SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.Sc. (Home Science) General Home Science Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H01NCGEN01	Food Science	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1. Evaluate fundamental concepts of food science, including food classification, composition, and physicochemical properties.

CLO2. Demonstrate comprehensive understanding of traditional and modern processing techniques across major food groups (flesh foods, cereals, legumes, oilseeds, milk, fruits, and vegetables

CLO3. Apply principles of food preservation using different techniques such as low temperature, high temperature, and chemical methods to enhance shelf life and safety.

CLO4. Evaluate the role of food additives, preservation techniques, and processing methods in maintaining food quality and safety.

CLO5. Identify food adulteration and perform basic sensory evaluation, assessing food quality, safety, and acceptability.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Fundamentals of Food Science a) Definition of food, food groups, classification, and characteristics, Concept and scope of food science, b) Sols, Gels and Emulsion c) Free and bound water, water activity	Classroom lecture, ICT enabled learning, seminar, Case based learning	CLO1
II	Composition, nutritional value, traditional and modern processing technology of: a) Cereals and legumes b) Milk and milk products c) Fruits and Vegetables d) Oilseeds and nuts e) Spices and condiments f) Egg and Meat	Classroom lecture, ICT enabled learning, seminar, Case based learning	CLO2, CLO4

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III	Food Preservation: Concept, principles, and importance a) Preservation by low temperature b) Preservation by high temperature c) Chemical preservation of food d) Role of food additives in Food processing	Classroom lecture, ICT enabled learning, seminar, Case based learning	CLO3, CLO4
IV	Food Safety and Evaluation a) Food Adulteration: Concept and types of adulterants, detection methods, effects on human health b) Sensory Evaluation: Factors affecting food acceptability, Selection of test panels, Types of sensory tests	Classroom lecture, ICT enabled learning, seminar, Case based learning	CLO4, CLO5

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Assignment, Self-learning and Terms work
(b) Seminar/Presentation
(c) Quiz

b. Internal Summative Assessment

(a) Mid-term tests

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	25	1	1	10	12
II	CLO2, CLO4	35	1	1	11	13
III	CLO3, CLO4	30	1	1	11	13
IV	CLO4, CLO5	30	1	1	10	12
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz, Class Regularity, Internal exam	50
2	End-Semester Examination	Written Exam	50

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(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	2	1	–	–	1	1	–	–	2	–
CLO2	3	3	3	2	–	–	1	2	1	–	2	–
CLO3	2	3	3	3	1	1	2	2	1	2	1	1
CLO4	2	3	3	3	2	2	2	2	1	2	1	1
CLO5	2	2	3	2	2	1	1	2	2	2	1	1

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Food science	Srilakshmi, B.	7th Edition	New Age International (P) Limited. Publisher, New Delhi
2	Fruit and Vegetable Preservation Principles and Practices	R.P. Srivastava Sanjeev Kumar	3rd Revised Edition 2007	International Book Distributing Co.
3	Food Microbiology	Frazier, W. C. (2014)	5th edition, 2014	McGraw-Hill Education
4	Outline of Dairy Technology	Sukumar, D.	2019	Oxford University Press
5	Food hygiene and sanitation	Roday, S.	2nd Edition	Tata McGraw-Hill Education.

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Food technology	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=iWHzbXYGExXDS52DSnAzdQ==
2	Food standards and Regulation	https://www.fssai.gov.in/
3	Food preservation	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA==
4	Food Science	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA==

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M.Sc. (Home Science) General Home Science Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H01NCGEN02	Early Childhood Care and Education	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1. Assess the concepts, scope, and policy framework of Early Childhood Care and Education (ECCE).

CLO2. Analyze the contributions of key thinkers and agencies in the development of ECCE.

CLO3. Apply knowledge of child health, nutrition, and care practices in early years.

CLO4. Design and plan effective preschool programs and learning experiences.

