SYLLABI FOR FOUR-YEAR UNDERGRADUATE PROGRAMME

IN

COMMUNITY SCIENCE

AS PER NATIONAL EDUCATION POLICY (NEP) 2020

LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

NORTH LAKHIMPUR, LAKHIMPUR -787031, ASSAM

Recommended by the 1st meeting of the Board of Studies (BoS), Department of Community Science, and approved by the 1st meeting of the Academic Council of Lakhimpur Girls' College (A), held on 28 June 2026, vide Resolution No. AC/1/2026/05.

Endorsed Syllabi of Dibrugarh University as model syllabi for the development of the syllabi of the Department of Community Science, Lakhimpur Girls' College (A), with necessary modifications/additions, keeping in view the contexts and academic requirements

FYUGP SYLLABI
DEPARTMENT OF COMMUNITY SCIENCE
LAKHIMPUR GIRLS' COLLEGE (AUONOMOUS)

- **THE PREAMBLE**

The National Education Policy (NEP2020) is a ground breaking 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 21stcentury.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 16th May, 2026, endorsed the detailed program structure and syllabus for FYUGP in Community Science. 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 inter sections 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 exitoptions-

1. A certificate after completing1year of study
2. A diploma after completing 2yearsof 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) IN COMMUNITY 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 under scores 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 family Studies, Resource Management and Design Application, Development Communication and Extension and Fabric and Apparel Sciences. In this course, the students will earn 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 analyse 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**
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PEO1.: Equip students with comprehensive knowledge and understanding of the various domains of Community Science, including nutrition, textiles, human development, family studies, and resource management.

PEO2.: 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.: Instil a strong sense of ethical and professional responsibility, emphasizing the importance of integrity, confidentiality, and ethical behaviour 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 Leaning 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

LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

FYUGP Structure as per UGC Credit Framework of December, 2022

Year	Semester	Course	Title of the Course	Total Credit
Year01	1st Semester	COMS-MAJ-4-101	Fundamentals of Community Science	4
		COMS-MIN-4-101	Fundamentals of Community Science	4
		COMS-GEC-3-101	Human Nutrition	3
		COMS-SEC-3-101	Food Preservation and Processing	3
		UGP-VAC-2-101/ UGP-VAC-2-102	Understanding India/ Health and Wellness	2
		ASM-AEC-4-101/ HIN-AEC-4-101	Modern Indian Language	4
				20
	2nd Semester	COM-MAJ-4-201	Human Development-I The Childhood Years	4
		COMS-MIN-4-201	Fundamentals of Textiles	4
		COMS-GEC-3-201	Gender and Social Justice	3
		COMS-SEC-3-201	Hospitality- Food and Beverage Service Steward	3
		UGP-VAC-2-201/ UGP-VAC-2-202	Environmental Science/ Yoga Education	2
		ENG-AEC-4-201	English language and Communication Skills	4
				20

Abbreviations Used:

- **MAJ= Major**
- **MIN= Minor**
- **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, nutritional 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: Analyse 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 behaviour 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. Applyprinciplesofhumandevelopmentandfamilystudiestoassessandaddressthe 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,andenvironmentalsciencetoaddresscomplexissuesrelatedto home and family welfare.

Indian Knowledge System (IKS) Content (Upto 2nd semester)

Semester	Paper code& title	Content	Credit
Semester I	COMS-MAJ-4-101 (Fundamentals of Community Science)	Modern Concept of Community Science and the Indian Perspective	1
	COMS-MIN-4-101 (Fundamentals of Community Science)	Extension and Communication Management in the Indian Context	1
Semester II	COMS-GEC-3-201 (Gender and Social Justice)	Women's movement in India	2

DETAILED SYLLABUS OF

B.A. / B.Sc. 1st Semester
Course Title: FUNDAMENTALS OF COMMUNITY SCIENCE
Course Code: COMS-MAJ-4-101
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 explain the meaning and core components of Community Science in relation to individual, family, and community development.
- Students will describe the objectives and philosophical foundations of Community Science and relate them to societal welfare and sustainable development.
- Students will analyze the evolution of Community Science from traditional Home Science to its modern multidisciplinary approach.
- Students will examine the historical development and growth of Community Science in India.
- Students will evaluate the relevance of Community Science in addressing contemporary community issues and improving quality of life.

