CO3	M	S	S	S	M	S	M	M	S	M	M	S	M	M	M	S
CO4	M	M	S	S	M	S	M	M	S	M	M	S	M	M	M	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Srilakshmi, B. (2014), Dietetics, New Age Publication Ltd, New Delhi.
2. Swaminathan, M. (2012), Advanced Textbook on Food and Nutrition, Vol I, Bangalore Printing and Publishing Co, LTD, Bangalore.
3. Reddy S. (2017), Food Science and Nutrition, Oxford University Press, New Delhi.
4. Srilakshmi, B. (2015), Food Science, New Age International Publishers Ltd, New Delhi.
5. Gupta, L. C. *et. al*, (2006), Food and Nutrition – Facts and Figures, Jaypee Publication, New Delhi.

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc. 6th semester

**Course title: ERGONOMIC DESIGN
Course Code: CMSCC 13**

Nature of Course: Core

Total Credits: 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course the students will be able to

CO1:

Understand the basics of ergonomics in design.

ILO:

- Understand the concept of Ergonomics.
- Recognize how anthropometry relates to ergonomics.
- Understand the bio – mechanism of work.

CO2:

Understand the application of ergonomics for user.

ILO:

- Deliver high quality work product that meets requirements using structured organization with the least amount of effort possible.
- Recognize components of work input.
- Analyse physical, physiological, psychophysiological aspects of work.

CO3:

Understand the application of ergonomics in work environment.

ILO:

- Understand the concept of work station design.
- They can design work spaces and environment to minimize risk of injury or harm.
- Understand the importance and typical application of ergonomics.
- They can utilize this knowledge in practical field.

Units	Content	L	T	P	Total Hours
I 15 Marks	Concept of Ergonomics	15	02	-	17

	1.1.Ergonomics – Concept, significant, history and growth. 1.2. Applications of ergonomics in design and works efficiency. 1.3. Anthropometric Measurements – History and its applications in interior designing for different work areas and workers. 1.4.The bio – mechanisms of works as related to the user, the work and the environment.				
II 15 Marks	The user 2.1.Components of worker input – affective, cognitive temporal and physical. 2.2.Physical, physiological, psycho – physiological aspect of work.	10	02	-	12
III 15 Marks	Work Environment 3.1.Functional design and arrangement of work places. 3.2.Work study – time and motion study. 3.3. Energy studies. 3.4. Indices of indoor comfort – ventilation, lighting, temperature, noise.	15	01	-	16
IV 15 Marks	PRACTICAL 1. Time and motion study. 2. Space design – Preparing floor and elevation plans. a) Kitchen b) Workstation			10 20	30
	Total	40	05	30	75

Where,

L: Lectures

T: Tutorials

P: Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2	CO2	CO2	CO2	
Conceptual Knowledge	CO1	CO2	CO2, CO3	CO3	CO3	CO3
Procedural Knowledge	CO3	CO2, CO3	CO2, CO3	CO2, CO3	CO2, CO3	
Meta Cognitive knowledge		CO3	CO3	CO3	CO3	CO3

Mapping of Course Outcomes to Programme Outcomes:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	S	S	S	M	M	S	M	M	M	M	M
CO2	M	S	M	M	M	S	M	M	M	S	S	S	M	S	M	S

CO3	M	S	M	M	M	M	S	M	M	M	M	M	M	S	M
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MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

o Group Discussion

o Seminar Presentation on any of relevant topics.

o Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Baiche B. & Walliman N. (eds.), 2006, Ernst and Peter Neufert Architects' Data, third edition, Blackwell Science: Indian reprint.
2. Dalela S., 1983, Textbook of Work Study, 3rd Edition, Standard Publishers Distributors.
3. Steidl and Bratton, 1967, Work in the home. John Wiley and Sons. New York

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc. 6th semester

Course title: INDIAN TEXTILE HERITAGE

Course Code: CMSCC 14

Nature of Course: Core

Total Credits: 4 (Theory 3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester: 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand of Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colors and products.

