



विवेकानन्द कॉलेज
VIVEKANANDA COLLEGE
(दिल्ली विश्वविद्यालय)
(UNIVERSITY OF DELHI)
विवेक विहार, दिल्ली-110095
VIVEK VIHAR, DELHI-110095
GRADE 'A' ACCREDITED By NAAC

VIVEKANANDA COLLEGE
UNIVERSITY OF DELHI

SUPPORTING DOCUMENTS FOR 2.3.1

S.No.	Title of the Proof	Proof Link
1.	Experiential and Participative Learning	Syllabus of the courses
2.	Project based learning and Internships	Projects and Internships
3.	Extension activities	Activities list
4.	Students Enrichment activities	Enrichment activity list
5.	Magazine publications	Participative learning exercises
6.	Mentoring Committee	Mentor mentee list
7.	Enhancing learning experiences using ICT tools	ICT_tools
8.	Online library resources	E-Learnings
9.	Skill Enhancement Committee	Activities lists
10.	Teaching pedagogies	Field trips
11.	Remedial classes for slow learners	Remedial classes

PROOFS 2.3.1

STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM-SOLVING METHODOLOGIES ARE USED FOR ENHANCING LEARNING EXPERIENCES USING ICT TOOLS

Syllabus Of the Courses Highlighting Experiential And Participative Learning

1. Life Span Development

KEYWORDS

Applied Social, Social Cognition, Interpersonal attitudes, attitude change.

C6: **LIFE SPAN** DEVELOPMENT

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Assess critically theories of **life span** development.
- Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- Discuss methodological approaches used to study development.
- Examine developmental issues of adolescents and adults in the Indian context.
- Assess critically issues of disability and aging in the Indian context

UNIT 1

Nature and perspectives of **life span** development, research methods and designs. Physical development: patterns of growth from prenatal development to late adulthood.

UNIT 2

Cognitive development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development, Role of language in cognitive development.

UNIT 3

Emotional development ;Moral development (Kohlberg); Social context (family, peers, school).

UNIT 4

Developmental issues in Indian context: issues of disability; developmental issues of adolescence; challenges and changes in adulthood ;Aging

PRACTICALS

Any TWOpracticums from the following list are to be done

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological

PRACTICALS

Any TWOpracticums from the following list are to be done

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological

19

tests.

3. Field report: The interaction between individuals and contexts (family, school, peers, culture).

4. Case study of an atypical individual.

5. Field work: some illustrative topics:

Examining the issues of old age by interviewing an elderly individual.

Evaluating quality of service in old-age homes.

Identifying the challenges faced by people with disabilities through secondary data analysis.

Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

REFERENCES

Feldman, R.S. &Babu, N. (2011).*Discovering the life-span*. New-Delhi: Pearson. (Unit 1: Chapter 1, 2 to 8)

Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India (4th Ed.)*. New Delhi. Oxford University Press (Unit 4)

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi:Tata McGraw-Hill.(Unit 1 to 3)

2. Health Psychology

C9: HEALTH PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understand the health issues from the standpoint of biological, psychological and social factors acting together.
- Learn about the role of beliefs and attitudes in the health problems of our times
- Understanding the importance of modifying the problematic health behaviours
- Learning how people appraise and cope with their health problems.
- Knowing the importance of positive emotions such as happiness, hope and optimism in developing satisfaction, resilience and well-being

UNIT 1

Introduction: Definition of health psychology, goals of health psychology, health-illness continuum, Mind-body relationship, Bio-psychosocial model of Health (advantages and clinical implications); Lifestyle and disease patterns in India.

UNIT 2

Behaviour and Health: Characteristics of health behaviours (health behaviour, illness behaviour and sick-role behaviour); Barriers to health behaviour (individual, interpersonal and community). Theories of health behaviour (Protective motivation theory, theory of reasoned action, Transtheoretical model).

UNIT 3

Health Enhancing Behavior: Exercise and yoga, nutrition, sleep. Pain (meaning, measurement and management).

UNIT 4

Health and Well-being: Positive emotions, happiness, Subjective well-being; Resilience (definition, sources in childhood and youth).

PRACTICALS

Any two practicum (one in lab and one in field) on any of the two topics from the syllabus: using scales on hope, optimism, life satisfaction, or subjective well-being. Field study on lifestyle and illnesses in Indian sample.

3. Counselling Psychology

C10: COUNSELLING PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To equip students understand the meaning and process of counselling including personal and professional aspects of a counsellor.
- To understand the evolution of the profession world-wide including India
- To have a deeper understanding of conventional and contemporary approaches to counselling
- To explore Indian contribution and development in the profession
- Equipping students to apply counselling skills in diverse settings including a multicultural society
- Skill development and training with the help of audio visual aids, participatory exercises, role play and group discussions.
- Sensitization towards contemporary issues and diversity

UNIT 1

Understanding counselling: Definition and goals; personal and professional aspects of a counsellor; ethical considerations; similarities and differences with psychotherapy; historical development of counselling; status of counselling in India, future trends in counselling.

UNIT 2

Conventional approaches to counselling: Person centered approach; Psychoanalytic, Behaviouristic, Beck's Cognitive Therapy, Rational EBT.

UNIT 3

Contemporary approaches: Brief psychodynamic therapy, Narrative therapy, Expressive Arts, Solution focused brief therapy and Yoga.

UNIT 4

Applications of counselling: school, career, grief and trauma counselling, counselling for LGBTQ.

PRACTICALS

Participatory exercises/ case studies/ audio-visuals / role plays/ group discussions for any TWO of the following: Understanding of Counselling process/skills. Training for counselling skills based on any therapeutic modality or stages of counselling. Externships in reference to different counselling contexts. Understanding diversity through sensitisation programmes (LGBTQ/gender/culture)

REFERENCES

Corey, G (2013) *Theory and Practice of Counseling and Psychotherapy*. Wadsworth (Unit 1: Chapter 1,Chapter 2: Unit 2:Chapter 4,Chapter 7,Chapter 9,Chapter 10: Unit 3: Chapter 13)

Gladding, S &Batra, P. (2018) *Counselling: A comprehensive profession*. New Delhi: Pearson (Unit I: Chapter 1,Chapter 2,Chapter 3,Chapter 4: Unit 2: Chapter 7,Chapter 8: Unit 4: Chapter 13,Chapter 14, Chapter 15)

Nelson,R,J. (2012) *Theory and Practice of Counseling and Therapy*. New Delhi: Sage South Asia. (Practicals)

4. Understanding Psychological Disorders-1

KEYWORDS

Counselling, classical and contemporary approaches, skills training, sensitization

C11: UNDERSTANDING PSYCHOLOGICAL DISORDERS – I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the concept of abnormal behaviour.
- Understanding the clinical picture and etiology of various subcategories of disorders listed in the DSM-5.
- Exploring clinical assessment in an evidence based framework

UNIT 1

Introduction: Understanding abnormal behaviour Understanding classification: DSM & ICD (Latest versions), Clinical assessment.

UNIT 2

Anxiety disorders (clinical picture &etiology): a) Specific Phobias & Social Anxiety Disorder, Panic Disorder, Generalized anxiety disorder.

UNIT 3

Feeding and Eating Disorders (Anorexia Nervosa, Bulimia Nervosa and Binge-Eating Disorder),b) Gender Dysphoria.

UNIT 4:

Schizophrenia : Schizophrenia: clinical picture and etiology

PRACTICALS

- a) Clinical case analysis with use of secondary data including movies (signs, symptoms, Etiology)/ Interview of cases from the above list of disorders.
- b) Test any one: 16PF, MMPI-2, Beck Cognitive Inventories or any other clinically appropriate test.

REFERENCES

Alloy, L.B., Riskind, J.H. and Manos, M.I. (Latest edition). *Abnormal Psychology: Current Perspectives*. New Delhi: Tata McGraw Hill

5. Understanding Psychological Disorders-II

C13: **UNDERSTANDING PSYCHOLOGICAL DISORDERS – II**

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To be able to describe the symptoms of different psychological disorders.
- To discuss the causal factors of the disorders
- To highlight the various treatments of the disorders
- To obtain 'hands on' experience through the field work and assessment of the disorders.

UNIT 1

Clinical picture & etiology of the following: a) Bipolar I, II, Cyclothymia b) Persistent Depressive Disorder, Major Depressive Disorder.

UNIT 2

Attention Deficit/Hyperactivity Disorders) Autism Spectrum Disorders) Intellectual Disabilities & Specific Learning Disorder.