CO2: Areas of Community Science

ILO:

- Students will explain the fundamental concepts of Food Science and Nutrition, including health, food, nutrients, and nutrition, and describe the physiological, psychological, social, and spiritual functions of food.
- Students will classify basic food groups (energy-giving, body-building, protective and regulatory foods) and examine the role of nutrition in improving population health.
- Students will describe the meaning, definition, and economic importance of the textile industry in India, and classify textile fibres based on their properties.
- Students will differentiate between primary and secondary properties of fibres and apply appropriate textile and fashion terminologies in academic and professional contexts.
- Students will explain the interdisciplinary nature of Human Development and Family Studies, and analyze the stages and domains of development in promoting holistic growth of children.
- Students will describe the meaning, characteristics, and classification of resources, and evaluate

the role of resource management in strengthening family and community development.

- Students will explain the basic principles and concepts of extension education and communication management, and demonstrate understanding of their role in community development programmes.

CO3: ILO

Career Avenues in Community Science

- Students will identify the interests, aptitudes, and abilities required for various vocations within the field of Community Science.
- Students will describe career opportunities related to different areas of Community Science, including Food Science and Nutrition, Textiles and Apparel designing, Human Development and Family Studies, Resource Management and Consumer studies, and Extension and Communication Management.
- Students will analyze the scope of self-employment and entrepreneurship opportunities in Community Science sectors.
- Students will evaluate the role of Community Science education in empowering individuals, strengthening families, and promoting societal development.
- Students will demonstrate awareness of professional ethics, lifelong learning, and skill development required for successful careers in Community Science.

CO4: ILO

Information and Communication Technology in Community Science

- Students will explain the concept and definition of Information and Communication Technology (ICT) in the context of Community Science.
- Students will examine the role of ICT in enhancing education, research, extension, and community development activities in Community Science.
- Students will identify and describe various ICT tools used in Community Science, such as digital communication platforms, data management software, e-learning resources, and social media tools.
- Students will demonstrate the ability to utilize ICT tools for effective communication, awareness generation, and dissemination of community-based programmes.
- Students will evaluate the impact of ICT integration in improving outreach, empowerment, and sustainable development initiatives.

Units	Contents	L	T	P	Total Hours
I 15 Marks	**Concept of Community Science** 1.1 Meaning and components of Community Science. 1.2 Objectives and philosophy of Community Science. 1.3 Modern concept of community Science and the Indian perspective. 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, interdisciplinary nature of Human Development, Stages and domains of development, role of human development in promoting holistic development of children. 2.4 Resource Management and Consumer Studies**:** Meaning and definition, Characteristics 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 Community 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

MODESOFIN-SEMESTERASSESSMENT: **40 Marks**

Two Internal Examinations	-	20 Marks
Group Discussion		05 Marks
Seminar presentation/Assignment		08 Marks
Viva-Voce		02 Marks
Attendance		05 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.

DETAILED SYLLABUS OF

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

Course Title: FUNDAMENTALS OF COMMUNITY SCIENCE

Course Code: COMS-MIN-4-101

Nature of Course: Minor

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 explain the meaning and core components of Community Science in relation to individual, family, and community development.
- Students will describe the objectives and philosophical foundations of Community Science and relate them to societal welfare and sustainable development.
- Students will analyze the evolution of Community Science from traditional Home Science to its modern multidisciplinary approach.
- Students will examine the historical development and growth of Community Science in India.
- Students will evaluate the relevance of Community Science in addressing contemporary community issues and improving quality of life.

CO2:

Areas of Community Science

ILO:

- Students will explain the fundamental concepts of Food Science and Nutrition, including health, food, nutrients, and nutrition, and describe the physiological, psychological, social, and spiritual functions of food.
- Students will classify basic food groups (energy-giving, body-building, protective and regulatory foods) and examine the role of nutrition in improving population health.

- Students will describe the meaning, definition, and economic importance of the textile industry in India, and classify textile fibres based on their properties.
- Students will differentiate between primary and secondary properties of fibres and apply appropriate textile and fashion terminologies in academic and professional contexts.
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- Students will describe the meaning, characteristics, and classification of resources, and evaluate the role of resource management in strengthening family and community development.
- Students will explain the basic principles and concepts of extension education and communication management, and demonstrate understanding of their role in community development programmes.