ILO:

- Learners will understand the historical evolution of Indian textile crafts, recognizing the influence of various dynasties and trade interactions
- Learners will be able to identify major textile production centers in India and their unique techniques, such as Varanasi for silk brocades and Rajasthan for block printing.
- Learners will gain insight into traditional design elements, color schemes, and motifs

prevalent in Indian textiles, such as the use of natural dyes and symbolic patterns.

CO2:

Grasp the Painted and Printed textiles of India

ILO:

- Learners will understand the traditional techniques used in painted and printed textiles of India, such as Kalamkari (hand-painted) and block printing.
- Learners will be able to identify regional variations in painted and printed textiles.
- Learners will gain an appreciation for the use of natural dyes, motifs, and color palettes in painted and printed textiles.

CO3:

Understand the Conservation of Textiles.

ILO:

- Learners will gain knowledge of various conservation techniques for textiles, including cleaning, stabilization, and preventive care.
- Learners will be able to identify environmental factors that affect textile preservation, such as light, humidity, and pests.
- Learners will understand the importance of proper documentation and storage methods in textile conservation, including cataloguing, climate-controlled storage, and the use of archival materials.

CO4:

Grasp of Traditional Textiles in Modern India

ILO:

- Learners will understand how traditional textile techniques are being integrated into modern fashion and design.
- Learners will appreciate the economic and cultural impact of traditional textiles in modern India, including their role in supporting artisanal communities and preserving cultural heritage.
- Learners will gain insight into innovations and sustainable practices in the production of traditional textiles, such as the use of eco-friendly dyes and ethical sourcing of materials.

CO4:

Product development: Traditional textile crafts, Tie & dye using various techniques, Batik printing.

ILO:

- Learners will gain proficiency in traditional textile craft techniques, including tie & dye and Batik printing.
- Learners will gain proficiency in techniques of tie & dye and Batik printing.
- Learners will be able to apply traditional textile techniques to develop contemporary products, such as fashion items, home decor, and accessories.

Units	Content	L	T	P	Total Hours
I 15Marks	Study Of Textile Crafts of India: With Reference To History, Production Centers, Techniques, Designs, Colours And Products 1.1 Woven Textiles: Banaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir, Assamese textiles. 1.2 Embroidered Textiles: Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries.	10	2	0	12
II 10Marks	Painted And Printed Textiles Of India 2.1 Painted and Printed textiles: Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh prints of Gujarat 2.2 Dyed textiles: Bandhnis of Rajasthan and Gujarat, Ikats-Patola of Gujarat, Bandhas of Orissa, Telia Rumal	10	2	0	12
III 10Marks	Conservation Of Textiles 3.1 Types of Conservation – Preventive and Curative 3.2 Factors affecting deterioration of textiles. 3.3 Care of textiles. 3.4. Storage of textiles.	10	1	0	11
IV 10Marks	Status Of Traditional Textiles In Modern India 4.1 Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector 4.2 Sustenance of traditional textile crafts 4.3 Interventions by organizations	09	1		10
V 15Marks	PRACTICAL 1. Tie & dye using various techniques on cellulosic and protein fibres, 2. Batik on cotton /Product development: Traditional textile crafts. 3. Visit to craft centre/museum and prepare a report.			15	15
	Total	39	06	30	75

Where,

L:Lectures

T:Tutorials

P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1, CO2	CO3, CO4	CO4	

Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge	CO4, CO5		CO4, CO5		CO4, CO5	CO4, CO5

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	S	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	S	S	S	M	M	S	M	M	M	S	M	M
CO3	S	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical -

10 Marks

Suggested Readings:

1. Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
2. Chattopadhaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi
3. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi
4. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi.

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc.6th Semester

Course title: ADOLESCENT RELATIONSHIP

Course Code: CMSCC15

Nature of Course: Core

Total Credits: 4 (Theory3, Practical 1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Understand physical and psychological changes during puberty and adolescence period.

