

ANNEXURE-H

# ANNEXURE-H

Department of Foundational Courses



# **SYLLABUS PASSED IN BOS (UNDERGRADUATE)**



SEVAMANDA EDUCATION SOCIETY'S DR. BHANUBEN MAHENDRA NANAVATI  
 COLLEGE OF HOME SCIENCE (Autonomous)  
 NAAC Re-accredited 'A+' Grade with CGPA 3.69/4 (3<sup>rd</sup> Cycle) UGC  
 Status: College with Potential for Excellence  
 BEST COLLEGE AWARD 2016-17 adjudged by S.N.D.T. Women's University, R.A.  
 Kidwai Road, Matunga, Mumbai 400019

### STRUCTURE

	FYBSC-Department of Foundation Courses						
	SEMESTER II (Structure and Weightage)						
Course	Verticals	Total Credits	Th C	Pr C	Int	Ext	Total
Introduction to Gender Studies	VEC	2	2	0	25	25	50
Craft of Writing	SEC	2	1	1	25	25	50
Language Through Literature	AEC	2	2	0	25	25	50
Indian Writing	AEC	2	2	0	25	25	50
Biological Systems and Human health	OE	4	2	2	50	50	100
Basics of Health And Wellness-II	CC	2	2	0	25	25	50
National Service Scheme (NSS) Studies	CC	2	1	1	25	25	50
<b>TOTAL</b>		<b>16</b>			<b>200</b>	<b>200</b>	<b>400</b>

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**BEST COLLEGE AWARD 2016-17: Adjudged by S.N.D.T. Women's University 338, R. A.**  
**Kidwai Road, Matunga, Mumbai – 400019**

PROGRAMME: B.Sc. in Home Science  
 Department of Foundational Courses

<b>Course Title</b>	<b>Introduction to Gender Studies</b>
CourseCredits	2(2 Theory)
Course Duration	30 Hours
Course Outcomes	<p>On completion of the course, the learners will be able to:</p> <ul style="list-style-type: none"> <li>Recognize and be sensitive to many facets of diversity and inclusion in both, personal and professional settings.</li> <li>Act against visible and unseen forms of gendered prejudice based on multiple differences.</li> <li>Apply their understanding of gender and diversity to circumstances in their personal lives.</li> </ul>

<b>MODULE1:</b>	
Learning Outcomes:	<p>After learning the module, the learner will be able to:</p> <ul style="list-style-type: none"> <li>Obtain a clear understanding of the key concepts of gender.</li> <li>Identify the construction of patriarchal systems in their lives and the women before them.</li> </ul>
Content Outline	<ol style="list-style-type: none"> <li>Introduction to concepts of social construction of Gender, Sex, Sexuality, Masculinity, Femininity, and Gender Binaries</li> <li>Patriarchy-Beginning &amp; its Roots Today in Society</li> </ol>
<b>MODULE2:</b>	
Learning Outcomes:	<p>After learning the module, the learner will:</p> <ul style="list-style-type: none"> <li>Analyse the propagation of stereotypes in media and consciously resist the bias it creates in one's mind.</li> <li>Learn to empathise with the issues faced by non-cis individuals in obtaining access to education and employment.</li> </ul>
Content Outline:	<ol style="list-style-type: none"> <li>Construction &amp; Portrayal of Genders in Media:</li> </ol>

	a. Advertisements b. Films c. SocialMedia
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## ASSESSMENT:

### Assignments towards Comprehensive Continuous Evaluation : 25marks

1.	Group Project : Short Film/Video Documentary on 'Inclusion in One's Local Spaces.'	10 Marks-Video 5 Marks - Presentation
2.	Review of Advertisements in a Comparative Context.	10 Marks - PPT/Report