CO3: ILO

Career Avenues in Community Science

- Students will identify the interests, aptitudes, and abilities required for various vocations within the field of Community Science.
- Students will describe career opportunities related to different areas of Community Science, including Food Science and Nutrition, Textiles and Apparel designing, Human Development and Family Studies, Resource Management and Consumer studies, and Extension and Communication Management.
- Students will analyze the scope of self-employment and entrepreneurship opportunities in Community Science sectors.
- Students will evaluate the role of Community Science education in empowering individuals, strengthening families, and promoting societal development.
- Students will demonstrate awareness of professional ethics, lifelong learning, and skill development required for successful careers in Community Science.

CO4: Information and Communication Technology in Community Science

ILO:

- Students will explain the concept and definition of Information and Communication Technology (ICT) in the context of Community Science.
- Students will examine the role of ICT in enhancing education, research, extension, and community development activities in Community Science.
- Students will identify and describe various ICT tools used in Community Science, such as digital communication platforms, data management software, e-learning resources, and social media tools.
- Students will demonstrate the ability to utilize ICT tools for effective communication, awareness generation, and dissemination of community-based programmes.
- Students will evaluate the impact of ICT integration in improving outreach, empowerment, and sustainable development initiatives.

Units	Contents	L	T	P	Total Hours
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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, interdisciplinary nature of Human Development, Stages and domains of development, role of Human development in promoting holistic development of children. 2.6 Resource Management and Consumer Studies**:** Meaning and definition, Characteristics if resources, Classification of resources, role of resource management in the development of family and community. Extension and Communication Management in Indian context**:** 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

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Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

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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

MODESOFIN-SEMESTERASSESSMENT: 40 Marks

Two Internal Examinations	-	20 Marks
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6. Screne, S., Ahlawat, S. Textbook of Home Science Extension Education, Daya Publishing House

DETAILED SYLLABUS OF

B.A. / B.Sc. 1st Semester
Course Title: HUMAN NUTRITION
Course Code: COMS-GEC-3-101
Nature of Course: GEC
Total Credit: 3 Credit
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:

- Students will define and explain the concepts of food, nutrition, malnutrition, health, nutritional status, and diet.
- Students will differentiate between adequate nutrition, malnutrition and describe their impact on individual and community health.
- Students will analyze the interrelationship between food, nutrition, and health in maintaining overall well-being.
- Students will explain the various functions of food, including physiological, psychological, and social functions.
- Students will assess the importance of balanced diet in maintaining optimal nutritional status across different age groups.

CO2:

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

ILO:

- Students will explain the various classifications of food based on source, function, and nutrient composition.
- Students will classify foods into different food groups and describe their nutritional significance.
- Students will define balanced diet and explain its components in relation to age, sex, and physiological conditions.
- Students will discuss the importance of a balanced diet in maintaining health and preventing nutritional deficiencies.
- Students will interpret Balanced Diet Recommendations (BDR) and apply them in planning appropriate diets for individuals and families.

CO3:

Explain the nutrients present in food.

ILO:

- Students will classify the macro and micro nutrients present in food and explain their basic characteristics.
- Students will describe the concept of energy balance and its significance in maintaining healthy body weight and overall well-being.
- Students will explain the concept of functional foods and their role in promoting health beyond basic nutrition.
- Students will interpret Recommended Dietary Allowances (RDA) in planning diets for different age groups and physiological conditions.
- Students will identify dietary sources, functions, and requirements of carbohydrates, proteins, fats, vitamins, minerals, and water.
- Students will analyze the effects of deficiency and excess consumption of various nutrients on human health.
- Students will evaluate the role of balanced nutrient intake in the prevention of lifestyle and deficiency diseases.

CO4:

Assess the nutritional requirements during different stages of life cycle.

ILO:

- Students will explain the physiological changes and nutritional concerns during infancy, pre-school age, and adolescence.
- Students will describe the specific nutrient requirements and feeding practices appropriate for infants and young children.
- Students will analyze the increased nutritional needs during adolescence in relation to growth spurts and hormonal changes.
- Students will explain the physiological considerations and nutritional requirements during pregnancy.
- Students will describe the nutritional needs of lactating mothers and the importance of maternal nutrition for infant health.
- Students will evaluate the role of appropriate nutrition at different life stages in promoting optimal growth, development, and overall health.