ILO:

- They can describe the three stages of puberty and what parts of childhood and adolescence they overlap.
- Explain the body changes during puberty and the effects they have on the individual's physical and psychological well-being.
- Understand the social and cultural influences on adolescence.

CO2:

Identify the role of adolescent in building family and peer relationships.

ILO:

- Point out why Family relationships tend to deteriorate in adolescence and when and why this deterioration normally ends.
- Understand the peer-group influences in adolescence.

CO3:

Understand the indicators (physical, socio-emotional, spiritual) of adolescent well-being and how to promote it.

ILO:

- Explain different indicators of wellbeing.
- Recognize the importance of physical as well as psychological wellbeing in adolescence.

- Understand how to promote wellbeing of adolescence.

CO4:

Develop practical knowledge on adolescent relationship with parents and siblings.

ILO:

- Learn to communicate with parents and siblings of adolescent through interview method.
- Learn basic counseling skills.

Units	Content	L	T	P	Total Hours
I 15 Marks	Understanding Adolescence 1.1 Definitions and social construction of adolescence. 1.2 Puberty and significant physical and physiological changes. 1.3 Ecological and cultural influences on adolescence. 1.4 Process in identity formation: social identities, gender, and wellbeing.	14	02		16
II 15 Marks	Adolescent Relationship: Role In Building Social Capital 2.1 Family relationships: in nuclear, extended, and joint families. 2.2 Peer relationships: identity formation, Knowing one's strengths and weakness. 2.3 Relationships beyond the family and peers.	14	02		16
III 15 Marks	Adolescent Well-Being 3.1 Indicators of well-being: physical, socio-emotional and spiritual. 3.2 Relationships and well-being.	11	02		13

	3.3 Social ecology and experiences that promote well-being.				
IV 15 Marks	PRACTICAL 1. Writing a brief biography of relationship with a close friend. 2. Relation with parents and siblings- separate interviews, counselling.			30	30
	Total	39	06	30	75

Where, L= Lecture T= Tutorial P= Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1, CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO3	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4
Meta cognitive Knowledge	CO2, CO3		CO2, CO3		CO2, CO3	CO4

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	M	S	M	M	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	S	M	M	M	M	M	S	M	M	S	M	S	S
CO3	M	M	M	S	M	M	M	S	S	S	S	S	S	M	S	S
CO4	M	M	M	S	M	M	M	S	S	S	S	S	S	M	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one) - 10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical: 10 Marks

Suggested Reading

1. Erikson, E.H. (1968). Identity, youth and crisis. New York: Norton.
2. Manthei, R. (1997). Counselling: The skills of finding solutions to problems. London: Routledge.
3. Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.
4. Rice, F.P. (2007). Adolescent: Development, Relationships and Culture.
5. Santrock, J.W. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill.

FYUGP DETAILED SYLLABUS OF

B.A. /B.Sc. 6th Semester

Course Title: LIFE SCIENCES

Course Code: CMSCC16

Nature of Course: Core

Total Credit: 4 (Theory-3, Practical-1)

Distribution of Marks: End-Semester: 45 Theory+15 Practical

In-Semester : 30 Theory+10 Practical

Course Outcome:

After completion of this course, the students will be able to

CO1:

Gain knowledge on Plant and Animal cell.

ILO:

- Understand the aspects of plant and animal cell.
- Explain the basic structural and functional units that make up plants.
- Understand basic structural and functional units of animal tissues and organs.

CO2:

Acquire Knowledge on plant propagation.

ILO:

- Learn four basic types of plant propagation.
- Explain the plant propagation methods.
- Illustrate the different types of layering methods for propagating plants.

CO3:

Understand the concept of gardening and economic botany and its importance.

ILO:

- Learn about different ornamental plants and its importance.
- Develop knowledge about local medicinal herbal plants.
- Understand the technology of vermin-composting.
- Explain health benefits of fruits, vegetables, and spices.
- Learn about the health benefits of some ornamental plants and foliages.

CO4:

Understand the Human digestive system and the economic importance of common household pests.