### Written Exam-25Marks

Questions Based on Theoretical Concepts

Self-Reflexive Essays

### References:

- G.Smith, B.(March 25, 2019).Women's Studies: The Basics. Routledge.
- Kang, M., Lessard, D., Heston, L.,& Nordmaken, S.(2017). Introduction to Women, Gender, Sexuality Studies. Amherst.
- Susie Tharu and K. Lalita (S. l. (1997).). Women Writing in India: 600 B.C to the Early Twentieth Century – Vol 1 paperback -1 Oct 1997
- Lerner, G. (1987). The Creation of Patriarchy (Women and History; V. 1) Reprint Edition. Oxford University Press
- Articulating Gender: Ananthology presented to Professor Shirin Kudchedkar/Bhelande, Anjali (ed); Mala Pandurang (ed). - Delhi: Pencraft International, 2000 337p.:ill. 81-85753-17-2 1. WomenB01816 , 305.4
- Understanding gender / Bhasin, Kamala. - New Delhi: Kali for Women, 2000 86p.:ill. 81-86706-21-6 1. Women2.Feminism3.GenderPsychology4.Women&Marriage5.Women&WorkProblemsB02581, 396
- Attaining the millennium development goals in India/Deolalikar, Anil.. -New Delhi: Oxford University Press Inc., 2005 xix,139p. -1. Malnutrition And Poverty
- Freedom and destiny: gender, family and popular culture in India/Uberoi, Patricia. -New Delhi: Oxford University Press, 2006 xix,309p. 019567991 B05242, 301.42(54)
- Displaced by development: confronting marginalisation and gender injustice / Mehta, Lyla (ed). - New Delhi: Sage India Pvt. Ltd.,2009xlili,309p.- 00978-81-7829-900-61. Economic Development In India 2. Marginalisation 3. Women - Social Conditions B06276, 305.420954
- Gender sensitivity in media: a collection of readings[text]/Sharada,A.L.-Mumbai: Population First 89p.:ill.PBF00705,396
- Women writers of the south asian diaspora: interpreting gender, texts and contexts [text] Chaubey, Ajay K.; Bhat, Shilpa Daithota. -Jaipur: Rawat Publications, 2020244 p.:ill HB 978-81-316-1059-6 B11532, 994.00491

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PROGRAMME: B.Sc. in Home Science  
Department of Foundational Courses

Course Title	<b>Craft of Writing</b>
CourseCredits	2(1Theory+1Tutorial)
Course Duration	30 Hours
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• Differentiate between different types of letters and reports</li> <li>• Apply the fundamentals of email and letter writing.</li> <li>• Apply acquired writing techniques for professional use</li> </ul>
<b>Module1</b>	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Design different types of letters.</li> <li>• Apply techniques of report writing</li> <li>• Differentiate between informal &amp; formal tones to suit social dynamics while communicating.</li> </ul>
Content Outline	1. LetterWriting/EmailWritingsuchas <ul style="list-style-type: none"> <li>i. Letter of Invitation</li> <li>ii. Letter of Thanks</li> <li>iii. Letter of Enquiry</li> </ul> 2. Report Writing - Seminars, Workshops, Field Visits.
<b>Module2</b>	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Improve grammar and vocabulary required for non-verbal forms of communication in English.</li> <li>• Differentiate between personal and professional dynamics in social media writing.</li> <li>• Carryout self-editing in their writings.</li> </ul>
Content Outline	1. Self Editing &Identifying Common Errors in English 2. Do's & Don'ts of Writing for Social Media

## ASSESSMENT:

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)-25Marks

- Quiz/Worksheets on Usage of Verbs in Formal & Informal Communication.
- Quiz/Worksheets on Usage of Adjectives in Formal & Informal Communication.
- Quiz/Worksheets for Common Errors in English

Semester End Exam - 50/2 Marks

Editing a Paragraph, Letter Writing, Report Writing, Social Media Post Writing.

