



SNDT Women's University, Mumbai

**Bachelor Of Science
(Home Science – Human Ecology & Community
Science)**

**B.Sc. In Home Science – Human Ecology &
Community Science**

As Per NEP – 2020

Semester – III & IV

Syllabus

(WEF. 2025-2026)

UNDERGRADUATE Programme in Home Science
(BOS in Human Ecology and Community Science)

Structure with Course Titles (Revised May 2024)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
30131011	Community ,Family and Marriage studies	Major (Core)	4	100	50	50
30131012	Applied Dietary Management in Human Health	Major (Core)	4	100	50	50
30131013	Human Clothing and Apparel Design	Major (Core)	4	100	50	50
30331011	Course from Human Development when uploaded	Minor Stream	2	100	0	50
30431011	Applications of Basic Biotechnology for Community Development I	OEC	2	50	0	50
	Marathi/English	AEC (Modern Indian Language)	2	50	50	0
31331001	Field Project	FP	2	50	50	0
	NSS/NCC/Health and Wellness/Yoga/Education sports/Cultural activities and Fine/Applied/Visual/ Performing Arts	CC	2	50	50	0
			22	550	300	250
	Semester IV					
40131011	Community Extension and Communication	Major (Core)	4	100	50	50
40131012	Resource Management and accessory Design	Major (Core)	4	100	50	50
40131013	Value Added Product Development	Major (Core)	4	100	50	50
40431011	Applications of Basic Biotechnology for Community Development II	OEC	2	50	0	50
40731011		SEC	2	50	0	50
	English/ Marathi	AEC(Modern Indian Language)	2	50	0	50
41531001	Organizing community outreach program	CE	2	50	50	0
	NSS/NCC/Health and Wellness/Yoga/Education sports/Cultural activities and Fine/Applied/Visual/ Performing Arts	CC	2	50	50	0
			22	550	250	300

Exit with UG Diploma with 4 extra credits (44 + 4 credits)

Course Syllabus

Semester III

3.1 Major (Core)

Course Title	Community ,Family and Marriage Studies
Course Credits	4 : (2+2)
Course Outcomes	After going through the course, learners will be able to...
	1. Create awareness about the concept of marriage family and parenthood
	2. Apply knowledge in selecting life partner and managing family life
	3. Develop basic skills future parent food
	4. Appreciate , analyze and enhance views of youth and young parents about successful marriage and family life
Module 1 (Credit 1) Families in different communities and it's structure	
Learning Outcomes	After learning the module, learners will be able to...
	1.Acquire knowledge about concept of family it's structure in different communities 2.Create awareness about changing trends in family life 3. Recognise potential reasons for family crisis and finding way outs for resolving them.

Content Outline	<p>Unit 1: Meaning of the term family , it's history,composition and structure</p> <ol style="list-style-type: none"> 1. Practices patterns and types of families 2. Changing family patterns and changing roles of husband and wife in family 3. Family life cycle meaning and different stages of family life cycle. <p>Unit II : family life and adjustments</p> <ol style="list-style-type: none"> 1. Family responsibilities 2. Adjustments and crisis within family: areas and patterns of adjustment within family 3. Alternate family patterns causes characteristics and implications <p>III: Crises in family and counselling</p> <ol style="list-style-type: none"> 1. Meaning of crisis and , types and causes for different family crises 2. Family counselling : need and objectives
Module 2 (Credit 1) Parenthood	
Learning Outcomes	After learning the module, learners will be able to...
	<ol style="list-style-type: none"> 1. Gain in depth understanding about plant parenthood 2. Develop right attitude towards right parenting styles 3. Seek professional helps when he need for resolving issues related to child upbringing

Content Outline	<p>Unit1: Introduction to planned parenting</p> <p>A. Concept and significance of plant parenthood</p> <p>B. Joys and hazards of parenting</p> <p>Unit II : Birth control for couples</p> <p>Unit III: Parenting</p> <p>A. Parenting styles and impact</p> <p>B.. Parenting at different ages</p> <p>C. Challenges of parenting in contemporary society.</p> <p>D. Parent counseling</p>
Module 3 (Credit 1)	Marriage
Learning Outcomes	<p>After learning the module, learners will be able to...</p> <ol style="list-style-type: none"> 1. implement criteria or guidelines for meet selection 2. equip with available modes of meet selection 3. analyze views of youth about marriage and ready is required for successful marriage