ILO:

- Explain the human digestive process.
- Learn about digestive enzymes and its functions.
- Illustrate the structure of digestive organs.
- Learn about parasites and parasitic diseases

Units	Content	L	T	P	Total Hours
I 08 Marks	Plant Cell and Animal Cell 1.1 Plant Cells- Definition, Diagram, Structure, and Function. 1.2 Animal Cells- Definition, Diagram, Structure, and Function.	07	01		08
II 07 Marks	Propagation Of Plants- Seed and Vegetative 2.1 Seed Propagation. 2.2 Cutting- stems leaf and root. 2.3 Layering 2.4 Grafting.	06	02		08
III 10 Marks	Gardens: Concepts, Types and Importance 3.1 Ornamental Garden. 3.2 Kitchen Garden. 3.3 Herbal Garden. 3.4 Organic farming. Vermicomposting Technology, importance and its relevance.	10	01		11

IV 10 Marks	Economic Botany: Economic Importance, Health Benefits 4.1. Vegetables- Tomato, potato, onion, gourds. 4.2 Fruits- papaya, mango, banana 4.3 Spices and condiments- clove, pepper, cumin, coriander. 4.4 Ornamental and foliage plants- Rose, Hibiscus, Fern.	08	01		09
V 10 Marks	Human Digestive System 5.1 Digestion, absorption and metabolism 5.2 Structure of stomach, liver, gallbladder, pancreas and their functions.	08	01		09
VI 15 Marks	PRACTICAL 1 Study of local medicinal herbal plants 2 Propagation of plants by seed and vegetative methods. 3 Identification and classification of economically important plants. 4 Vermi composting: How to start a unit at home.			30	30
	Total	39	06	30	75

Where, L= Lecture T= Tutorial P= Practical

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO2	CO2, CO3, CO4	CO3, CO4	CO3	CO3	
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4
Meta cognitive Knowledge	CO2, CO3		CO2, CO3			CO4

Mapping of Course Outcomes to Program Outcomes:

CO/P O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	M	M	L	M	M	M	M	M	M	M	M	M	M	M
CO2	S	M	M	M	L	M	M	M	M	M	M	M	M	M	M	S

CO3	M	M	M	M	L	M	M	M	M	M	S	S	S	S	M	S
CO4	M	M	M	S	L	M	S	S	S	S	M	M	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

40 Marks

Two internal Examination

20 Marks

Others(Any one)

-

10 Marks

- Group Discussion
- Seminar Presentation on any of relevant topics.
- Assignment on any of the relevant topics.

Practical :

10 Marks

Suggested Reading

1. Chadha K.L.2012. Handbook of Horticulture. ICAR Publication.
2. Gopaldaswamianger K.S. 1991, Complete gardening in India, Messer's Nagaraj And Co. Madras
3. Hartman H.T and Kester D 1986. Plant Propagation, Principles and practices. Prentice hall of India Pvt. Ltd. New Delhi.
4. Raven P. and Johnson G. 2010. Biology. Mc Graw Hill Science.
5. Soni N.K. and Soni V. 2010. Fundamentals of Botany. Tata Mc Graw Hill Education.
6. Jordan and Verma, 1998, Invertebrate Zoology, S. Chand and Co. Ltd
7. Kotpal, 2000, Modern Textbook of Zoology, Rastogi Publications.
8. Winchester, A.M. 1967, Genetics, Oxford and IBH Publishing Company
9. Vij and Gupta (2011) Applied Zoology, Phoenix Publishing House

**FYUGP
DETAILED SYLLABUS OF**

B.A/B.Sc. 6th semester

Course title: GENDER MEDIA AND SOCIETY

Course Code: Minor 6

Nature of Course: Minor

Total Credits: 4

Distribution of Marks: End-Semester: 60

In-Semester: 40

Course Outcome:

After the completion of this course, the learner will be able to:

CO1:

Understanding of the social construction of gender and its implications for individuals and societies,

ILO:

- Understand the concept of gender, its complexities, and its implications for individuals and societies,
- Learn key theories and frameworks from feminist and queer studies that challenge traditional understandings of gender and sexuality.
- Develop the ability to critically analyze the gender norms, roles, and expectations within various social, cultural, and historical contexts.
- Analyze media, popular culture, and other forms of representation shape and reinforce gender norms.
- Explore strategies for challenging and deconstructing harmful stereotypes.