UNIT 3:

Functional Neurological Symptom Disorder (Clinical picture & etiology), Personality Disorders (Cluster A, B, C clinical picture only).

UNIT 4

30

Disorder), b) Gender Dysphoria.

UNIT 4:

Schizophrenia : Schizophrenia: clinical picture and etiology

PRACTICALS

- a) Clinical case analysis with use of secondary data including movies (signs, symptoms, Etiology)/ Interview of cases from the above list of disorders.
- b) Test any one: 16PF, MMPI-2, Beck Cognitive Inventories or any other clinically appropriate test.

REFERENCES

Alloy, L.B., Riskind, J.H. and Manos, M.I. (Latest edition). *Abnormal Psychology: Current Perspectives*. New Delhi: Tata McGraw Hill

27

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2017). *Abnormal Psychology* (16th ed). India : Pearson

6. **Foundation of Industrial/Organizational Psychology - I**

KEYWORDS Disorders, DSM, ICD, clinical picture, etiology, assessment

C12: **FOUNDATION** OF INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY-
I (THEORY+ PRACTICAL)

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

28

- Developing knowledge of I/O Psychology, and its historical development (especially w.r.t India), Understanding ideas and issues related to organizational behaviour, OB model, organizational structure, and organizational designs
- Displaying knowledge related to employee attitudes such as Job Satisfaction, Organizational Commitment, Organizational Citizenship behaviour; and Perceived Organizational Support.
- Developing knowledge and skills related to employee selection, psychological assessment , performance appraisal and training.

Organizational Commitment, Organizational Citizenship behaviour; and Perceived Organizational Support.

- Developing knowledge and skills related to employee selection, psychological assessment, performance appraisal and training.

UNIT 1

Historical Background of Industrial and Organizational Psychology with inputs from India; Understanding Organizational, Psychology, Organizational Behaviour (OB); OB Models (Robbins and Parikh & Gupta); Elements of Organizational structure; Common Organizational Designs and New Design Options.

UNIT 2

Individuals' Attitudes: Causes and Consequences Job Satisfaction; Organizational Commitment; Organizational Citizenship behaviour; Perceived Organizational Support (POS), Employee Engagement and Karma Yoga

UNIT 3

Selection: Principles and Techniques; Psychological Testing & Interview; Performance Appraisal.

UNIT 4:

Concept and model; On and off -the site training methods, Management training methods; Evaluation of training.

PRACTICALS

Do any TWO

1. Any one test from the following: FIRO-B, MBTI, Work Environment Scale, OCB Checklist, or, any other organization based scale.
2. Any one field based practical from the units above

REFERENCES

Blum, M.L. and Naylor, J.C. (1968). *Industrial Psychology: Its theoretical and Social Foundations*, New York: Harper and Row (Unit 3: Chapter 2, Chapter 5 Chapter 7)

Jex, Steve M. & Britt, Thomas W (2014) *Organizational Psychology: A Scientist-Practitioner Approach*, 3rd Edition, Wiley International (Unit 2: Chapter 5)

7. Foundation of Industrial/Organizational Psychology – II

C14: FOUNDATION OF INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY- II (THEORY+ PRACTICAL)
Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Applied Psychology graduates will have a clear understanding of and exhibit ethical leadership skills in professional practice and towards the larger community.
- Applied Psychology graduates will exhibit willingness to pursue life-long learning through continuing education and participation in professional organizations since I/O Psychology requires them to be updated on current events.

UNIT 1

Work Motivation: Meaning of motivation; theories of motivation (context, process, and contemporary theories). Motivational Application through Job Design and Goal Setting.

UNIT 2

Power and Politics : meaning of power, classification, contingency model, empowerment, political implications of power.

UNIT 3

Basic Approaches to Leadership: Trait Theories; Behavioural Theories; Contingency Theories; Inspirational approaches: Transformational-transactional leadership; Contemporary approaches: Authentic leadership, Indian Approaches To Leadership, Challenges to leadership in contemporary times.

UNIT 4

Positive Organizational Behaviour: Positive Psychology ; Self-Efficacy/Confidence , Optimism , Hope , Resiliency ; Psychological Capital (PsyCap) Other Positive Constructs : Emotional Intelligence (EI), work-life balance.

PRACTICALS

Any TWO 1 Simulated Exercise/ Workshop: Power, Leadership, Motivation, EI, POB (any one) 2. One Field based practicum based on the above units.

REFERENCES

Greenberg & Baron, (2008). *Behaviour in Organisation*, 9th (Ed.) Pearson. (Unit 1 Chapter 4 Unit

8. Youth Psychology

Neuro Psychology, Neuroplasticity, Neurological disorders, Rehabilitation

DSE-2: YOUTH PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

34

COURSE LEARNING OUTCOMES

- Developing an appreciation of the various issues in defining the category of 'youth'; understanding the phases in the development of youth identity; knowing the various sociocultural influences on today's youth as well as demonstrating sensitivity towards today's youth by developing an understanding of their culture
- Understanding risk behaviours of youth (drug abuse, delinquency, sexuality & suicide risk), as well as other challenges youth face in their lives such as those related to employment, education; health and body image.
- Learning about positive youth development including responsibility, social capital, citizenship and political engagement.

UNIT 1

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

UNIT 2

Youth development and society: Family friends and living arrangements: Dependency, family relations and transitions, family, friendship and romantic relationship, leaving home, marriage and cohabitation, family formation; Youth culture & Life style: Gender, media.

UNIT 3

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition.

UNIT 4

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement.

PRACTICAL

Any two practicum based on the above mention units.

9. Living in Media World

VI	Understanding Psychological Disorders- II (Theory + Practical) (100+ 50)				DSE-3
	C 14 Foundation of Industrial/ Organizational Psychology- II (Theory + Practical) (100+ 50)				DSE-4

ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER- V AND 2 IN SEMESTER-VI):

DSE1: Neuropsychology
 DSE 2: Youth Psychology
 DSE 3:Environmental Psychology
 DSE 4: Professionalism in Psychology : Ethics & Issues
 DSE 5: Peace Psychology
 DSE 6: Psychological Assessment
 DSE 7: **Living in Media World**
 DSE 8: Geriatrics Psychology
 DSE 9: Project

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV):

GE 1:Understanding Psychology (Theory+ Tutorial)
 GE 2:Psychology for Living (Theory+ Tutorial)
 GE 3:Abnormal Psychology (Theory+ Tutorial)
 GE 4: Psychology at Work((Theory+ Tutorial)
 GE 5:Intergroup Relations (Theory+ Tutorial)
 GE 6:Fundamentals of Statistics and Research in Psychology (Theory+ Tutorial)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED- SEC) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV):

AEEC /SEC 1 :Stress Management (Theory+ Practical)
 AEEC /SEC 2 :Effective Leadership (Theory+ Practical)

10. Peace Psychology

DSE-5: PEACE PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Exploring and interpret social conditions and its relation with conflicts.
- Apply the current approach /theories and methodologies of psychology in the field.
- Evaluate the roots and Process of conflict in global world.
- Demonstrate conflict transformation skills, mediation skills and design strategies for developing the social, political, economic, and ecological conditions for peacebuilding

UNIT 1

Introduction: **Peace psychology**: definition, historical development of the field and its relation with the field of CAR (Conflict Analysis and Resolution). Meaning of key concepts- conflict management, Conflict resolution, conflict transformation and conflict prevention.

UNIT 2

Peace process and transformation – Nature of peace process(peace-making, peacekeeping and peacebuilding), methods of peace building, peace and transformation of societies, peace education

UNIT 3

Psychological Understanding of Peace and Conflict

Psychoanalytical -VamikVolkan; Social-Psychological – Herbert C. Kelman,(and the case study of Israel-Palestine, Vollhardt&Bilali, Psychocultural Interpretations – Marc Howard Ross. And the case study of North Ireland

UNIT 4:

Conflict and conflict resolution: Nature of conflict- international and ethnic conflict, direct aggression (International war) and structural violence, impact of international war and structural violence. Resolution of international and ethnic conflicts: Confrontation, negotiation, mediation,

39

collaboration, cooperation. Indian case studies of N-E states in India- Nagaland, Manipur; Gorkhaland, Bodoland, Kashmir, India-Pakistan conflict.

11. Research Methodology

Research Methodology (PS41)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

This course is designed to provide students skills for collecting and analysing data to answer real world problems. It will cover modes of data collection, data cleaning and data representation.