Content Outline	<p>Unit 1 : Introduction to marriage</p> <p>A meaning history and. Concept of marriage as an institution</p> <p>B. Mate selection : meaning, guidelines and modes of election</p> <p>Unit 2 : Marriage preparations</p> <p>A. Goals of modern marriage</p> <p>B. Preparing one cell for marriage</p> <p>C. Marital counselling pre marital and post marital counselling</p> <p>D. Engagement : definition goals and objectives of engagement</p> <p>Unit : 3 Marriage</p> <p>A. Marriage types in India in different era, modern marriage types and rituals,</p> <p>B. Traditional marriage and court marriage</p> <p>Unit : 4 Post marriage period</p> <p>A. Honeymoon : preparations and management</p> <p>B. Adjustments with after marriage life</p> <p>C. Marriage counselling : An introduction</p>
Module 4 (Credit 1)	Marriage family and legal perspective
Learning Outcomes	After learning the module, learners will be able to...

	<ol style="list-style-type: none"> 1. equip with legal provisions for healthy happy and safe marriage and family life 2. Analyse role of mass media in educating youth about marriage and family life 3. write attitude towards elderly members in family
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Content Outline	<p>Unit1 : laws related to marriage</p> <p>Unit 2: legal provision for family life and working women</p> <p>Unit 3: legal provisions for elderly protection</p> <p>Unit 4: Functions of National commission for women</p> <p>Unit 5: Role of media on marriage and family dynamics</p>
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Class debate on nuclear family and joint family
3. Skit presentations on alternate family patterns and management strategies
4. Views of youth about marriage unreadiness required for successful marriage
5. Survey on challenges faced by parents while ab bringing their children
6. Class debate on self choice marriage and parent choice marriage
7. Scrap book on legal provisions for marriage and family life, elderly protection
8. Role of mass media in educating youth about facts for successful marital life : Film viewing : ki and ka , Thappad, secret superstar, toilet - ek Prem Katha , lapata ladies etc.

References

1. Benokraitis, V. N. (2011). **Marriages and Families: Changes, Choices and Constraints**, 7th edition, prentice hall, New Jersey.
2. Blood, Robert and Wolfe (1960). **Husband and Wife: Dynamics of Married Life**, Free Press, New York.

3. Coleman, C.J. (1988) *Intimate Relationships, Marriage & Family* (2nd Ed.). New York: Macmillan Publishing Company.
4. Duvall, E.M. (1977). *Marriage and Family Development*, 5th edition, Lippincott Co. Philadelphia.
5. Dyer, E.D. (1983). *Courtship, Marriage and Family, American Style*, the Dorsey Press, Illinois.
6. Edward, N.J. & Demo, H.D. (1991). *Marriage and family transition*. London: Allyn & Bacon.
7. Gore, (1969). *Urbanization and Family Change*, Popular Prakashan, Bombay.
8. Henslin, J. M. (ed.) (1989). *Marriage and Family in a Changing Society*, The free press, U.S.A.

Course Syllabus

Semester III

3.2 Major (Core)

Course Title	Applied Dietary Management in Human Health
Course Credits	4 (2 Th+2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Develop dietary care approach based on individual needs and diet-related disorders
	2. Evaluate unique nutritional needs of specific life stages
	3. Reviewing and applying dietary recommendations for various age groups and life stages
	4. Apply principles of dietary management to improve health and well being in community settings
	5. Design and implement health and dietary initiatives to promote healthy eating and life styles as future professionals working in ICDS, KVK, NGO etc.
Module 1 (Credit 1) (Th) Introduction to Dietary management and Health	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Analyze the role of dietary management in health promotion and disease prevention 2. Develop skills to understand diet and its application to human health across the life span
Content Outline	<p>Unit 1: Dietary Management</p> <p>Balanced Diet</p> <p>Food Pyramid, Food Groups , My plate for the Day</p> <p>Nutrient Requirements, RDA, EAR, TUL</p> <p>Dietary Guidelines</p> <p>Diet Planning</p> <p>Unit 2: Health</p> <p>Relationship between diet and health</p> <p>Diet related health issue</p> <p>Dietary nutritional disorders: Under nutrition, Obesity, Anemia , PEM</p> <p>Lifestyle Diseases: Diabetes, Heart Disease</p>
Module 2 (Credit 1) (Th) Dietary needs for different age groups and life stages	
Learning Outcomes	After learning the module, learners will be able to