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		
Procedrual 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 IN-SEMESTER ASSESSMENT: **40 Marks**

Two Internal Examinations:	20 marks
Group Discussion:	05 Marks
Seminar presentation/ Assignment:	08 Marks
Viva-Voce:	02 Marks
Attendance:	05 Marks

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.

DETAILED SYLLABUS OF

B.A./ B.Sc. 1st Semester
Course Title: Food Preservation and Processing
Course Code: COMS-SEC-3-101
Nature of course: Skill Enhancement Course (SEC)
Total Credit: 3 Credits
Distribution of Marks: End-Semester: 45 Theory + 15 Practical
In-Semester: 30 Theory + 10 Practical

Course Objectives

- To provide opportunity to the students to work with local/ regional entrepreneur in the field.
- To make the students skilled so that they can either work from home or they can establish their own small scale industry.
- To make the students competent so that they can get job opportunities provided by standard companies / factories in this area.

UNITS	CONTENTS	L	T	P
1 (15 marks)	1.1. Food preservation: Concept, importance, principles, goal 1.2. Food processing: Concept, importance, aim 1.3. Food Spoilage – Definition, causes 1.4. Food storage – Importance, changes during food storage	06	02	
2 (20 marks)	2.1. Methods of food preservation: preservation by low temperature, preservation by high temperature 2.2. Preservation by preservatives 2.3. Preservation by osmotic pressure a. High concentration of sugar b. High concentration of salt. 2.4. Preservation by dehydration 2.5. Food irradiation.	10	02	
3 (10 marks)	3.1. Food safety: -Sanitization and hygiene -Food safety rules 3.2. Laws on food and consumer protection	08	02	
4 (15 marks)	**Practical** 1. Preservation by preservatives (Any one) -Fruit Squash -Ketchup -Sauce 2. Preservation by high concentration of salt -Pickle/Chutney 3. Preservation by high concentration of sugar (Any one) -Jam -Jellie -Marmalade -Murabba -Mango slabs			15
	Total	24	06	15

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN- SEMESTER ASSESSMENT: 40 Marks

- Two Sessional Test 20 Marks
- Students have to choose any one of the following suggested activities in a semester for their in-semester assessment. 08 Marks
  - Seminar presentation of any concept
  - Writing report on study visits arranged by the institutes to organizations practicing these skills.
- Practical 07 Marks
- Attendance 05 Marks

LEARNER OUTCOMES:

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

- Become skilled entrepreneur
- Gain self competency and self confidence in the given skill

READING LIST:

1. Srilakshmi B. (2007), Food Science (Fourth Edition) New Age International (P) Limited, New Delhi.
2. Subhulakshmi G., Udipi A. Shobha and Ghugre S. Padmini (2021), Food Processing and Preservation (2nd Edition) New Age International Publishers, New Delhi.
3. Sankhla A., Mogra R. and Avinash P (2014) A Practical Guide to Food Preservation (1st Edition) Agrotech Publishing Academy, Udaipur.

DETAILED SYLLABUS OF

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

Course Title: HUMAN DEVELOPMENT-I THE CHILDHOOD YEARS

Course Code: COMS-MAJ-4-201

Nature of Course: Core

Total Credit: 4 Credit (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:

Introduction To Human Development

ILO:

- Students will explain the concept, need, and scope of Human Development in relation to individual and societal growth.
- Students will describe the domains and stages of human development across the lifespan.
- Students will explain the basic principles of growth and development and their significance in understanding human behaviour.
- Students will analyze the various biological, environmental, and socio-cultural factors influencing growth and development.
- Students will define developmental tasks and explain their purposes at different stages of life.
- Students will evaluate the importance of understanding developmental processes for promoting holistic development of individuals.

CO2:

Prenatal and Post-natal development and care

ILO:

- Students will explain the concept of reproductive health and its importance in ensuring healthy pregnancy and childbirth.
- Students will describe the stages of prenatal development and the major developmental changes occurring during each stage.
- Students will analyze physical and psychological problems that may occur during the prenatal period and their impact on mother and fetus.
- Students will classify the types of birth and identify common birth injuries and their possible causes.
- Students will explain the principles and practices of postnatal care for the mother and newborn baby.
- Students will examine the characteristics of infancy and different aspects of development during this stage.