Course Learning Outcomes

The student will develop an understanding of how commonly available data is collected and analyzed. This would help in the interpretation of secondary data and in the management of small primary surveys.

Unit 1

Data Types and sources: Qualitative and quantitative data, measurement and scales; overview of some secondary data sources

Unit 2

Questionnaire design: Measurement and scales, ordering of questions, coding responses

Unit 3

Sampling techniques: Simple random sampling, stratification, sequential sampling; Size and cost trade-offs

23

Unit 4

Processing of survey data: Data cleaning, checking for consistency

Unit 5

Analysing data: Generating sample statistics and representing them in an easily comprehensible manner

12. Basic Computational Techniques for Data Analysis

Department of Economics
SEC IV (6th semester) for B.A. Program
BASIC COMPUTATIONAL TECHNIQUES FOR DATA ANALYSIS

Purpose / Objective of the paper:

The main purpose of this Skill Enhancement Course (SEC) in Economics is to provide B.A. Program students with hands-on experience in developing skills in statistical techniques involving computer applications. The course would enable students to become familiar with different data sources relating to various aspects of the economy, with estimation of simple relationship between economic variables, and with interpretation of the estimation results.

This course is an extension of the previous semester's course SEC: Data Analysis, which is a prerequisite for taking this course. This course develops computational skills based on the knowledge of Statistics developed in the previous semester. Along with the previous semester's SEC papers (i.e. 'Understanding the Economic Survey and the Union Budget', 'Research Methodology' and 'Data Analysis'), this course aims to equip students with the ability to undertake basic research projects pertaining to the Indian economy, which in turn, would prove helpful in a variety of professions.

Course outline:

Unit - I

Introduction to MS Excel: Spreadsheet basics and inputting of data, word processing and presentation of data using graphs and tables.

This unit should cover: (i) Inputting data; (ii) Selecting data; (iii) Multiplication, Division and Addition; (iv) Formatting Cells; (v) Hide/unhide columns; (vi) Sorting Data; (vii) Filtering Data; (viii) Freezing and Unfreezing Headers; (ix) AUTO SUM and SUMIF commands; (x) Using MAX, MIN, COUNT, COUNTIF and POWER command; (xi) Pivot Tables; (xii) Line Graph, Column Chart, Histogram, Pie Chart and Scatter Plot.

References: MS EXCEL 2010 manual (available free online), or other Excel manuals.

Unit - II

Review of (i) Measures of Central Tendency - Mean, Median and Mode; Arithmetic Mean, Geometric Mean and Harmonic Mean; (ii) Measures of Dispersion – Standard Deviation and Variance;

(iii) Skewness; (iv) Kurtosis.

Focus should be on computation techniques in MS Excel, and interpretation of numbers based on what has been covered in the BA Program Semester V SEC paper 'Data Analysis'.

References:

2. M.R. Spiegel, L.J. Stephens and N. Kumar (2010), Statistics, 4th edition, Schaum Series, McGraw Hill

3. Dr. K. L. Dahiya, Adhyayan Samagri 1 (1-12), chapters 1 to 8, B.Com (H), 1st year, Vyavsaahik Sankhiki, Department of Commerce, Mukta Shiksha Parishad, Dilli Vishwavidhyalaya (Reference in HINDI)

4. MS EXCEL 2010 (available free online), and/or other excel manuals
Introduction to calculation of financial formulae: Net Present Value (NPV), Internal Rate of Return, Future Value, Equated Monthly Installment (EMI), Compound Growth Rate

c. Using spreadsheet to perform the above mathematical/statistical/financial functions

References:

Financial Management, Chapter 6; Investment Decisions, Chapter 7, Institute of Chartered Accountants of India study material.

Pamela Drake and Frank Fabozzi, 2009, Foundations and Applications of the Time Value of Money, John Wiley and Sons, Chapters 1, 2, 5, 9 (NOTE: This is a TEACHERS' REFERENCE)

MS EXCEL 2010 (available free online), and/or other excel manuals.

Unit III

Review of Correlation and Rank Correlation.

Introduction to simple Ordinary Least Squares (OLS) (i.e. only one explanatory variable); Testing hypotheses related to regression coefficients; Goodness of fit (R^2); Reporting the estimation results.

Focus should be on the use of MS Excel for the above computation techniques.

References::

1. P.H. Karmel and M. Polasek (1978), Applied Statistics for Economists, 4th edition, Pitman

2. M.R. Spiegel, L.J. Stephens and N. Kumar (2010), Statistics, 4th edition, Schaum Series, McGraw Hill

3. Coursera Lectures by Sharad Borle (available free on Coursera.org)

4. MS EXCEL 2010 (available free online), and/or other Excel manuals

5. Dr. K.L. Dahiya, Adhyayan Samagri 1 (1-12), Chapters 1 to 8, B.Com (H), 1st year, Vyavsaahik Sankhiki, Department of Commerce, Mukta Shiksha Parishad, Dilli Vishwavidhyalaya (HINDI)

Unit IV

Introduction to economic and business data sets available in the public domain, such as from the NSE, BSE, RBI, MOSPI, World Bank, UN, etc.

Any of these datasets may be used for demonstrating the statistical concepts studied in the course

Unit V

Preparation of a project report based on data available in the public domain, using concepts studied in units II and III.

13. Introduction to Food Safety and Preservation

<p align="center">DSC-FT 4: INTRODUCTION TO FOOD SAFETY & PRESERVATION (CREDITS- THEORY: 4; PRACTICAL: 2)</p> <p>COURSE OBJECTIVES:</p> <ul style="list-style-type: none"> • To impart students basic knowledge relating to food safety and principles of preservation • To introduce them to the concept of processing and preservation of fruits and vegetables • To familiarize the students with preserved fruit and vegetable products available in the market • To equip them with skills required for preservation, packaging and evaluation of fruit beverages, ketchup, sauce and chutney <p>COURSE LEARNING OUTCOMES:</p> <p>After successfully completing the course, the students will be able to:</p> <ul style="list-style-type: none"> • Describe the purpose and scope of the food preservation industry along with a market survey of preserved products. • Illustrate the post-harvest changes in fruits and vegetables. • Explain the different objectives, principles and methods of food preservation • Demonstrate skills for processing of fruits and vegetable chutneys, sauces and beverages along with labeling <p align="right">21</p>	
<p>THEORY</p> <p>UNIT I: PURPOSE AND SCOPE OF PRESERVATION</p> <ul style="list-style-type: none"> • Objectives of preservation and processing • Scope of preservation industry in India <p>Srivastava, S.S. (2011). <i>Phal Parirakshan</i>. Lucknow: Kitab Mahal, Chapter 4, pg 72- 88</p> <p>Srivastava, R.P. & Kumar, S. (2005). <i>Fruit and Vegetable Preservation</i>. Lucknow: International Book Distributing Co. Chapter 3, pg 11- 18</p> <p>UNIT II: POST-HARVEST CHANGES AND SPOILAGE</p> <ul style="list-style-type: none"> • Physical, chemical and microbiological changes in fruits and vegetables • Factors affecting growth of microorganisms and the control measures <p>Srivastava, R.P. & Kumar, S. (2005). <i>Fruit and Vegetable Preservation</i>. Lucknow: International Book Distributing Co. Chapter 9, pg 61-72</p> <p>UNIT III: FOOD SAFETY</p> <ul style="list-style-type: none"> • Key terms, factors affecting food safety, recent concerns • FSSAI: Regulations and functions • Food additives and contaminants • Hygiene and Sanitation • HACCP <p>Suri, S. & Malhotra, A. (2014). <i>Food Science, Nutrition and Safety</i>. Delhi: Pearson India Ltd, Chapter 20, pg 263-270; Chapter 25, 26, pg 335-357</p>	<p align="center">PERIODS: 60 (CREDITS 4)</p> <p align="right">5</p> <p align="right">10</p> <p align="right">20</p>

Suri, S. & Malhotra, A. (2014). *Food Science, Nutrition and Safety*. Delhi: Pearson India Ltd, Chapter 20, pg 263-270; Chapter 25, 26, pg 335-357

UNIT IV: PRINCIPLES AND METHODS OF PRESERVATION

12

- Asepsis
- Use of low temperature
- Use of high temperature
- Removal of moisture
- Removal of air
- Use of chemical preservatives
- Fermentation