	<ol style="list-style-type: none"> 1. Analyze the dietary requirements across various life stages and physiological conditions 2. Relate dietary requirements to biological requirements of human at different life stages
Content Outline	Unit 1: Age Groups Infancy Childhood Adolescence Adulthood Old Age Unit 2: Physiological stages Pregnancy lactation
Module 3 (Credit 1) (Pr) Dietary management for different age groups and life stages	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Developing Practical skills ,techniques and competencies in dietary management different age groups and life stages 2. Role of future professionals working for the community to address dietary needs and manage health.
Content Outline	Unit 1: Age Groups Infant: Diet chart, Complementary food , Healthy snacks Childhood :Diet for children Adolescence : Balanced diet for Girls and Boys Adulthood : Balanced diet for adult woman and man Old Age: Balanced diet for elderly woman and man Unit 2: Physiological stages Pregnancy : Balanced diet for additional dietary requirement Lactation: Balanced diet for additional dietary requirement
Module 4 (Credit 1) (Pr) Dietary management for Specific Health conditions	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Developing Practical skills ,techniques and competencies in dietary management for Specific Health conditions 2. Role of future professionals working for the community to address Specific Health conditions.
Content Outline	Unit 1: Dietary nutritional disorders Dietary modifications for Under nutrition Dietary modifications for Anemia Dietary modifications for PEM Dietary modifications for Obesity

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1 (Credit 1) (Th) Introduction to Dietary management and Health

Survey on Dietary pattern and diet related health issues

Module 2 (Credit 1) (Th) Dietary needs for different age groups and life stages

Project on dietary requirements across various age groups and physiological conditions

Module 3 (Credit 1) (Pr) Dietary management for different age groups and life stages

Formulate and implement dietary plans to address nutritional needs and manage health for different age groups and life stages

Module 4 (Credit 1) (Pr) Dietary management for Specific Health conditions

Formulate and implement dietary plans to address nutritional disorders

Summative Evaluation: Health Awareness Individual /Group Activity: Demonstration /Exhibition for the community

References

1. Mudambi, S.R. and Rajgopal, M.V. (2020), *Fundamentals of Foods, Nutrition and Diet Therapy*, New Age International Pvt. Ltd.
2. Joshi, S (2021), *Nutrition and Dietetics* (5th Edition), McGraw Hill.
3. Bamji, M.S. (2019), *Textbook of Human Nutrition* (4th Edition), Oxford.
4. Agarwal, A and Udipi, S. A. (2022). *Textbook of Human Nutrition* (2nd Edition), Jaypee Brothers Medical Publishers (P).
5. B. Srilaxmi (2014) *Dietetics*, 7th Edi. New Age International Publication, Mumbai.
6. Dietary Guideline for Indians, (2024) NIN, Hyderabad.
7. Nutrition Requirements for Indians, A Report of the Expert Group, 2020, ICMR-NIN, MoHFW

3.3 Major Core

Human Clothing and Apparel Design (04 (credits).	
Course Outcomes:	
	1. Students will get acquainted with human clothing
	2. To Inculcate the knowledge about clothing.
	3. To acquire knowledge of organic textiles.
	4. Provide an extensive overview of developing apparel design.
Module 1. (credit 1) Introduction to human clothing.	
Learning Outcomes After learning the module, learners will be able to.	
	1. To learn about care labels and brands.
	2. To know about human clothing.
	3. To acquire knowledge about ecofriendly textiles
Course Outline...	
Introduction to human clothing	
	❖ Meaning of Human clothing.
	❖ Importance of clothing
Ecofriendly textiles/clothing	
	❖ Organic textiles
	❖ Care labels and brands.
Module 2 (Credit))	
Aspects of Human Clothing.	
Earning outcomes: - After learning the module, learners will be able to	
	1. To acquire knowledge about various aspects of human clothing
	2. To groom personality using knowledge of clothing.
Course Outline:	
	❖ Aspects of Human clothing.
	❖ Physical aspects.
	❖ Psychological aspects
	❖ Cultural aspects
	❖ Social aspects.
	❖ Role of clothing in personal grooming.

Module NO.3

Introduction to Apparel design.