CO2:

Explore the intersection of gender dynamics with various aspects of development, including economic, social, political, and environmental dimensions.

ILO:

- Explore strategies for promoting women's empowerment
- Identify and understand the various ways in which gender differences manifest in society.
- Identify various forms of violence against women, including physical, sexual, emotional, and economic violence.

CO3:

Understanding how gender is represented, constructed, and negotiated within media contexts.

ILO:

- Critically analyze how gender is represented in various forms of media, including news, advertising, film, television, social media, and digital platforms.
- Understand common gender stereotypes.
- Examine cross-cultural variations in media representations of gender and sexuality

CO4:

Understand the legal frameworks related to gender equality, women's rights and case law.

ILO:

- Understand the concept of human rights
- Learn the legal frameworks related to gender equality, women's rights and case law.
- Analyze the media ethics in relation to gender

Units	Content	L	T	P	Total Hours
I 15 Marks	Social construction of Gender 1.1 Concept of gender 1.2 Differences between sex and gender 1.3 Patriarchal social order and status of women 1.4 Socio Cultural Practices influencing women's status development 1.5 Shifts in Status of women – historical and contemporary perspectives	12	01	0	13

	1.6 Feminist theories and perspectives 1.7 Role of Media in construction of gender				
II 15Marks	Gender and Development 2.1 Concept of Gender and Development – Indicators of human and gender development 2.2 Approaches to women’s participation in development 2.3 Status, issues and challenges in context to violence against women, 2.4 Gender differentials: Women and health, women and education, women’s work and economic participation, women and leadership Legal provision for women’s rights	12	01		13
III 15 Marks	Gender and Media 3.1 Social construction of gender reality by contemporary media 3.2 Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative 3.3 Mainstream media and gender 3.4 Representation of women in media in political, cultural and social landscape 3.5 Researching and analyzing media from a gender perspective: In broadcast, print, new media. 3.6 Gender and ICTs	15	02	0	17
IV 15 Marks	Gender, Law and Advocacy 4.1 Human rights and Right to development 4.2 Women, Human Rights and Women’s right to access information 4.3 Framework for gender responsive media and gender mainstreaming 4.4 Gender and media ethics	15	02	0	17
	Total	54	06	0	60

Where, L= Lecture T= Tutorial P= Practical,

Cognitive Map of Course Outcome with Bloom’s Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2,CO4	CO1	CO1, CO4		

Conceptual knowledge	CO1, CO4	CO1, CO2 CO3		CO3, CO4	CO4	
Procedural Knowledge	CO2, CO3	CO2, CO3	CO3, CO4	CO3, CO4	CO4	
Meta Cognitive Knowledge	CO1,CO3, CO4			CO3	CO3, CO4	

Mapping of Course Outcome to Program Out Come

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	S	M	M	M	M	M	S	S	S	M	M	S	S	M	M	S
CO2	M	M	M	M	M	M	S	S	S	S	M	M	M	M	M	M
CO3	M	S	M	S	M	S	M	S	S	M	M	S	S	S	M	S
CO4	M	S	S	S	M	S	M	M	M	S	S	S	S	M	S	M

MODES OF FIN-SEMESTER ASSESSMENT:

Two Internal Examinations -
 Group Discussion
 Seminar presentation on any of the relevant topic
 Viva-Voce

(40Marks)

20Marks

07Marks

10 Marks

03

Suggested Readings:

1. .Bhasin, Kamla (2000). Understanding Gender. New Delhi.
2. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
3. Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.
4. Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage. Publication
5. Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage. Publication
6. Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications