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## References:

- Chauhan, Rameshsingh M. (2010) Fundamentals of English Grammar and Composition, Sumit Enterprises
- Hariprasad, M., Prakasam, V. (2005) Communicative English, Neelkamal Publications Pvt. Ltd.
- Bell, Terry, Oxenham Kay. (2005) Key Skills in English, Learners Publishing Pte Ltd, CfBT Multimedia Education Sdn Bhd
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PROGRAMME : B.Sc. in Home Science  
 Department of Foundational Courses

Course Title	<b>Indian Writing</b>
CourseCredits	2
Course Duration	30 Hours
Course Outcomes	<p>On completion of the course, the learners will be able to:</p> <p>Interpret creative expression through close reading of fictional texts and poems.</p> <ul style="list-style-type: none"> <li>• Be familiar with writings by Indian Authors.</li> <li>• Recognise themes and articulate appropriate responses in reaction.</li> </ul>

<b>MODULE1:(Credit1)</b>	
Learning Outcomes:	<p>After learning the module, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Appreciate literary craftsmanship in a short story.</li> <li>2. Recognise the elements of plot, character, setting, narrative and point of view in a story.</li> </ol>
Content Outline	<ul style="list-style-type: none"> <li>○ Elements of a Story-Genre, Plot, Character, Setting, Theme, Narrative, Point of View</li> <li>○ Short Stories:</li> <li>○ Vaidehi- 'Akku'</li> <li>○ Ambai- 'Yellow Fish'</li> </ul>
<b>MODULE2:(Credit1)</b>	
Learning Outcomes:	<ul style="list-style-type: none"> <li>○ After learning the module, the learner will be able to:</li> <li>○ Analyze poetic devices such as figures of speech, rhyme scheme, tone, and style.</li> </ul>
Content Outline	<ul style="list-style-type: none"> <li>○ Elements of a Poem -Types, Poetic Devices, Figures of Speech</li> <li>○ Appreciation of a Poem</li> <li>○ Kamala Das - An Introduction</li> <li>○ Rabindranath Tagore – Paper Boats</li> <li>○ Sarojini Naidu -The Illusion of Love</li> </ul>

## ASSESSMENT:

1. Written Exam -25 Marks
  - Comprehensive Questions Based on Prescribed Text
  - Vocabulary Based Questions
  - Questions – Reference to Context
2. Assignments towards Comprehensive Continuous Evaluation : 25marks

Locate poems in one's regional language/translation. Summarise and elucidate its themes in English.	10 Marks
Presentation in Classroom	5 Marks
Give Voice to a Minor/Silent Character	10 Marks

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## Reading List:

- Das, Kamala. *Summer in Calcutta*. Everest Press, New Delhi.1965.
- Holmstorm, Lakshmi. *Inner Courtyard : Stories by Indian Women*. Virago, 1990.
- Tagore, Rabindranath. *The Crescent Moon*. MacMillan, 1914.

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Course Title	<b>Language through Literature</b>
CourseCredits	2
Course Duration	30 Hours
Course Outcomes	On completion of the course, the learners will be able to:
	<ul style="list-style-type: none"> <li>• Revive interest in reading fiction.</li> <li>• Effectively engage in close reading of fictional texts and tales.</li> <li>• Become familiar with the nuances of English through the study of literature.</li> </ul> <p>a. Appreciate the themes of the short stories and summarise them.</p> <p>b. Analyse texts and their retellings from a contemporary worldview.</p>

<b>MODULE1:(Credit1)</b>	
Learning Outcomes	After learning the module, the learner will be able to: <ol style="list-style-type: none"> <li>1. Appreciate and elucidate the various themes discussed in the prescribed text.</li> <li>2. Grow familiar with the vocabulary used in the prescribed text.</li> </ol>
Content Outline	<ul style="list-style-type: none"> <li>○ Ruskin Bond – The Blue Umbrella</li> <li>○ Short Story by Sudha Murthy – Dead Man's Riddle</li> </ul>
<b>MODULE2:(Credit1)</b>	
Learning Outcomes	After learning the module, the learner will be able to: <ol style="list-style-type: none"> <li>1. Connect their lives with that of the characters in the story and analyse the tale from multiple perspectives.</li> <li>2. Grasp the meaning and power behind storytelling.</li> <li>3. Improvise and embellish a fairy tale as a retelling.</li> </ol>
Content Outline	<ul style="list-style-type: none"> <li>○ Reading Fairy Tales &amp; retellings from a Contemporary Worldview.</li> </ul>