Learning outcomes

1. To understand the concept related to elements & principles of design.
2. To equip the students with the skills of pattern making.
3. To enhance the knowledge of fabric types.

Course Outline

- ❖ Meaning of Apparel.
- ❖ Scope of Apparel designing
- ❖ Elements and principles of design.
- ❖ Principles of clothing construction.
- ❖ Fabric types.
- ❖ Clothing selection.

Module No. 4.

Learning outcomes.

1. Foster personal inspiration to design apparels.
2. To experience basic fashion drawing
3. To aware about fabric garment construction techniques.

Course outline. Basic Silhouette types.

- ❖ Basic fashion drawing techniques.
- ❖ Fundamentals of apparel design.
- ❖ Garment construction techniques.

Assignment: To collect samples for care labels & brands (Mod-1)

- ❖ Make fabric swatch file. (Mod.3)▪
- ❖ Portfolio for apparel design. (Mod.4)▪
- ❖ Continuous evaluation. and presentation (Mod 2\ } \ })▪

References & Concepts of Apparel Manufacturing. by Dr. JyotiBhasin Chaudhary. 2019. Evince pub Publishers.

- ❖ fashion design and technology, Theory & Practical, by Kapildev, Meenakshisingh. 2006▪
- ❖ Textbook of Fabric Science by SeemaSekhri, 2022.
- ❖ Textile Science. by E.P.G. Gohi, L.A. Vilensky 2005.
- ❖ Indian textiles by John Gillow Themes and Hudson. ▪

Semester: III

3.5 (OEC) : Applications of Basic Biotechnology for Community Development I

Sericulture I: Mulberry Silkworm Rearing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Sericulture : Mulberry Silkworm Rearing	02	02	00	00

Course Outcomes (COs) On completion of the course, the students will be able to:

CO1	Articulate the basic concept of Sericulture, its importance, history and present status. Describe the taxonomy, morphological sex differences in pupa, larvae and adult of silkworm.
CO2	Differentiate between different life stages of silkworm and explain their life cycle. Discuss control and prevention of pests and diseases.
CO3	Demonstrate and discuss the culture methods of B.mori. Outline the silkworm rearing technology.
CO4	Differentiate diseases of silk worms and different methods for control. Outline the important tools and equipment's used in sericulture
CO5	Write about judicious use of their by-products and moriculture. Evaluate, appreciate and specify the importance of embarking on self-employment through rearing of silkworms.

Unit. No.	Title of Unit and Contents	No .of Lectures
01	1. Introduction to Sericulture: 1.1 Definition, history and present status;	10

	<p>1.2 Silk route Types of silkworms, Distribution and Races.</p> <p>1.3 Study of different classifications</p> <p>1.4 Biology of Silkworm: - 1.5 Life cycle of Bombyxmori Structure of silk gland and secretion of silk</p>	
02	<p>2. Rearing of Silkworms</p> <p>2.1 Selection of mulberry variety and establishment of mulberry garden</p> <p>2.2 Rearing house and rearing appliances</p> <p>2.3 Disinfectants: Formalin, bleaching powder</p> <p>2.4 Silkworm rearing technology: Early age and Late age rearing</p> <p>2.5 Types of mountages Spinning, harvesting and storage of cocoons</p>	08
3.	<p>3.Cultivation of mulberry: 3.1 a) Varieties for cultivation b) Rainfed and irrigated mulberry cultivation- Fertilize schedule, Prunning methods and leaf yield</p> <p>3.2 Harvesting of mulberry: a) Leaf plucking b) Branch cutting c) Whole shoot cutting</p> <p>3.3 Silk worm rearing: a) Varieties for rearing b) Rearing house c) Rearing techniques</p>	06

04	4.1 Pests of silkworm 4.2 Silkworm diseases: Protozoan, viral, fungal and bacterial (any two).	06
	4.3 Control and prevention of pests and diseases	

Learning Resources:

1. Handbook of Practical Sericulture: S.R. Ullal and M.N. Narasimhanna CSB, Bangalore
2. Appropriate Sericultural Techniques; Ed. M. S. Jolly, Director, CSR & TI, Mysore. 3. Handbook of Silkworm Rearing: Agriculture and Technical Manual-1, Fuzi Pub. Co. Ltd., Tokyo, Japan 1972.
4. Manual of Silkworm Egg Production; M. N. Narasimhanna, CSB, Bangalore 1988.
5. Silkworm Rearing; Wupang—Chun and Chen Da-Chung, Pub. By FAO, Rome 1988.
6. A Guide for Bivoltine Sericulture; K. Sengupta, Director, CSR & TI, Mysore 1989.
7. Improved Method of Rearing Young age silkworm; S. Krishnaswamy, reprinted CSB, Bangalore, 1986.