22

- Irradiation
- Gas preservation
- Newer methods

Srivastava, R.P. & Kumar, S. (2005). *Fruit and Vegetable Preservation*. Lucknow: International Book Distributing Co. Chapter 12, pg 85-100

International Book Distributing Co. Chapter 12, pg 85-100

UNIT V: FRUIT AND VEGETABLE PROCESSING – SAUCES AND BEVERAGES

13

- Chutney and sauces- definition, method of preservation, steps in preparation of chutney and sauces
- Fruit beverages- definition and classification, method of preservation (with special emphasis on pasteurization, use of chemical preservatives, sugar), role of various ingredients

Srivastava, S.S. (2011). *Phal Parirakshan*. Lucknow: Kitab Mahal, Chapter 13, pg 339-400; Chapter 17, pg 482-496

Lal, G., Siddhapa, G.S., & Tandon, G.L. (2016). *Preservation of Fruits and Vegetables*. New Delhi: Indian Council of Agriculture Research, Chapter 9, pg 124-151; Chapter 14, pg 235- 249

PRACTICALS

PERIODS: 60 (CREDITS 2)

- Sterilization of bottles
- Market survey of preserved fruit and vegetable products
- Preparation, packaging, sensory/objective (TSS, pH) evaluation and costing of:
 - Sauces (chilli sauce and tomato sauce)
 - Ketchup (tomato)
 - Chutney (tomato chutney and *imli* chutney)
 - Squash (lemon squash, orange squash, pineapple squash)
 - Syrup (rose syrup and almond syrup)
 - Fermented beverage (*Kanji*)
- Preparation of labels for preserved foods

14. Basic Baking Technology

DSC- FT 3: **BASIC BAKING TECHNOLOGY** (CREDITS- THEORY: 4; PRACTICAL: 2)

COURSE OBJECTIVES:

- To impart students basic knowledge related to the principles of baking
- To introduce them to the techniques and skills of cake and pastry making and their decoration
- To introduce the concept of proximate analysis of wheat flour

COURSE LEARNING OUTCOMES:

After successfully completing the course, the students will be able to:

- Describe the present and future trends of the bakery industry.
- Illustrate the basic ingredients and equipment used for baking along with their significance
- Describe the process of cake and pastry preparation, their decoration and evaluation.

17

products.

- Initiate the entrepreneurial journey in the field of bakery.

THEORY

PERIODS: 60 (CREDITS 4)

UNIT I: BAKING INDUSTRY

8

- Baking industry and its scope in the Indian economy
- History of bakery - present trends and prospects
- Nutrition facts about bakery products
https://shodhganga.inflibnet.ac.in/bitstream/10603/53842/10/10_chapter%202.pdf

UNIT II: WHEAT GRAIN, BAKING INGREDIENTS AND EQUIPMENT

22

- Wheat grain– its structure
- Milling of wheat, types of refined wheat flour; composition of refined wheat flour (gluten, amylose/ amylopectin, enzyme activity, moisture) and its storage
- Ingredients – flour, sugar, fat, egg, leavening agents and other bakery additives
- Equipment- oven, mixing tools and icing tools
Potter, N., & Hotchkiss, J.H. (2006). *Food Science*. Delhi: CBS Publishers, Chapter 17, pg 381-401

UNIT III: CAKE TECHNOLOGY

15

- Preparation of cakes - types of cakes, methods of batter preparation, steps in cake making, balancing of cake formula, evaluation of the baked cake, operational faults in cake processing and the remedial measures.
- Packaging, labeling, and costing
- Cake decoration- different methods

- Packaging, labeling, and costing
 - Cake decoration- different methods
- Dubey, S. C. (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers, Unit 2, Chapter 1 – 5, pg 98-121
- Dubey, S. C. (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers, Unit 2, Chapter 1 – 5, pg 117-150

UNIT IV: PASTRY TECHNOLOGY

15

- Preparation of pastry - types of pastries (short crust, puff/flaky and choux pastry), processing and evaluation, faults and remedies.
- Dubey, S. C. (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers, Unit 2, Chapter 7, pg 138-143

18

- Dubey, S. C. (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers, Unit 2, Chapter 7, pg 175-182.

PRACTICAL

PERIODS: 60 (CREDITS 2)

PRACTICAL

PERIODS: 60 (CREDITS 2)

- Quality Testing of Flour
 - Determination of water absorption power (WAP) of refined wheat flour and whole wheat flour
- Determination of ash content in refined wheat flour
- Determination of moisture content of refined wheat flour
- Sensory evaluation (by Hedonic scale) for various processed food products
- Preparation and sensory evaluation of cakes
 - Fatless sponge (pineapple sponge, chocolate sponge and Swiss roll)
 - Shortened cake (plain tea cake, Dundee cake, marble cake, fruit cake and innovative cakes)
 - Eggless cake
- Cake Icing
- Preparation and sensory evaluation of pastry
 - Short crust (jam tarts)
 - Puff/flaky (Bombay khari, vegetable patties)
 - Choux pastry (chocolate éclairs)

COMPULSORY READINGS:

- Dubey, S. C. (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers.
- Dubey, S. C. (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers.
- Ketrapaul, N., Grewal, R.B., & Jood, S. (2005). *Bakery Science and Cereal Technology*. Delhi: Daya Publishing House.
- Potter, N., & Hotchkiss, J.H. (2006). *Food Science*. Delhi: CBS Publishers.

15. Advanced Fruit and Vegetable Preservation Technology

<p align="center">DSE-FT 2: ADVANCED FRUIT AND VEGETABLE PRESERVATION TECHNOLOGY (CREDITS- THEORY: 4; PRACTICAL: 2)</p> <p>COURSE OBJECTIVES:</p>	
	29
<ul style="list-style-type: none"> To impart knowledge about fruit and vegetable preservation techniques such as dehydration, canning and freezing To introduce the concept of food product development To equip the students with knowledge and skills for preparing, packaging, evaluating and selling pectin products, preserves and pickles <p>COURSE LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Describe the different principles and methods of fruit and vegetable preservation and processing. Compare preservation techniques such as Dehydration versus Concentration, Refrigeration versus Freezing and also processed products such as Jams and Jellies versus Marmalades. Describe the various steps in dehydration, freezing, canning, pectin products, preserves and pickles. State the importance and challenges of new food product development and state its types. 	
THEORY:	PERIODS: 60 (CREDITS 4)
<p>UNIT I: DEHYDRATION AND CONCENTRATION</p> <ul style="list-style-type: none"> Dehydration- definition and objectives, method of preservation, normal drying curve, water activity, factors affecting rate of drying, sun drying, types of dehydrators (air convection, drum, freeze and vacuum driers) steps in dehydration of fruits and vegetables Concentration- definition and objectives, techniques <p>Potter, N., & Hotchkiss, J.H. (2006). <i>Food Science</i>. Delhi: CBS Publishers, Chapter 10, pg 200-243</p> <p>Srivastava, S.S. (2006). <i>Phal Parirakshan</i>. Lucknow: Kitab Mahal, Chapter 10, pg 260-305</p>	16
<p>UNIT II: REFRIGERATION AND FREEZING</p> <p>Definition and objectives, difference between freezing and refrigeration, systems of refrigeration, method of preservation, steps in freezing fruits and vegetables, cryogenic freezing of fruits and vegetable, evaluation</p>	8
	30
<p>Potter, N., & Hotchkiss, J.H. (2006). <i>Food Science</i>. Delhi: CBS Publishers, Chapter 9, pg 163-199</p> <p>Srivastava, S.S. (2006). <i>Phal Parirakshan</i>. Lucknow: Kitab Mahal, Chapter 8, pg 174-196, Chapter 11, pg 306-317</p>	
UNIT III: CANNING	9

Lal, G., Siddhapa, G.S., & Tandon, G.L. (2009). *Preservation of Fruits and Vegetables*. New Delhi: Indian Council of Agriculture Research, Chapter 2 - 3, pg 8- 32; Chapter 7, pg 83- 92
 Srivastava, S.S. (2006). *Phal Parirakshan*. Lucknow: Kitab Mahal, Chapter 9, pg 197-259

UNIT IV: INTRODUCTION TO NEW FOOD PRODUCT DEVELOPMENT 6

Need and importance for developing a new product, types of new products, challenges, failure of new product

Fuller, Gordon W. (2004). *New Product Development- From Concept to Marketplace*. Delhi: CRC Press, Chapter 1, pg 1-30; Chapter 3, pg 67-122