CLO5. Evaluate organizational, pedagogical, and assessment practices in ECCE centers

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Foundations of Early Childhood Care and Education (ECCE) a) Concept, importance, need, and scope of ECCE b) Objectives of ECCE c) Types of preschool programs: play centers, daycare, Montessori, kindergarten, balwadi, anganwadi, etc. .	Classroom lecture, ICT-enabled learning Collaborative learning	CLO1
II	Contribution of thinkers and agencies in ECCE: a) Contribution of the following thinkers to the development of ECCE (their principles, applications & limitations) in the context of ECCE: Pestalozzi, Rouseau, Froebel, Montessori, Dewey, Badheka, Modak, Gandhi, & Tagore. b) New education policy in view of early childhood education. c) Contribution of the following agencies/programs to ECCE in India: ICDS, NCERT, UNICEF, Mobile crèche, etc.	Classroom lecture, ICT-enabled learning Collaborative learning, Seminar	CLO1 CLO2
III	Care in early years: a) Growth Monitoring, Common ailments and diseases during early childhood b) Immunization c) Factors affecting health of a child, Medical check-up and maintenance of health records.	Classroom lecture, ICT-enabled learning, Collaborative learning Problem-Based Learning	CLO3

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IV	Organization, Planning, and Management of Preschool Education a) Organization and administration of ECCE centers b) Administrative setup and roles of personnel c) Infrastructure: location, building, indoor/outdoor equipment, maintenance d) Staff responsibilities, service conditions, and qualities of caregivers/teachers e) Record keeping: types and purposes f) Program planning: long-term, short-term, weekly, and daily plans g) Pedagogical approaches for curriculum transaction h) Assessment in preschool education	Classroom lecture, ICT-enabled learning, Seminar	CLO4 CLO5

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Assignment, Self-learning and Terms work
(b) Seminar/Presentation
(c) Quiz

b. Internal Summative Assessment

(a) Mid-term tests

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO1 CLO2	32	1	1	11	13
III	CLO3	28	1	1	11	13
IV	CLO4 CLO5	30	1	1	10	12
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz, Class Regularity, Internal exam	50
2	End-Semester Examination	Written Exam	50

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(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	-	-	-	-	2	-	-	2	-
CLO2	3	3	2	-	-	-	2	2	-	-	2	-
CLO3	3	3	3	2	-	-	-	-	2	2	2	-
CLO4	3	3	3	3	2	-	-	2	2	2	2	2
CLO5	3	3	3	3	3	2	2	2	2	2	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Early childhood care and education	Sengupta M.	2013	PHI Learning Pvt. Ltd.
2	Early childhood care and education: Theory and Practice	Mohite, P. & Prochner, L.	1st Edition 2009	Concept Publishing Co.
3	Children with developmental disabilities: A Training Guide for Parents, Teachers and Caregivers.	Venkatesan, S.	2004	Sage Publications
4	Education of children with special needs:	Singh, M.	1st Edition 2010	Kanishka Publishers and Distributors
5	Early childhood education programme	Kaul, V.	1997	NCERT, New Delhi

- **Online Resources (Open Source)**

Sr.No.	Description of Resource(s)	Weblink
1	Early Childhood care, education and development	https://epgp.inflibnet.ac.in/Home/ViewSubjec t?catid=827
2	National Education Policy, 2020	https://www.education.gov.in/sites/upload_fil es/mhrd/files/NEP_Final_English_0.pdf
3	ECCE Journal	Journal of early childhood research: Sage journals
4	ECCE Journal	Early childhood research quarterly: Elsevier
5	UNICEF	www.unicef.org
6	Mobile Creche	https://www.mobilecreches.org
7	NCERT	www.ncert.nic.in
8	Women and Child Department, India	https://wcd.nic.in/ecce http://icds-wcd.nic.in/

M.Sc. (Home Science) General Home Science Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	P2H01NCGEN03	Dress Designing and Fashion Merchandising	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1. Analyze the elements and principles of design to create aesthetically functional clothing that accounts for individual characteristics—such as age, body type, and special needs—while applying visual illusions to enhance the wearer's silhouette.

CLO 2. Demonstrate proficiency in pattern-making techniques (drafting, draping, and flat pattern) and evaluate industrial manufacturing processes, including layout planning, machinery functions, seam technology, and quality-controlled packaging.

CLO 3. Appraise the movement of fashion through cycles and theories of adoption to predict trends and execute a professional design development process, from initial concept and sampling to final cost estimation and line selection.