Semester: IV (OEC) : Applications of Basic Biotechnology for Community Development II

Sericulture II: Mulberry Silkworm Rearing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Sericulture : Mulberry Silkworm Rearing	02	00	00	02

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the students aware about the significance of sericulture as a profit-making enterprise.
2. To help the students to understand the biology of silkworms and its nutritional requirement to secrete quality silk.
3. To give an understanding about the techniques of silkworm rearing, reeling of silk and various measures to be taken to maximize the benefits.

4. To help the students to know about various uses of silk and develop entrepreneurial skills required for self-employment in sericulture and silk production sector.

Learning Outcomes

Upon completion of the course, students should be able to:

1. Learn about the history of sericulture and silk route.
2. Recognize various species of silk moths in India, and exotic and indigenous races.
3. Be aware about the opportunities and employment in sericulture industry- in public, private and government sector.
4. Gain thorough knowledge about the techniques involved in silkworm rearing and silk reeling.
5. Develop entrepreneurial skills necessary for self-employment in mulberry and seed production and be apprised about practicing sericulture as a profit-making enterprise.
6. Enhance collaborative learning and communication skills through practical sessions, team work, group discussions, assignments and projects.

SYLLABUS :

Introduction to sericulture. Life cycle of silkworm and its characteristic features, Rearing of mulberry silk worm (**15 Weeks**)

Practical

1. Study of models of rearing houses, appliances used in silkworm rearing
2. Preparation and application of disinfectants in rearing house and appliances
3. Technique for hot and cold acid treatment of silkworm eggs, its advantages and disadvantages
4. Rearing Techniques: Harvesting and preservation technique; leaf selecting for different instants; mulberry leaf estimation; Identification of moulting larva, care during moulting, mounting and mounting density, types of mountages; Harvesting of cocoons, assessment of cocoons.
5. Selection of moth, pairing and despairing, preparation of eggs (loose and sheet, surface sterilization of eggs
6. Visit to seed cocoon markets, commercial grainage and cold storage centre to know activities of cocoon markets, preparation of laying and cold storage of eggs.
7. Mulberry Crop Cultivation: Preparation of nursery beds, Different propagation methods – grafting and layering, Planting System and Intercultural Operations: - pit and row system, mulching, irrigation.
8. Visit to Sericulture research institute

Essential Readings

1. Manual on Sericulture (1976); Food and Agriculture Organisation, Rome Ullal, S.R. and Narasimhanna M.N. (1987) Handbook of Practical Sericulture; 3rd Edition, CSB, Bangalore

Suggested Readings

1. Yonemura, M. and Rama Rao, N. (1951) A Handbook of Sericulture. I. Rearing of silk-worms. Government Branch Press, Mysore.
2. Ananthanarayanan, S. K. (2008) Silkworm Rearing. Daya Publishing House Aruga, H. (1994). Principles of Sericulture. CRC Press

Major Core 4.1

Community Extension and Communication

Course Title	Community Extension and Communication
Course Credits	4 (Th – 2 & Pr.- 2)
Course Outcomes	The course will enable the students to: 1. Acquire professional skills about extension activities in community. 2. Apply knowledge for methods of community contact. 3. Acquire presentation Skills about communicating peoples. 4. Design and develop effective techniques for communication.
Module 1 (Credit 1) - Concept of Extension:	
Learning Outcomes	This will enable students to:
	1. Develop an understanding about the concept of Extension. 2. Become aware of the significance of Home Science Extension.
Content Outline	1. Concept, Need and Scope of Extension. 2. Principles, philosophy and trends of Extension Education. 3. Home Science Extension- Need and Significance. 4. Qualities of an extension worker Introduction to Right to information Act (RTI).
Module 2 (Credit 1) - Communication for Extension:	
Learning Outcomes	This will enable students to:
	1. Develop an understanding of different audio visual aids available for communication and extension
Content Outline	1. Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication. 2. Importance of communication for Extension Work. 3. Models of communication. 4. Communication Methods: Individual Methods- Interview, Home and Farm visits.