UNIT V: FRUIT AND VEGETABLE PROCESSING –PECTIN PRODUCTS, PRESERVES AND PICKLES

- Jam, Jelly and Marmalade- definition, role of pectin and theory of gel formation, method of preservation, steps of preparation, evaluation. 9

- Preserves- definition, method of preservation, steps of preparation, evaluation, candied, crystallized and glazed fruits. 6

- Pickles- definition, classification, method of preservation, steps of preparation of vinegar pickles, evaluation. 6

Lal, G., Siddhapa, G.S., & Tandon, G.L. (2009). *Preservation of Fruits and Vegetables*. New Delhi: Indian Council of Agriculture Research, Chapter 11, 12, pg 156- 205; Chapter 14, pg 249- 269

Srivastava, S.S. (2006). *Phal Parirakshan*. Lucknow: Kitab Mahal, Chapter 14, 15,16, pg 401-481

PRACTICAL:

PERIODS: 60 (CREDITS 2)

- Preparation, packaging, labeling, sensory/objective (TSS, pH) evaluation and costing of:
 - Jam (apple jam and mixed fruit jam)
 - Jelly (guava jelly)

21

PRACTICAL:

PERIODS: 60 (CREDITS 2)

- Preparation, packaging, labeling, sensory/objective (TSS, pH) evaluation and costing of:
 - Jam (apple jam and mixed fruit jam)
 - Jelly (guava jelly)

31

- Marmalade (orange marmalade)
- Pickle (green chilli, lemon, mixed vegetable)
- Preserve (carrot)
- Dehydration of vegetables (green leafy vegetables, other vegetables and tubers)
- Freezing of vegetables.
- Determination of headspace, total soluble solid content and acidity of different preserved foods.
- Preparing any of the preserved product/new product in bulk and organizing an exhibition-cum-sale.

COMPULSORY READING:

- Potter, N., & Hotchkiss, J.H. (2006). *Food Science*. Delhi: CBS Publishers.
- Lal, G., Siddhapa, G.S., & Tandon, G.L. (2009). *Preservation of Fruits and Vegetables*. New Delhi: Indian Council of Agriculture Research.
- Srivastava, S.S. (2006). *Phal Parirakshan*. Lucknow: Kitab Mahal.

ADDITIONAL RESOURCES:

		and making their labels.	beverages, making labels.
*Assessment tasks listed here are indicative and may vary			
DSE FT 1: ADVANCED BAKING TECHNOLOGY (CREDITS- THEORY: 4; PRACTICAL: 2)			
OBJECTIVES:			
25			
<ul style="list-style-type: none"> To impart students with knowledge related to processing of breads, biscuits and cookies. To familiarize them with basics of food packaging, marketing and cost control. 			
COURSE LEARNING OUTCOMES:			
<ul style="list-style-type: none"> Describe the role of ingredients and steps of preparation of bread and biscuits. Illustrate techniques of marketing and cost control. Compare various food packaging materials and their characteristics. Justify label regulations and need for nutritional labeling. Demonstrate skills to prepare various kinds of breads and biscuits. Conduct sensory evaluation of prepared baked products. Perform quality tests of wheat flour and yeast. Produce bakery products in bulk and organize an exhibition cum sale. 			
THEORY		PERIODS: 60 (CREDITS 4)	
UNIT I: BREAD TECHNOLOGY		14	
• Preparation of bread - ingredients used, methods of dough preparation, steps in bread processing, evaluation of the baked bread, staling of bread, diseases of bread			
UNIT I: BREAD TECHNOLOGY		14	
<ul style="list-style-type: none"> Preparation of bread - ingredients used, methods of dough preparation, steps in bread processing, evaluation of the baked bread, staling of bread, diseases of bread <p>Dubey, S. C. (2016). <i>Basic Baking-Science and Craft</i>. Delhi: Society of Indian Bakers. Unit 1, Chapter 1- 8, pg 8-85</p> <p>Dubey, S. C. (2009). <i>Bakery Vighan</i>. Delhi: Society of Indian Bakers, Unit 1, Chapter 1-8, pg 3-97</p>			
UNIT II: BISCUIT AND COOKIES TECHNOLOGY		12	
<ul style="list-style-type: none"> Preparation of biscuits and cookies – types, ingredients, processing and evaluation Crackers <p>Dubey, S. C. (2016). <i>Basic Baking-Science and Craft</i>. Delhi: Society of Indian Bakers. Unit 2, Chapter 6, pg 132- 137</p> <p>Dubey, S. C. (2009). <i>Bakery Vighan</i>. Delhi: Society of Indian Bakers, Unit 2, Chapter 6, pg 166-174</p>			
UNIT III: FOOD PACKAGING		14	
<ul style="list-style-type: none"> Packaging – its importance, essential features of an ideal package, various food packaging materials and their characteristics Recent trends in the field of packaging (active packaging, intelligent packaging, RFID) Label regulations and designing labels for packaged foods, nutritional labeling. <p>Potter, N., & Hotchkiss, J.H. (2006). <i>Food Science</i>. Delhi: CBS Publishers, Chapter 21, pg 478-508</p> <p>Food Safety and Standards Authority of India: http://www.fssai.gov.in</p>			

UNIT IV: MARKETING AND COST CONTROL

20

- Marketing - definition, scope, understanding the 4Ps (Product, Price, Place, Promotion), marketing techniques, marketing and distribution of processed products
 - Cost control – food cost, labour cost and other costs; costing of processed products
- Sethi, M. (2005). *Institutional Food Management*. Delhi: New Age International Publishers. Chapter 22, pg 381-404; Chapter 32, pg 579- 588

PRACTICAL

PERIODS: 60 (CREDITS 2)

- Determination of gluten content in refined wheat flour.
- Qualitative assessment of bran content in various wheat flours.
- Determination of dough raising capacity (DRC) of yeast and factors affecting the yeast activity.
- Preparation and sensory evaluation of breads (white and brown bread), buns and dinner rolls, pizza base.
- Preparation and sensory evaluation of various biscuits and cookies: Dropped biscuits, Rolled biscuits, Moulded biscuits
- Preparing any of the baked products in bulk and organizing an exhibition-cum-sale.

COMPULSORY READING:

- Dubey S. C. (2016). *Basic Baking: Science and Craft*. Delhi: The Society of Indian Bakers.
- Dubey S. C. (2009). *Bakery Vigyan*. Delhi: The Society of Indian Bakers.
- Matz A. (2008). *Bakery Technology and Engineering*. 10th Edition. Delhi: CBS Publishers.

ADDITIONAL RESOURCES:

- Athalye, A.S. (1992). *Plastics in Food Packaging*. Delhi: Tata McGraw Hill Publishing Company.
- Booth, G.R. (2003). *Snack Foods*. Delhi: CBS Publishers.
- Faridi, H. (2004). *The Science of Cookie and Crackers Production*. Delhi: CBS Publishers.
- Griffin, S. (1997). *Principles of Food Packaging*. Connecticut: The AVI Publishing

17. Entrepreneurship for small catering units

	on the physiological changes, nutrient requirements, nutritional guidelines and concerns during the various stages of adult years and old age	point presentation, discussion	Student presentations on each life stage.
4.	Students will learn about the physiological changes, nutrient requirements, nutritional guidelines and concerns during pregnancy and lactation.	Lecture, power point presentation, discussion	Class test, assignments, Student presentations on each life stage
4.	Students will acquire knowledge on Growth and development, growth reference/ standards, nutritional requirements and concerns for Infants, Preschool and school children, adolescents	Lecture, power point presentation, discussion	Class test, assignments, Student presentations on each life stage

* Assessment tasks listed here are indicative and may vary

GE HH 03: ENTREPRENEURSHIP FOR SMALL CATERING UNITS (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To develop skills in menu planning and quantity food production for various food service organizations within specific budgets
- To equip students to start a small scale food service unit as entrepreneurs