CLO 4. Formulate integrated marketing and merchandising strategies using the 4 P's and 5 R's frameworks, while evaluating the impact of visual merchandising and sustainable practices (ethical labor and circular models) on modern retail and e-commerce.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	a) Importance of dress designing, Clothing and evaluation of personal characteristics (age, sex, nationality, etc.) b) Clothing for the family: Infants, toddlers, children, adolescents, college-going, middle-aged, and old c) Clothing for special needs (occupational, sports, pregnancy, handicapped, etc.) d) Design and Colour in Clothes: Elements and principles of design in dress design, effects of silhouette, texture, colour, and line in dress, Illusions in design, Factors affecting fabric selection.	Classroom lecture, Collaborative learning	CLO1
II	Clothing Construction and Technology a) Basic principles of drafting, draping, and flat pattern method b) Background of the clothing industry, clothing industry layout, working procedures, various departments c) Planning, spreading, and cutting d) Properties and types of seams, types of sewing machines, parts of sewing needle and their functions, sewing aids, sewing threads, and sewing problems. e) Packing of readymade garments	Classroom lecture, Collaborative learning, Seminar	CLO2

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III	a) Fundamentals of Fashion: Important terminology, Fashion cycle, Principles of fashion, Theories of fashion adoption, Origin of fashion, Prediction of fashion, Movement of fashion, Factors influencing fashion: accelerating and retarding b) Design Development: Objectives, Developing Design, Making first pattern, Making sample garment, Determining cost estimates, Style selection, Presenting and reviewing the line, Selecting style for the line, Determining final cost	Classroom lectures, Micro project, reflective practices, Seminar	CLO3
IV	a) Fashion Marketing and Retailing: Meaning and Definition of 4 P's of marketing, Role of: wholesaler, retailer, vendors and online shopping, Factors affecting place and price of fashion apparel, Promotional activities: fashion fairs, exhibitions, Fashion retailing: Meaning, Diversity in fashion retailing today, Study of distribution channels (department vs specialty stores) and e-commerce management b) Merchandising and business strategy: Meaning and definition, 5 R's of merchandising (Right product, Right place, Right time, Right Quality, Right price), Role of fashion in readymade garment industry, Visual merchandising (designing store displays, window layouts, and using lighting or props to attract buyers) c) Sustainability in fashion: Exploring eco-friendly materials, ethical labour practices, and circular fashion models	Classroom lecture, Micro project, reflective practices, Collaborative learning	CLO4

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Assignment, Self-learning and Terms work
(b) Seminar/Presentation
(c) Quiz

b. Internal Summative Assessment

(a) Mid-term tests

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO2	30	1	1	10	12
III	CLO3	30	2	2	10	14
IV	CLO4	30	2	2	9	12
		120	**06**	**06**	**38**	**50**

M.Sc. (Home Science) General Home Science Semester-I

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz, Class Regularity, Internal exam	50%
2	End-Semester Examination	Written Exam	50%

(C) CLOs – PLOs Matrix

	PLO											
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	2	3	1	-	1	1	2	1	1	1
CLO2	3	3	2	3	1	-	1	1	2	1	1	1
CLO3	3	3	1	3	1	-	1	1	3	1	1	2
CLO4	3	3	1	3	1	-	1	1	3	1	1	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Visual Design in dress	Marian L. Davis	1987	Prentice Hall
2	Dress Designing	Manmeet Sodhia	2001	Kalyani Publishers
3	Dress design- An account of costume for artist and dressmakers	Talbot Hughes	2025	Alpha Editions
4	Elements of Fashion and Apparel design	Sumathi G.J.	2023	New Age Publishers
5	ntals of fashion design	Richard Sorger and Jenny Udale	2017	loomsbury Academic
6	Fashion Marketing	Eascy M	1994	Blackwell Science
7	attern and Dress Design	Sapna Sarkar	2010	Arise Publishers
8	Consumer Behavior in Fashion	Michael R. Solomon and Nancy J. Rabolt	2004	Pearson Education

- **Online Resources (Open Source)**

Sr.No	Description of Resource(s)	Weblink
1	Online course (free)	https://alison.com/course/diploma-in-fashion-design
2	e- PGPathshala	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==
3	eLearningCollege	https://www.elearningcollege.com/free-online-courses/fashion-design-free-courses
4	Online course (free)	https://www.coursera.org/courses?query=fashion%20design

M.Sc. (Home Science) General Home Science Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	P2H01NCGEN04	Practical based on Food Science & Early Childhood Care and Education	0-8-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1. Apply principles of Food Science in the preparation of basic food products and processing

CLO2. Develop cereal-based, milk-based, and fruit and vegetable-based products using appropriate processing techniques and evaluate them using sensory evaluation methods.