## ASSESSMENT:

### Assignments towards Comprehensive Continuous Evaluation : 25 Marks

- Record a narration of a scene from any one of the prescribed texts (Google Classroom) & Submission of Script (Written Submission) - 10 Marks
- Locate a fairy tale and create a retelling in one's own words. - 10 Marks
- Frame Questions for An Interview with the Writer – 5 Marks

### Written Exam – 25 Marks

- Comprehensive Questions Based on Prescribed Texts
- Vocabulary Based Questions
- Questions – Reference to Context

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## Reading List:

1. Gill, Nikita. *Fierce Fairytales : Poems & Stories to Stir Your Soul*. Hatchette UK, 2018.
2. Murthy, Sudha. *How I Taught My Grandmother to Read & Other Stories*. Penguin Books. 2004.
3. Bond, Ruskin. *The Blue Umbrella*. Rupa Publications. 1980.

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PROGRAMME : B.Sc. in Home Science  
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<b>Course Title</b>	<b>Biological Systems and Human Health</b>
<b>CourseCredits</b>	4
	Theory: 2    Practical: 2 Internal: Theory: 25Marks + Practical: 25 Marks = Total 50 External: 50 Marks Total: Internal + External = 100
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ul style="list-style-type: none"> <li>○ Understand the importance of different biological systems</li> <li>○ Develop an analytical aptitude and scientific way of thinking.</li> <li>○ Be equipped to work with laboratory apparatus</li> <li>○ Acquire a basic understanding of common disorders, its symptoms and preventive measures.</li> <li>○ Apply these concepts in everyday life</li> </ul>
<b>Module1(Credit1)</b>	
<b>Learning Outcomes</b>	On completing the module, learners will be able to: <ul style="list-style-type: none"> <li>○ Learn basic terminologies and structure of human skeleton</li> <li>○ Understand the functioning of the cardiovascular system.</li> <li>○ Learn the characteristics of blood and importance of blood grouping concepts.</li> </ul>
<b>ContentOutline</b>	1. <b>Introduction:</b> General terms- Anatomy, physiology, symmetrical arrangement, anatomical position, Median plane / lateral plane, internal/ external, anterior/posterior, Basic human tissues, 2. Introduction to human skeleton, Structure of bone and cartilage, 3. <b>Blood:</b> Physical characteristics of blood, Blood volume, Blood groups, RBC and WBC- types, functions, 4. <b>Heart:</b> Itsstructureandcirculationofblood,Cardiaccycle, 5. <b>Digestive system:</b> Digestive organs and functions and mechanism of digestion

<b>Module2(Credit1)</b>	
<b>Learning Outcomes</b>	<p>On completing the module, learners will be able to:</p> <ul style="list-style-type: none"> <li>○ Learn organs and function of different biological system</li> <li>○ Learn to identify the common disorder their causes symptom and preventive measures and apply this knowledge in day today life</li> <li>○ Understand the importance of menstrual hygiene</li> </ul>
<b>Content Outline</b>	<p><b>1. Study the organs and function of the following system</b></p> <ul style="list-style-type: none"> <li>○ Respiratory system</li> <li>○ Excretory system</li> <li>○ Endocrine system</li> <li>○ Reproductive system: Female reproductive system (Importance of menstrual hygiene and different products used for menstrual hygiene) and Male reproductive system</li> </ul> <p><b>2. Study the Causes, symptoms, prevention and treatment of following disorder</b> Constipation, Diarrhea, Hypertension, Syphilis, AIDS, Acne, Dandruff, Anemia, Thalassemia, TB, Asthma, Sinusitis</p>
<b>Module3(Credit1)</b>	
<b>Learning Outcomes</b>	<p>On completing the module, learners will be able to:</p>
	<ol style="list-style-type: none"> <li>1. Systematically work in a biology lab and learn basic skills of measuring clinical tests such as blood pressure blood grouping hemoglobin and urine testing.</li> <li>2. Understand the importance of CPR procedure</li> </ol>
<b>Content Outline</b>	<p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Study of human skeleton and identification of bones.</li> <li>2. Estimation of hemoglobin</li> <li>3. Estimation of blood groups</li> <li>4. Demonstration of peripheral blood smears – Importance of complete blood count</li> <li>5. Measurement of pulse rate and blood pressure</li> <li>6. Urine test: Test for abnormal components in urinelike sugar, albumin and acetone</li> <li>7. Firstaid- <ul style="list-style-type: none"> <li>▪ Definition, aims, qualities of first aider, contents of first aid box,</li> <li>▪ Different types of bandages and bandaging techniques</li> <li>▪ Burns, asthma, electric shock</li> </ul> </li> <li>8. Demonstration of CPR</li> <li>9. Investigating the heart rate at different stages (sitting, after heavy exercise)</li> </ol>