COURSE LEARNING OUTCOMES

- Acquire fundamental knowledge of menu planning and resource management in a food service establishment.
- Develop understanding of recipe standardization and quantity food production.
- Understand the making of a business plan for small catering establishments.
- Apply the knowledge gained for starting a successful food service unit.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
	UNIT I: Organization and Management 6 <ul style="list-style-type: none"> Principles of management Functions of management/ manager <p>Sethi M (2005) <i>Institutional Food Management</i>, New Age International Publishers, Chapter 3 , pg 37-65</p>	
	UNIT II: Production Process in a Food Service Establishment 28 <ul style="list-style-type: none"> Types of food service systems Menu Planning : Importance of menu, Factors affecting menu planning, Types of menu Food purchase and receiving Storage Quantity food production: Standardization of recipes, Recipe adjustment and portion control, Techniques of quantity food production Food service Food hygiene and sanitation, National food regulations <p>Payne- Palacio J and Theis M (2011) <i>Food service Management: Principles and Practices</i>. 12th ed. Pearson Education., Chapter 2 pg 63-70 Chapter 5-9, pg-124-258</p> <p>Sethi M (2005) <i>Institutional Food Management</i>, New Age International Publishers, Chapter 30-31 pg-739-792</p>	
	UNIT III: Space and Equipment 5 <ul style="list-style-type: none"> Types of kitchen areas, Flow of work and work area relationship Equipment : Factors affecting selection of equipment , Equipment needs for different situations <p>Payne- Palacio J and Theis M (2011) <i>Food service Management: Principles and Practices</i>. 12th ed. Pearson Education., Chapter 11, pg 308-334</p> <p>Sethi M (2005) <i>Institutional Food Management</i>, New Age International Publishers, chapter 6, pg</p>	
	UNIT IV: Personnel and Financial Management 9 <ul style="list-style-type: none"> Personnel Management : Functions of a personnel manager, Factors to consider while planning the kind and number of personnel- Menu, type of operations, Type of service, Job description and Job specification Financial Management: Importance of Financial Management, Budgets and Budgeting process, Cost concepts 	288
	<p>Sethi M (2005) <i>Institutional Food Management</i>, New Age International Publishers, chapter 21-22, pg 509-579; chapter 25-28, pg 641-708</p> <p>West B and Wood L (1988) <i>Food Service in Institutions</i> 6th Edition, Chapter 12, pg 477-517 Chapter 15, Pg 568-618</p>	
	UNIT V: Planning of a Small Food Service Unit 12 <ul style="list-style-type: none"> Preliminary Planning: Survey of types of units, identifying clientele, menu, operations and delivery Planning the set up: Identifying resources, Developing Project plan, Determining 	

Publishing House Pvt. Ltd., Mumbai. Chapter 45-48, pg 612-685
 West B and Wood L (1988) *Food Service in Institutions* 6th Edition, Chapter 9, Pg 311-367

PRACTICAL	CONTENT	DURATION: 60 HRS (Credits 2)
------------------	----------------	-------------------------------------

- Market survey for food items both raw and processed.
- Standardization of a recipe and scaling up to larger amounts.
- Planning packed meals for office employees.
- Planning nutritious tiffins for school children.
- Planning menus for school/college canteens.
- Demonstration of a specialized cuisine.
- Developing a checklist for good hygiene practices.
- Setting up a food stall/ canteen project.

COMPULSORY READING

- Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices. 12th ed.* Pearson Education.
- Sethi M (2005) *Institutional Food Management*, New Age International Publishers.
- Tripathi PC (2000) *Personnel Management 15th ed*, Sultan Chand, New Delhi.
- West B and Wood L (1988) *Food Service in Institutions 6th Edition* Revised By Hargar FV, Shuggart SG, and Palgne Palacio June, Macmillian Publishing Company New York.

ADDITIONAL RESOURCES

- Desai V (2011) *The Dynamics of Entrepreneurial Development and Management*, Himalya Publishing House Pvt. Ltd., Mumbai.
- Knight J B and Kotschevar LH (2000) *Quantity Food Production Planning & Management 3rd edition*, John Wiley & Sons.
- Kotas R and Jayawardardene C (1994) *Profitable Food and Beverage Management*, Hodder & Stoughton Publications.
- Roday S (2003) *Food Hygiene and Sanitation* Tata McGraw Hill Publication Ltd

18. Food and Nutrition

	primary and secondary data collection.	Audio- Video resources Psychometric Tests- Children Apperception Test (CAT)	Observation analysis
4.	The student will gain insight on context specific cultural practices of development in children and explore the role of family and community in the life of children	Power-point presentation Lecture and classroom discussion Observations Interviews Audio-visual resources	Research, followed by discussion on various cultural practices Mapping the day of a child

*Assessment tasks listed here are indicative and may vary

CC HH 102: FOOD AND NUTRITION
(CREDITS: THEORY- 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To understand the relationship between food, nutrition and health.
- To describe the digestion, absorption and function of various nutrients and list their sources.
- To appreciate the nutritional contribution of and effect of cooking on different food groups.
- To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.
- To be able to prepare dishes using principles of food science.

COURSE LEARNING OUTCOMES

- Understand the relationship between food, nutrition and health.

21

UNIT I: Basic Concepts in Food and Nutrition

6

- Basic terms used in study of food and nutrition
- Understanding relationship between food, nutrition and health
- Functions of food-Physiological, psychological and social

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Hyderabad: Orient BlackSwan, Chapter 1

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. New Delhi: Elite Publishing House Pvt Ltd., Chapter 1

UNIT II: Nutrients

22

Functions, dietary sources and clinical manifestations of deficiency/ excess of the following nutrients:

- Energy, Carbohydrates, lipids and proteins
- Fat soluble vitamins-A, D, E and K
- Water soluble vitamins – thiamine, riboflavin, niacin, pyridoxine, folate, vitamin B₁₂ and vitamin C
- Minerals – calcium, iron, zinc and iodine

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Hyderabad: Orient BlackSwan, Chapter 1

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. New Delhi: Elite Publishing House Pvt Ltd., Chapter 1

UNIT III: Food Groups

22

Structure, composition, products, nutritional contribution, selection and changes during cooking of the following food groups:

- Cereals
- Pulses

UNIT IV: Methods of Cooking and Enhancing the Nutritional Quality of Foods 10

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on foods
- Preventing losses of nutrient during cooking
- Improving nutritional quality of diets by Supplementation, Germination, Fermentation, Fortification and Genetic Modification of foods

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Hyderabad: Orient BlackSwan, Chapter 12 and 13.

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. New Delhi: Elite Publishing House Pvt Ltd., Chapter 2.

PRACTICAL	CONTENT	DURATION: 60 HRS (Credits 2)
------------------	----------------	-------------------------------------

- Weights and measures; preparing market order and table setting
- Food preparation, understanding the principles involved, nutritional quality and portion size
 - **Beverages:** Hot tea/coffee, Milk shake/ lassi, fruit-based beverages
 - **Cereals:** Boiled rice, pulao, chapatti, parantha, puri, pastas
 - **Pulses:** Whole, dehusked
 - **Vegetables:** curries, dry preparations
 - **Milk and milk products:** Kheer, custard
 - **Meat, Fish and poultry preparations**
 - **Egg preparations:** Boiled, poached, fried, scrambled, omelettes, egg pudding
 - **Soups:** Broth, plain and cream soups
 - **Baked products:** Biscuits/cookies, cream cakes, sponge cake, tarts, pies
 - **Snacks:** pakoras, cutlets, samosas, upma, poha, sandwiches
 - **Salads:** salads and salad dressings.
 - **Fermented products:** idli, dosa, appam, batura, kulcha, dhokla

19. Project/Dissertation-B.A (H) Applied Psychology

DSE 9: **PROJECT**

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOME

- Hypothesizing an area of research based on applied orientation of research.

45

- Implementing a research plan through systematic application of knowledge about sampling, appropriate research designs, relevant research tools, administration procedures, specific data analysis techniques all based on following ethical guidelines.
- Reporting research outcomes in a standardised and universally acceptable format.
- Understanding critically and reflecting on the steps of the research process.

UNIT 1

Introduction and Ethical Considerations Understanding the area of research, ethical guidelines of research, and selection of area for research.

UNIT 2

Review of Literature: Understanding and exploration of related research in the discipline

UNIT 3

Methodology: Designing the Study, Methods of Data Collection based on the topic and design

UNIT 4

Data Analysis & Discussion: Qualitative and/or Quantitative Analysis according to the design and aims of the **project**

REFERENCES

American Psychological Association.(2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

ADDITIONAL RESOURCES

Based on the area of research.

TEACHING LEARNING PROCESS

Based on the area of research.

TEACHING LEARNING PROCESS

Students should be enabled to design and conduct an original and ethical research. They should be able to write a report in the APA format. The research done can either be empirical/data based. The **project** require intensive one-on-one supervision of the student with a faculty member. The aim to mentor students to perform to the best of their capacities, while developing critical abilities and research skills. The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor. **Project** should be offered only in Semester VI and only to some students who are interested in pursuing serious research, keeping in mind other logistical constraints. The remaining students will be offered another DSE in lieu.