CLO3. Apply knowledge of ECCE principles to analyze preschool settings and learners through surveys, case studies, and observation of ECCE centres

CLO4. Design, develop, and implement appropriate teaching-learning materials and activity plans (including for children with special needs) to enhance different domains of development and related skills in preschoolers.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	a) Gelatinisation of Starch and Caramelisation of Sugar b) Gluten Formation and Bakery Product Preparation c) Pulse Cookery d) Egg Cookery	Laboratory-practical, Problem based learning	CLO1 CLO2
II	a) Cereal-Based Convenience Food Preparation b) Milk-Based Product Development: Khoa, Paneer, Rabri c) Vegetable and Fruit Processing: Enzymatic browning, Jam, jelly, squash, pickle, etc. d) Sensory Evaluation of Foods	Laboratory-practical, Problem based learning	CLO1 CLO2
III	a) Survey on teaching learning material for pre-schoolers b) Case study of preschool aged child c) Case study of ECCE centre: suggestions as per emerging trends d) Weekly planning for ECCE centre	Laboratory-practical, Case based learning, Market survey	CLO3
IV	a) Preparing teaching learning material to develop motor skills for preschoolers. b) Preparing teaching learning material to develop cognitive skills for preschoolers c) Preparing teaching learning material to develop language d) skills for preschoolers Executing activities in ECCE centers e) Planning activities for children with special needs and differently able	Laboratory-practical, Problem based learning	CLO4

M.Sc. (Home Science) General Home Science Semester-I

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Class Regularity
(b) Laboratory performance

b. Internal Summative Assessment

(a) Internal practical exam

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1 CLO2	30	1	1	10	12
II	CLO1 CLO2	30	1	1	12	14
III	CLO3	30	1	1	10	12
IV	CLO4	30	1	1	10	12
		120	**04**	**04**	**42**	**50**

(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	2	1	–	–	1	–	–	1	–	–
CLO2	3	3	3	2	1	1	2	1	1	1	–	1
CLO3	2	2	3	2	2	2	2	2	1	1	2	1
CLO4	2	2	3	3	1	1	2	3	2	2	2	2

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, Active participation in executing practicals, Internal practical exam	50%
2	End-Semester Examination	Written and Practical Exam	50%

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Food science	Srilakshmi, B.	7th Edition	New Age International (P) Limited. Publisher, New Delhi
2	Fruit and Vegetable Preservation Principles and Practices	R.P. Srivastava Sanjeev Kumar	3rd Revised Edition 2007	International Book Distributing Co.
3	Early childhood care and education	Sengupta M.	2013	PHI Learning Pvt. Ltd.
4	Teaching Children with Special Needs	Sonia Grover	2007	Raj Publishers

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Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	P2H01NCGEN05	Practical based on Dress Designing, Fashion Illustration and Community Development -I	0-8-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1. Demonstrate proficiency in garment construction by utilizing essential sewing tools and machinery to execute precise hand stitches, machine seams, and finishing components, culminating in the drafting and stitching of a complete skirt and top based on accurate body measurements.

CLO 2. Apply principles of fashion illustration and garment variation to develop theme-based collections—including casual, night, and special occasion wear—rendered on action croquis with realistic fabric textures and technical design repeats.

CLO3. Execute fieldwork techniques to conduct community surveys, analyze socio-economic conditions, and identify community needs and problems.

CLO4. Apply community-based skills to identify and prioritize problems, conduct awareness activities and case studies, and analyze findings through a structured report.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	a) Basic sewing: samples by hand (basting, hemming, slip stitch, hook + eye, press button, shirt button + button hole), sewing tools and their use, parts of sewing machine, samples by machine (straight line, curved line, bias attachment, placket) b) Garment construction: taking body measurements, drafting, and stitching of skirt and top	Laboratory practical	CLO1
II	a) Basic rendering: Fabric textures with pencil and colour, rendering different fabrics and fall (cotton, chiffon, silk, denim), Sketching: pleats, frills, ruffles, gathers, Concept of design repeats b) Variations in bodice, collars, sleeves, necklines, and skirts c) Basic croquis drawing (8 head, 10 head, and 12 head) d) Theme-based designing (casual wear, night wear, and special occasion wear) on action croquis.	Laboratory practical	CLO2

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III	a) Conduct a field visit to a selected community (village/urban area). b) Prepare a community profile (location, population, occupation). b) Design a questionnaire and collect data from 20–30 households using interview and observation methods. c) Prepare a resource listing of the community and identify gaps in basic facilities	Experiential learning, Field visit	CLO3
IV	a) Identify major community problems through interaction with residents. b) Conduct group discussion to prioritize needs. c) Plan and organize an awareness programme (hygiene, nutrition, education, etc.) using posters/charts. d) Conduct a case study of an individual/family and analyze their condition e) Compile and present the final report	Experiential learning, Problem based learning, Field Visit, ICT-enabled learning	CLO4