<b>Module4(Credit1)</b>	
<b>Learning Outcomes</b>	On completing the module, learners will be able to:
	<ul style="list-style-type: none"> <li>○ Acquire knowledge of various disorder and preventive measure</li> <li>○ Learn the basic principles of home nursing</li> </ul>
<b>Content Outline</b>	<b>Preliminary Precautionary measures of the following everyday life disorder</b> <ol style="list-style-type: none"> <li>1. Homenursing – Measuring body temperature, steam inhalation, body sponging</li> <li>2. Prompt action to be taken for poisoning: Dog bite, snake bite, bee-sting and scorpion bite.</li> <li>3. Fracture: Types, symptoms, management, Sprain and dislocation,</li> <li>4. Menstrual disorder and menstrual Hygiene – Exercises for good menstrual health</li> <li>5. Preparation of household remedies and formulation of products for Scalp and hair disorder</li> <li>6. Preparation of household remedies and formulation of products for common Skin disorder</li> <li>7. Identification of Communicable disease</li> <li>8. Investigate effect of smoking habits in health</li> <li>9. Formulations of products and home-based remedies for cold, cough and asthma (formulations recommended by AYUSH)</li> </ol>

#### REFERENCES:

- Chaudhuri,S.K.(2006). *Concise Medical physiology*. New Central Book Agency.
- Munjal, Y. (2015). *API Textbook of Medicine (Volume I&II)*. JP Medical Ltd.
- Sears, W.G., Winwood, R.S., & Smith, J.L. (1985). *Sears's Anatomy and Physiology for nurses*. Hodder Education.
- Lieberman, D. (2013). *The story of the human body: Evolution, Health and Disease*. Penguin UK.
- Tortora, G. J., & Derrickson, B. (2020). *Principles of anatomy and physiology*.
- Peate, I., & Evans, S. (2020). *Fundamentals of Anatomy and Physiology*
- Guyton, A.C. (1956b). *Textbook of Medical Physiology*.
- Pocock, G., Richards, C. D., & Richards, D. A. (2018). *Human physiology*. Oxford University Press.
- Waller, A.D. (2018). *An introduction to human physiology*. Palala Press.
- Patilet al. (2009). *A textbook of human Physiology*.

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<b>Course Title</b>	<b>Basics of Health And Wellness - II</b>
<b>CourseCredits</b>	2 Theory
<b>CourseOutcomes</b>	After going through the course, learners will be able to
	1. Understand the role of healthy diet & eating habits 2. Understand the concept of mental and emotional wellbeing
<b>Module1(Credit1)- Theory</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand the role of a healthy diet 2. Apply healthy eating habits to enhance their health and wellness 3. Learn the types of eating disorders and their effect on health 4. Gain knowledge about mindful eating and smart food choices
<b>Content Outline</b>	Unit 1. Role of healthy diet & eating habits for adolescent  1. Importance and concept of a healthy diet 2. Processed foods and eating habits 3. Eating disorders 4. Mindful eating 5. Smart food choices
<b>Module2(Credit1)- Theory</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand the concept of mental and emotional well-being,