ASSESSMENT METHODS

- The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory. The norms for **Project** are one class per week per student (1 credit). The remaining 5 credits shall be endorsed by the supervisor for library visits, field visits, laboratory work, participants' engagement, data collection, data analysis, and other **project** related work.
- The dissertation must be written in the APA format, not more than 50 pages (excluding references and appendices), with 1.5 spacing, both sides typed and soft bound.
- The marks distribution for **Project** should be as follows: (a) Report: 75 marks (b) Viva: 25 marks The thesis is to be evaluated for 75 marks as per the following breakup:
Abstract: 5 marks
Introduction (includes literature review and present study): 15 marks
Method: 20 marks
Results and Discussion: 30 marks
References: 5 marks
There should be one internal examiner and one external examiner to evaluate the thesis and for viva.

20. Applied Social Psychology- I

C5: APPLIED SOCIAL PSYCHOLOGY- I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Describe the key concepts and methods relevant to the study of social psychology
- Differentiate between the fields of social psychology & applied social psychology
- Understand and improve the relationship between self and others
- Understand the significance of Indigenous social psychology and apply social psychological processes in promoting change in Indian society.

UNIT 1

Introduction: Social Psychology & Applied Social Psychology: Definitions, historical development of the field and current status, Levels of analysis, theoretical approaches (symbolic interactionism, post-modern approach, Methodological approaches in social psychology: experimental and non- experimental; Participatory Rural Appraisal (action research), Social psychology in India.

UNIT 2

Social Cognition: Nature of social cognition, social schema, heuristic, new directions of social cognition; Attribution theory (Heider, Kelley, Jones and Davis, Weiner); attribution biases; Person perception: impression formation and management (definition, process and factors).

UNIT 3

Interpersonal attraction and relationships: Defining interpersonal attraction and its biases, nature of interpersonal relationships, type of relationships and theories.

UNIT 4:

Attitude & Attitude Change: Structure, functions, formation of attitudes, attitude-behavior relationship, Attitude Change: Process of persuasion, related factors, Theories of attitude change. Strategies of promoting attitude and behavior change in India-illustrative case studies in Indian context.

PRACTICALS

Two practicums to be done, one each from the following two areas from two:

Methodological approaches to social psychology:

- Construction of attitude rating scale
- Adaptation of attitude rating scale or questionnaire on any aspect of social behavior, related to the course contents in Indian setting, such as domestic violence, relationship questionnaire, self-esteem questionnaire or any other
- Experimental approach to assess any aspect of social behavior.
- Assessing self, such as self-concept, self-identity, attribution process relationship characteristics, relationship conflicts, attitudes using any qualitative method
- Case study on attitude change and behavior in the Indian context, such as a case study of change in attitude and behavior toward sanitation, corruption, cleanliness or any other
- Training and adopting strategies of change.
- Self-improvement strategies (Improving self-esteem, dealing with self-identity issues or self-biases, attribution errors or any other)
- Strategies and skills of maintaining relationships
- Effective attitude change

Aronson, E., Wilson, T.D., Akert, R.M. & Somers, S.R. (2017). *Social Psychology (10th ed.)*. Indian adaptation. India: Pearson Education Pvt. Ltd. (Unit 1: Chapters 1 and 2; Unit 2: chapter 3 and Chapter 4; Unit 4: Chapter 7).

Baumeister, R.F., & Bushman, B.J.(2013). *Social Psychology & Human Nature*. Wadsworth (Unit 2: Chapter 3 and 5).

Chambers, R. (1994). *Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm*. *World Development*, Vol.22, No.10, pp. 1437-1454. (Unit 1)

Hogg, M., & Vaughan, G.M.(2008) *Social Psychology*. Prentice Hall.(Unit 1: Chapter:1; Unit 2: Chapter 2, Chapter 3 Unit 3: Chapter 14; Unit 4: Chapter 5, Chapter 6).

Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi. Pearson.

Myers, D.G. (2005). *Social Psychology (8th ed.)*. New Delhi: Tata McGraw Hill Pub. Co. Ltd. (Unit 1: Chapter 1; Unit 4: Chapter 4, Chapter 7).

ADDITIONAL RESOURCES

21. Environmental Studies

Environmental Studies

Compulsory course on Environmental Studies at UG level (AECC I)

Course Learning Outcomes

The course will empower the undergraduate students by helping them to:

- i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquire values and attitudes towards understanding complex environmental-economic- social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Adopt sustainability as a practice in life, society, and industry.

Unit 1

Introduction to Environmental Studies (2 lectures)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere

Unit 7

Human Communities and the Environment (6 lectures)

- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). Environmental Law and Policy in India: Cases, Material & Statutes, 2nd Edition. Oxford University Press, India. **Chapter 10** (Pages: 416-473).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). Environment, 9th Edition. Wiley Publishing, USA. **Chapter 2** (Pages: 33-36); **Chapter 8** (Pages: 148-162).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. **Chapter 1** (Pages: 23-26); **Chapter 31** (Pages: 826-842).

Field work/ Practicals

(Equal to 5 lectures, including two mandatory field visits)

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural

history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom

- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Study of common plants and animals; basic principles of identification
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students

Essential Readings

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. (pp. 1-520).
2. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. (pp. 1-837).
3. Gadgil, M., and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
4. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
5. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. (pp.1-842).

22. Food Safety, Hygiene and Quality Testing

**DSE-FT 3: FOOD SAFETY, HYGIENE AND QUALITY TESTING
(CREDITS- THEORY: 4; PRACTICAL: 2)**

COURSE OBJECTIVES:

- To support the supply of safe and wholesome food
- To provide in-depth understanding to students regarding food safety and hygiene
- To increase knowledge related to management and enhancement of quality
- To gain knowledge related to food quality assessment tests using simple techniques and equipment

COURSE LEARNING OUTCOMES:

34

After studying the paper, the students will be able to:

- Gain basic understanding of food safety and its related issues
- Illustrate risk factors and newer challenges associated with food safety
- Understand and apply general principles of food hygiene
- Relate the relevance of various quality management systems/ approaches and training for weaving the culture of food safety at various levels
- Have knowledge regarding the role of various global and national regulatory agencies in maintaining food quality and harmonizing international trade
- Describe salient physical, sensory and chemical methods of food quality testing.
- Scientifically assess the quality of food using sensory, physical and microbiological methods.

PRACTICAL:

PERIODS: 60 (CREDITS 2)

- Presentation on food hygiene and sanitation practices in any local food outlet.
- Sensory evaluation tests for processed foods
- Determination of the quality of an egg (whole and open egg).
- Determination of the moisture content of various flours
- Determination of viscosity of various food Gruels (porridge, custards, batters etc.) using viscometer.
- Assessing the texture of raw and cooked food using penetrometer.
- Measurement of the water activity (a_w) of raw and cooked food using AW – meter.
- Detection of pathogens in food using microbiological detection kits

COMPULSORY READING:

- Mathur, P. (2018). *Food Safety and Quality Control*. Delhi: Orient Blackswan.
- Srilakshmi, B. (2016). *Food Science*. 2016. Delhi: New Age International Pvt. Ltd.
- Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.

ADDITIONAL RESOURCES:

- Frazier, W.C. & Wethoff, D.C. (2014). *Food Microbiology*. Chennai: McGraw Hill.

36

23. Fundamentals of Food Science and Technology - I

DSC-FT 1: FUNDAMENTALS OF FOOD SCIENCE AND TECHNOLOGY PART I

(CREDITS- THEORY: 4; PRACTICAL: 2)

COURSE OBJECTIVES:

- To introduce the students to the vibrant field of food science, food technology and nutrition.
- To sensitize them on issues related to food safety.
- To introduce the concept of weights and measurement of food.
- To provide insights on the uses of various foods and the effect of processing.
- To impart theoretical and practical knowledge about basic processing of cereals, pulses, fruits, vegetables, cocoa and chocolate.