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Class Regularity

(b) Laboratory performance

b. Internal Summative Assessment

(b) Internal practical exam

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	12	14
II	CLO2	30	1	1	10	12
III	CLO3	30	1	1	10	12
IV	CLO4	30	1	1	10	12
		120	**04**	**04**	**42**	**50**

- **Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Regularity, Active participation in executing practicals, Internal practical exam	50%
2	End-Semester Examination	Written and Practical Exam	50%

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(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	2	3	1	-	-	1	1	1	-	2
CLO2	3	3	2	3	1	-	-	1	1	1	-	2
CLO3	3	2	3	2	3	3	2	2	2	2	2	1
CLO4	3	3	3	3	2	3	2	3	3	3	3	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Garment Construction	Anita Tyagi	2012	Raj Publications
2	Advanced Garment Construction Guide	M. Sumithra	2021	Woodhead Publishing
3	Creative fashion Drawing: A complete Guide to design and Illustration Styles	Capman N. and Cheek J	2012	Arcturus Publishing Ltd.
4	Fashion Illustration techniques	Lafuent M.	2008	Taschen Gmbh Publishing
5	Fashion Rendering	Singhal R and Barali K.	2010	Om Books Publications
6	Education and communication for development	Dahama, O.P., & Bhatnagar, O.P.	2nd Edition 1987	New Delhi: Oxford and IBH publishing co. Pvt. Ltd.
7	Rural Development-Programmes and Strategies	Desai, Vasant	1st Edition 1988	Himalaya Publishing House, Mumbai

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Free online class	https://fantasyroom.online/mini-course-fashion-illustration

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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

M.Sc. (Home Science) General Home Science Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2H01NCGEN06	Communication Skills	2-0-0	**60**	02

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1**: U understand and apply the principles, process, and strategies of communication, and develop effective speaking, listening, reading, and writing skills.**

CLO2: **Plan and deliver presentations and demonstrate interview and group discussion skills using appropriate verbal, non-verbal, and professional communication techniques.**

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Basics of communication: Nature and importance of communication, Process of Communication, Principles of communication, Types, Barriers to effective communication, Strategies for effective communication Communication skills: Speaking skills, Listening skills, Reading skills, Writing skills Communication in different fields of Home Science: Teaching, Counselling, and Extension.	CL, LMS-based Tasks, Digital Resources, Interactive discussions	1
II	Presentation skills: Preparation of a good presentation, Verbal communication in presentation, Non-verbal communication in presentation, Visual aids/Materials in presentation, Analyzing the audience and managing questions Interviews and group discussions: Interviews and its types, Do's and Don'ts in an interview, Basic Interview questions, Structure and process of Group Discussions, Role functions, Do's and Don'ts	CL, LMS-based Tasks, Digital Resources ,Group discussions, Collaborative Learning, Experiential Learning (Practice-based Tasks)	2

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Assignment, Self-learning, and Terms work

(b) Seminar/Presentation

(c) Rubric

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b. Internal Summative Assessment

(a) Mid-term tests
(b) End of Term Examination
(c) Laboratory performance
(d) Viva-voce

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	1	30	2	1	10	13
II	2	30	2	1	9	12
		60	04	02	19	25

- Assessment and Evaluation

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	2	3-	2	2	1	--	2	3	2	2	2	2
CLO2	1	-2	2	3	1	--	2	3	3	2	2	2

Values to the **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Communication skills	Kumar, S., & Lata, P.	2011	New Delhi: Oxford University Press.
2	Developing Communication Skills	Banerji, M.et.al.	2nd /2009	Mc million Pub India ltd.
3	Education and Communication for Development.	Dahama, P.O., & Bhatnagar, P.O.	1985	Oxford & IBH Publishing Co. Pvt. Ltd

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4	The Ace of Soft Skills: Attitude, Communication, and Etiquette for Success	Gopala Swamy Ramesh	5th/2013	Pearson
5	Communication skills for professionals	Konar nira	2nd/2011	New arrivals –PHI

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Communication technology	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=8x0nJkh/R0vHkX1U70Z/CQ==
2	Interview Do's and Don'ts	https://efaidnbmnnnibpcajpcglclefindmkaj/https://sreevahini.edu.in/pdf/Dos-and-Donts-for-Interviews.pdf
3	Interview and Group discussion skills	https://www.scribd.com/document/994944391/Unit-v-Interview-and-Group-Discussion-g-d-Skills