	Group Methods- Demonstration, Lecture, Workshop and Discussions.
Module 3 (Credit 1) - Audio visual aids and Preparation of Graphic Aids:	
Learning Outcomes	This will enable students to:
	<ol style="list-style-type: none"> 1. Acquire knowledge of communication. 2. Comprehend the different models of communication. 2. Identify and use different methods of communication.
Content Outline	<ol style="list-style-type: none"> 1. Audiovisual aids-Meaning, Different Audio-Visual aids, importance and selection 2. Classification –Edgar dales cone of experience 3. Importance of the cone of experience in learning 4. Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group.
Module 4 (Credit 1) - Need Assessments of Community:	
Learning Outcomes	This will enable students to:
	<ol style="list-style-type: none"> 1. Explore the community for Extension activities. 2. Apply the skills for enhancing the Extension Work. 3 Explore community opinions and field conditions.
Content Outline	<ol style="list-style-type: none"> 1. Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc. 2. Conducting a survey on different issues and preparing a report Planning and preparing 3. Compilation of data collected utilizing it for preparing.

EVALUATION:

1) Continuous Evaluation = 25 Marks per Module

- 2) Internal: (Theory -15 + Practical - 10) = 25 marks
- 3) External: (Theory -50 + Practical – 25) =75 marks
- 4) Total: Internal - 25 + External – 75 = 100 marks

REFERENCES:

1. Chandra, A., A. Shah, U. Joshi (1989) *Fundamentals of Teaching Home Science*, Sterling Publication, New Delhi.
2. Dahama, O.P., O. P. Bhatnagar (1995) *Education and Communication for Extension, Communication and Management*, Naya Prakash, Calcutta Development, Oxford and IBH Publication, New Delhi.
3. Ray G. L. (2003) *Extension Communication and Management*. Kalyani Publishers 23, Daryaganj, New Delhi 110002

Course Syllabus

Semester IV

4.2 Major (Core)

Course Title	Resource management and accessories design
Course Credits	4 (2 Th+2 Pr)
Course Outcomes	After going through the course, learners will be able to
	3. Identify and describe resources
	4. Analyze the importance of management process.
	5. Develop and apply the different roles and skills required for effective management
	6. Students can differentiate the roles of accessories for home and fashion
	7. Develop conceptual thinking about designing
Module 1 (Credit 1) (Th) Introduction to Resource management	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Identify and describe resources 2. Analyze the importance of management process
Content Outline	Unit 1: Resources Definition Types Factors affecting Use of resources Management of household resources Unit 2 Management process Planning Organizing Controlling Evaluating Management process Time management Energy management
Module 2 (Credit 1) (Th) Accessory Design Concepts	
Learning Outcomes	After learning the module, learners will be able to

	<ol style="list-style-type: none"> 1. Students will gain awareness about types of designing. 2. The program will develop conceptual thinking about designing. 3. Students will be able to express their designs through presentations.
Content Outline	<ol style="list-style-type: none"> 1. Elements and principles of design 2. Types of designs 3. Types of accessories for home 4. Types of accessories for apparel 5. Functionality and aesthetics
Module 3 (Credit 1) (Pr) Resource management Application	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 3. develop the different skills required for effective management 4. Apply management process for successful event
Content Outline	<p>Unit 1: Resource management Application</p> <p>Identification of human and non human resources</p> <p>Identifying community resources</p> <p>Application of management process – planning, organization, evaluation.</p> <p>Time management Activity.</p>
Module 4 (Credit 1) (Pr) Designing Various Accessories	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> ❖ Students will be able to present their own accessory ideas. ❖ Students can differentiate the roles of accessories for home and fashion.
Content Outline	<p>Unit 1: Accessories for Home Decor:</p> <p>Lighting, Wall hangings, Tabletop items ,Furniture tops, Sculptures, Flowers and plants, Wall art and , and planters, etc.</p> <p>Accessories for Fashion</p> <p>Jewelry, Scarves, Stoles, Bags, Headwear, Footwear, Belts, Bows, Watches, Sunglasses, etc</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1 (Credit 1) (Th)

Project on Identification of human and community resources

Module 2 (Credit 1) (Th)

Making portfolio by of any accessories (fashion or home)

Module 3 (Credit 1) (Pr)

Plan an programme applying management process.