CO3: Early and Late Childhood Period

ILO:

- Students will describe the characteristics and developmental tasks of early and late childhood.
- Students will explain the patterns of physical and motor development during early and late childhood.
- Students will analyze social and emotional development in children and its influence on personality formation.
- Students will examine cognitive and language development during childhood and their role in learning and communication.
- Students will evaluate the importance of supportive family and educational environments in promoting healthy development during childhood.

CO4: Develop practical knowledge and childhood activities and development

ILO:

- Students will conduct a field-based study and prepare a report on cultural practices of the community related to pregnancy and infancy.
- Students will design and develop appropriate educational tools for preschool children to promote learning and holistic development.
- Students will prepare educational materials for parents and caregivers to enhance awareness regarding child development, nutrition, and health.

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 and stages 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 2.4 Types of birth and birth injury. 2.5 Post-natal care of the mother and newborn baby. 2.6 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 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	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) - 08 Marks

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

Practical - 07 Marks

Attendance- 05 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 Blacksuan 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

DETAILED SYLLABUS OF

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

Course Title: FUNDAMENTALS OF TEXTILES

Course Code: COMS-MIN-4-201

Nature of Course: Minor

Total Credit: 4 Credit (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 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: ● Morphology of textile fibres ● Primary and secondary properties ● Fibre classification **1.2** Natural fibres: ● Cotton ● Silk ● Wool 1.3 Man-made fibers: ● Rayon ● Nylon ● Polyester ● Acrylic ● Elastomeric fiber	15	2	0	17
II 15 Marks	**Production and properties of Yarns and fabrics** 2.1 Yarn construction: ● Mechanical Spinning ● Chemical Spinning 2.2 Types of yarns: ● Simple yarns and Complex yarns 2.3. Yarn Properties 2.4. Methods of Fabric construction	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**	**Practica**l 1. Fiber Identification tests: ● Visual			15	15

	• Burning test • Microscopic test • Chemical test 2. 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) - 08 Marks

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

Practical- 07 Marks

Attendance- 05 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. VilenskyG., Textil eScience, CBSP ublishers and Distributors, Delhi.
5. Tortora, G.Phyllis,UnderstandingTextiles,McMillanCo.USA.
6. SekhriS.,TextbookofFabricScience:FundamentalstoFinishing,PHILearning,Delhi.
7. Phukon, R., Indigenous Dyes and Home Dyeing, Purbanchal Prakash, Guwahati, Assam.
8. Phukon,R.,Prakritik Rong:Boyan Silpot Yer Prayog Podhoti,PurbanchalPraksh,Guwahati,Assam.

DETAILED SYLLABUS OF

B.A. / B.Sc. 2nd Semester
Course Title: GENDER AND SOCIAL JUSTICE
Course Code: COMS-GEC-4-201
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: Understanding gender

ILO:

- Students will explain the concept of gender and its relevance in social and developmental contexts.
- Students will differentiate between sex and gender, highlighting biological and socio-cultural dimensions.
- Students will describe the concepts of masculinity and femininity and analyze how they are shaped by societal norms and expectations.
- Students will examine the biological and cultural determinants influencing the roles and identities of males and females.

CO2: Social construction of Gender

ILO:

- Students will explain the process of gender socialization and its role in shaping attitudes and behaviors.
- Students will analyze gender roles, stereotypes, and identity formation in different social contexts.
- Students will examine the influence of mythology, literature, work, media, popular culture, and caste on the construction of gender.

- Students will evaluate the impact of socially constructed gender norms on individual opportunities and social equality.
- Students will demonstrate critical thinking in identifying and challenging gender biases in everyday life.

CO3: The Girl Child and Women in India

ILO:

- Students will describe the demographic profile of the girl child and women in India and interpret key population indicators.
- Students will analyze the status of health, nutrition, and education among girls and women and their implications for national development.
- Students will examine the issues of female feticide, infanticide, and violence against women in the Indian context.
- Students will evaluate the socio-cultural and economic factors contributing to gender disparities in India.