<b>Content Outline</b>	Unit 2: Mental and Emotional wellbeing  Stress—causes, symptoms, coping with stress Concept of coping, coping patterns, constructive coping, building resilience Sleep – insomnia – symptoms, causes, treatment, sleep hygiene, Basic relaxation techniques
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### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

#### **Continuous evaluation – 50 marks**

#### **Written assignment - 25 marks**

#### **Group project/activity-25marks**

#### **References**

1. Alton L. Thgerson & Steven M. Thygerson Justin S Thygerson: Fit To Be Well – Essential Concepts, Second Edition, Jones And Barlett Publishers, Canada,2021
2. Padmakshan Padmanabhan : Handbook of Health and Fitness, Indus source books, Mumbai, India, 2014
3. Tanushree Podder : Fit & Fine In Body And Mind, Pustak Mahal, Delhi, India, 2001
4. Brian J. Sharkey, PhD, Steven E. Gaskill, PhD, University of Montana : Fitness And Health, 7<sup>th</sup> Edition, Human Kinetics, USA, 2013
5. Psychology Applied to Modern Life Adjustment in the 21st Century, Wayne Weiten University of Nevada, Las Vegas by Dana S. Dunn Moravian College, Elizabeth Yost Hammer, Xavier University of Louisiana.

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**Semester II**

<b>Course Title</b>	<b>National Service Scheme (NSS) Studies</b>
<b>Course Credits</b>	2 (30 hours)
<b>Unit 1: Socio – Economic Survey of Village/ Slum adoption</b>	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>● Design and develop survey forms</li> <li>● Collect data for various requirements</li> <li>● Learn techniques for interviewing.</li> </ul>
Content Outline	Meaning & Needs of Socio-Economic Survey <ul style="list-style-type: none"> <li>● Process of Socio-Economic Survey</li> <li>● Design of Questionnaire (Population, Literacy, Family)</li> <li>● Design of Interview, Education, and Income</li> <li>● Data Analysis (Introduction of Different Tools).</li> <li>● Report Writing</li> </ul>
<b>Unit 2: Report with Community &amp; Programme Planning</b>	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>● Develop Managerial skills</li> <li>● Learn about organization skills</li> <li>● Develop leadership and team coordination</li> </ul>
Content Outline	Special Camping Activity <ul style="list-style-type: none"> <li>● Nature &amp; Objectives of Activities</li> <li>● Selection of Camp Site</li> <li>● Identification of Specific Theme</li> <li>● Coordination with the local planning government and other Agencies.</li> <li>● Icebreaking team building activities.</li> <li>● Feedback/ Evaluation</li> <li>● Post Camping activities</li> </ul>

### Unit 3: Voluntary Organization (VOs) and Government Organization (GOs)

Learning Outcomes:	<ul style="list-style-type: none"><li>● Have a conceptual understanding of the structure of Indian Constitution</li><li>● Understand the relevance of the constitution &amp; its role in Social Justice</li><li>● Gain insights into Fundamental Rights &amp; Duties as a citizen</li></ul>
Content Outline:	<ul style="list-style-type: none"><li>● Government Organizations/Non-Governmental Organizations<ul style="list-style-type: none"><li>● Structure of Government Organizations and Non – Government Organizations (Coordination of National Service Scheme (NSS) with Government Organizations (GO) and Non – Government Organizations (NGO)).</li></ul></li><li>● Grants for NSS From GO's for Activities</li><li>● Regular Activities</li><li>● Camping Activities</li><li>● Other Program Development Scheme</li><li>● E.g. HIV-AIDS-MADAC, Blood Donation.</li></ul>

#### Evaluation pattern NSS Semester 2 Under NEP

**Theory: 25 marks:** Continuous assessment through a short quiz for sessions conducted on campus. The component will also include guest lectures and theory sessions. The quizzes will help to test the knowledge and information acquired by attending the session.

**Community Work: 25 Marks-**Each NSS volunteer has to complete 15 hours of dedicated community work. Submit a report of the activity along with photos, preferably geo-tagged photos. The report will contain the activity name, number of hours spent, date and time, purpose, and outcome of the activity.

**Total 50 Marks**