Module 4 (Credit 1) (Pr)

Making file for sketching of accessories

References:-

1. . Saksena S.C., (1977): Business Administration and Management Sahitya Bawan, Agra.
2. Chatterjee S.S. (1980): 'An introduction to management- Its principles and techniques' World Press Pvt. Ltd, Calcutta.
3. Gross, Crandall and Knoll. (1980) Management for Modern Families. Prentice Hall Inc.
4. Interior design and decoration. byPremavathySeetharaman 2019.Indian Interiors.
5. Angelika Taschen, Deidi Von Schaewen. 2007. Basics Fashion Design og Designing Accessories. 2021. John Lau.
6. Fashion accessories. Sourcebook. John Peacock 2000.

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Course Syllabus

Semester IV

4.3 Major (Core)

Course Title	Value added product development
Course Credits	4 (2Th+2 Pr)
Course Outcomes	After going through the course, learners will be able to
	1. Analyze the process of producing value-added products and market needs
	2. Develop creativity, critical thinking and innovative solutions for new products considering market trends
	3. Participate in hands-on projects to apply learned concepts and develop practical skills
	4. Develop skills of transforming raw materials, adding features, improving aesthetics, or enhancing convenience.
	5. Develop strategic approach for greater business success
Module 1 (Credit 1) (Th) Introduction to value added product	
Learning Outcomes	After learning the module, learners will be able to
	1. Evaluate a product's value through various means and industry insights 2. Enhance ability to understand concept of value addition and products development
Content Outline	Unit 1: Value added product Definition Attributes Purpose Benefits Limitations Unit 2:Value Addition Need Approaches Types
Module 2 (Credit 1) (Th) Types of value added products	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze types of value added products with its associated problems. 2. Critically evaluate and find practical solutions for problems related with value added products.

Content Outline	<p>Unit 1: Conventional</p> <p>Value-added products</p> <p>Problems associated with conventional value added products.</p> <p>Unit 2: Emerging</p> <p>Value-added products</p> <p>Waste Utilization in Value-Added Products especially farm waste</p> <p>Recommendations for successful value-added product development</p>
Module 3 (Credit 1) (Pr) Value added food products development	
Learning Outcomes	After learning the module, learners will be able to
	<p>1. Develop ability to participate in hands-on activities, such as designing, processing, conducting market research, or building a business plan.</p> <p>2. Apply entrepreneurial skills, including business planning, marketing</p>
Content Outline	<p>Current market trends</p> <p>Food processing</p> <p>Scaling of food for commercial production</p> <p>Food Safety and regulatory information</p> <p>Marketing and business planning</p>
Module 4 (Credit 1) (Pr) Value added food products development	
Learning Outcomes	After learning the module, learners will be able to
	<p>1. Apply knowledge of the product development process</p> <p>2. Develop practical skills and knowledge that make them more competitive</p> <p>3. equip with the necessary expertise for industry readiness</p>

Content Outline	Conventional value-added products : Dairy Products Butter Cheese/ Paneer Grain Products Cereal grains : Wheat germ Millet: Flour Cottage Foods Pickle Spices Dehydrated produce Preserved/Canned goods Jams Jellies Syrup Sauces Emerging value-added products Organic products Locally available product / Specialty products
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1 (Credit 1) Introduction to value added product

Market survey on value added products

Module 2 (Credit 1) Types of value added products

Project on problems associated with value added products

Module 1 (Credit 1) Value added food products development

Project on preparation of value added food product business plan

Module 2 (Credit 1) Value added food products development

Planning and preparing value added food products

References

1. Bachmann J, 1999. "Adding value to farm products".
2. **Millet Production, Processing and Value-added Products Handbook" by P. K. Chattopadhyay:**

3. **Value Addition of Horticultural Crops: A Handbook For Rural Foodpreneurs" by Y.Prabhabati Devi, Heikham Naresh Singh, and Subhra Saikat Roy:**
4. **"Value Addition of Horticultural Crops: Recent Trends and Future Trends" by S.K. Acharya and K.K. Acharya**
5. Girdhari Lal, G.S. Siddappa and G.L. Tandon (1959) ICAR publication, New Delhi.
6. Jood, S. and Khetarpaul, N. (2002). Food Preservation. Geeta Somani Agrotech Publishing Academy, Udaipur.