CO4: Gender Justice

ILO:

- Students will explain the concept of gender justice and its significance in promoting equality and human rights
- Students will describe the historical development and major phases of the women's movement in India.
- Students will analyze the role of women's movements in bringing social, legal, and policy reforms.
- Students will examine important laws, policies, and programmes related to the protection and empowerment of female children and women.
- Students will evaluate the effectiveness of legal and policy measures in achieving gender equality and social justice.

Units	Contents	L	T	P	Total Hours
I 15 Marks	**Understanding Gender** 1.1 Concept of gender 1.2 Sex, gender and transgender 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		0	12
	Total	53		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	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
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

MODESOFIN-SEMESTERASSESSMENT: **40 Marks**

Two Internal Examinations -	20 Marks
Group Discussion	05 Marks
Seminar presentation on any of the relevant topic	08 Marks
Viva-Voce	02 Marks
Attendance	05 Marks

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

DETAILED SYLLABUS OF

B.A / B.Sc. 2nd Semester
Course Title: HOSPITALITY-FOOD AND BEVERAGE SERVICE STEWARD
Course Code: COMS-SEC-3-201
Nature of the Course: Skill Enhancement Course (SEC)
Course Credit: 3 Credits (Theory 2, Practical 1)
Distribution of Marks: End-Semester: 45 Theory + 15 Practical
In-Semester: 30 Theory+ 10 Practical

Course Objective:

- To gain fundamental knowledge of F & B service industry along with the basic functions and operations of F & B service.
- To learn skill on how to provide hospitability services to satisfy the clients.
- Develop skill on preparation and serving food to the guests professionally.
- Develop skill on treating the customers at the front office.

Units	Contents	L	T	P
1 10 Marks	• Introduction to Hospitality Industry-Overview of the Hospitality Industry • Types of Hotels, Basic Departments in a Hotel • Staff Organisation in F&B Department • Role and Attributes of F&B Service Steward.	7	-	-
2 15 Marks	• Food and Beverage Basics-Understanding Food Menus, Beverage: Types and Essential Equipment (Crockery, Cutlery etc) and Furniture in Food and Beverage Service. • Hotel Menu-Types of menus	8	-	-
3 10 Marks	• Service Types and Techniques-Table Service, Cafeteria Specialized Service and Single Point Service. • Tableside Service Etiquette • Service and facilities specific to age/gender/special needs	9	-	-
4 10 Marks	• Customer Interaction- Basics of communication, Effective Communication with Customers and Colleagues, importance of communication. • Quality Management, Food Safety, Quality Control and Waste Disposal.	9	-	-

	Total	33	-	-
5 15 Marks	**Practical** 1. Visit to a Local Hospitality Establishment. 2. Identification of Service Equipment 3. Table Setting and Napkin Folding. 4. Food Handling and Safety Demonstration		15	15

L=Lecture **T=Tutorial** **P=Practical**

MODES OF IN-SEMESTER ASSESMENT: **40 Marks**

- Two Sessional Examination– 20 Marks
- Other (Any One) 08 Marks
  - Assignment
  - Group Discussion
  - Seminar Presentation on any of the relevant topics
- Practical 07 Marks
- Attendance 05 Marks

Course Outcome: The students will be familiar with the basics of F & B service industry along with the fundamental knowledge and skills of F & B service operation. Students will build up confidence in handling an unknown person with care. Expected to become active and smart and will be able to tackle any critical and contingent situations in providng hospitality and food and beverages to the guests.

Recommended Books:

- Bernard Davis, Andrew Lockwood, PeterAlcott,Ioannis Pantelidis (2018), Food and Beverage Management, Routledge.
- Dennis Lillicrap, John Cousins (2010), Food & Beverage Service, 8th Edition, Hodden Education.
- Jagmohan Negi(2012),Food and Beverage Service Operation, S. Chandand Company.
- R. Singaravelavan (2016), Food and Beverage Service, Oxford University Press.
- Sudhir Andrews (2017), Food and Beverage Service: A Training Manual, McGrawHill Education.
- S.N. Bagchi & Anita Sharma (2007), Food & Beverage Services, Aman Publications, New Delhi.
- Vara Prasad,Gopi Krishna (2013), Food & Beverage Simplified, 1st Edition, Dorling Kindersley, Noida.