COURSE LEARNING OUTCOMES:

After successfully completing the course, the students will be able to:

- Define food science and describe its association with other related fields
- Illustrate the scope and role of food science in food and health industry
- Describe composition, nutritive value and processing of cereals, pulses, fruits, vegetables, cocoa and chocolate
- Justify scientifically the changes occurring in food during processing, handling and storage
- Describe enzymatic and non-enzymatic browning reactions along with the preventive measure and applications
- Weigh and measure food correctly
- Demonstrate the effect of processing on cereals, pulses, fruits and vegetables

THEORY

PERIODS: 60 (CREDITS 4)

UNIT I INTRODUCTION TO FOOD SCIENCE AND TECHNOLOGY

5

- Definition, scope and current trends in food science and technology

PRACTICAL:**PERIODS: 60 (CREDITS 2)**

- Weights and measures, selection of raw material
- Gelatinization of starch and the factors affecting it
- Factors affecting gelatinization in preparation of custard/boiled rice/*halwa*

9

- Germination of pulses and its applications
- Preparation of products using sprouts – salads/fruit *chaat/poha*/others
- Fermentation of cereals and pulses and its applications
- Preparation of cereal-pulse fermented products – *idli/dosa/dhokla*/others
- Effect of heat, acid and alkali on various plant pigments
- Enzymatic browning of fruits and vegetables
- Non-enzymatic browning reactions in food
- Chocolate preparation

COMPULSORY READING:

- Sethi, P. & Lakra, P. (2015). *Aahar Vigyan, Poshan Evam Suraksha*. Delhi: Elite Publishing House Pvt. Ltd.
- Srilakshmi, B. (2012). *Food Science*. Delhi: New Age International Pvt. Ltd.
- Suri, S. & Malhotra, A. (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.

24. Stress Management**ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED- SEC) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV)****AEEC /SEC-1: STRESS MANAGEMENT**

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- To understand the nature, sources of stress and consequences of stress.
- To overcome the constraints in managing stress.
- To develop the motivation to learn to be resilient.

UNIT 1

Stress (GAS Model), Learning about sources of stress and its symptoms: Nature of stress-various sources of stress environmental, social (including social media), physiological and psychological; Symptoms of stress - emotional response, physiological & behavioral; relationship between stress and performance, relationship between stress and health

UNIT 2

Learning to manage stress effectively: Methods - yoga, meditation, Vipassana, relaxation techniques, clarifying problem, alternate actions, support (Problem focused) emotion focused constructive approach, Indian Case Studies.

PRACTICALS

Any two practicals based on Unit 1 and 2

REFERENCES

Sarafino, P. E (1998). *Health Psychology: Biopsychosocial Interactions* (third edition). John Wiley & Sons, Inc. (Unit 1: Chapter 3, Chapter 4; Unit 2: Chapter 5).

54

25. Effective Leadership

AEEC /SEC-2: EFFECTIVE LEADERSHIP

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Students will understand the basic structure of leadership.
- Students will understand basic skills of effective leadership.
- Students will learn how important the communication style for leadership.
- Students will learn how to be co-operative team members and how to maintain group cohesiveness.

UNIT 1

Define Leadership, effective leadership, importance of effective leadership, basic traits of effective leader. Behavioural styles of leadership Effective Communication skills of Leaders.

UNIT 2

55

Building effective teams: Co-operation in a team; Cohesiveness, trust and interdependence.

PRACTICALS

Any two practicals based on Unit 1 and 2

REFERENCES

Champoux, J. E. (2011). *Organizational Behavior: Integrating Individuals, Groups, and Organisations*. New York & London: Routledge (Unit1&2 : Chapter 12)
Forsyth, D. R. (2006). *Group Processes*. New Delhi: Cengage learning. (Unit 1&2 : Chapter 9)

Lussier, R. N. & Achua, C. (2007). *Effective Leadership*. New Delhi: Thomson South Western

TEACHING LEARNING PROCESS

This skill enhancement paper will help students to learn through experiential learning. To then apply this psychological knowledge in personal as well as social contexts. To understand both leadership and effective leadership. Experiential learning, using various tools - such as presentations, class discussions, case analysis, peer mentoring, role-plays, use of ICT tools may be utilized

ASSESSMENT METHODS

A variety of assessment methods can be used: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self- assessment and peer assessment with respect to the understanding of the skills learnt.

KEYWORDS

Leadership, Effective leadership, Leadership Behaviour

AEEC /SEC-3: COMMUNICATION COMPETENCE

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Students will understand the basic communication process.
- Students will learn basic skills of effective communication.
- Students will develop an awareness of the role of mass media in influencing public beliefs and perceptions about social realities.
- Students will demonstrate cultural sensitivity in both verbal and non-verbal communication.

56

26. **Communication Competence**

AEEC /SEC-3: COMMUNICATION COMPETENCE
Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Students will understand the basic communication process.
- Students will learn basic skills of effective communication.
- Students will develop an awareness of the role of mass media in influencing public beliefs and perceptions about social realities.
- Students will demonstrate cultural sensitivity in both verbal and non-verbal communication.

56

UNIT 1

Communicating skills in the interpersonal context: Nature, process and principles of communication; Understanding communication competence and communication skills by developing appropriate message. Choosing correct channels and medium of communication. Nonverbal communication. Understanding dynamics of interpersonal communication, Self-disclosure, power, assertiveness.

UNIT 2

Communication Barriers: Identifying personal barriers, overcoming barriers for effective communication. Learning how to make communication effective and meaningful. Understanding Cultural differences in communication.

PRACTICALS

Any two practicals based on Unit 1 and 2

27. Environmental Psychology

DSE-3: ENVIRONMENTAL PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the role of psychological processes (people's attitude, beliefs) in people's responses to environmental problems.
- Understanding the processes related to environmental degradation and their impact on human life.
- Understanding pro-environment behaviour and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour.

UNIT 1

Emergence of environmental psychology and its growth :Definition and scope. Human-environment relationship: different worldviews to understand human-environment relationship. Salient features of environmental psychology. Recent trends and future directions in environmental psychology. Indian views on human-environment relationship.

UNIT 2

Human-environment transaction :Personal space, territoriality, crowding. Indian research on crowding and personal space.Theoretical models: stimulus overload, behavioural constraint, ecological and adaptation.

UNIT 3

Environmental stress: Concept and type of stress. Sources of stressors: Cataclysmic, ambient stressors, daily hassles. Pollutions: noise, air, water, chemical and their consequences.

UNIT 4

36

PRACTICALS

Any TWO:1) Preparing a checklist of environmental stressors of rural and urban life, and collecting data. 2) Profiling the environmentally destructive mindset: observing in public places like hospitals, railway stations, metro stations, bus stops, roads etc. and identifying those people who engage in anti-environmental behaviour, seeking consent from them to participate in a study. 3) Making presentations of successful environmental movements across the world like the Chipko movement, Green Peace "Save the Antarctic" etc.

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Environmental psychology. The paper provide an approach to understand role of psychological processes (people's attitude, beliefs) in people's responses to environmental problems and processes related to environmental degradation and their impact on human life and Understanding pro-environment behaviour and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Human-environment relationship, Territoriality, Crowding, Pollutions, Pro-environmental behaviour.

DSE-4: PROFESSIONALISM IN PSYCHOLOGY : ETHICS & ISSUES

28. Geriatric Psychology

ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER- V AND 2 IN SEMESTER-VI):

DSE1: Neuropsychology
DSE 2: Youth Psychology
DSE 3:Environmental Psychology
DSE 4: Professionalism in Psychology : Ethics & Issues
DSE 5: Peace Psychology
DSE 6: Psychological Assessment
DSE 7: Living in Media World
DSE 8: Geriatrics Psychology
DSE 9: Project

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV):

GE 1:Understanding Psychology (Theory+ Tutorial)
GE 2:Psychology for Living (Theory+ Tutorial)
GE 3:Abnormal Psychology (Theory+ Tutorial)
GE 4: Psychology at Work((Theory+ Tutorial)
GE 5:Intergroup Relations (Theory+ Tutorial)
GE 6:Fundamentals of Statistics and Research in Psychology (Theory+ Tutorial)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED- SEC) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV):

AEEC /SEC 1 :Stress Management (Theory+ Practical)
AEEC /SEC 2 :Effective Leadership (Theory+ Practical)
AEEC /SEC 3 :Communication Competence (Theory+ Practical)

7. COURSES FOR B.A. (HONS) APPLIED PSYCHOLOGY

CORE COURSES

C1: INTRODUCTION TO PSYCHOLOGY - I

Core Course - (CC) Credit: 6

PROJECT BASED LEARNING AND INTERNSHIPS

Link of internship and student exchange program in criteria 1 and 3 (1.3.3 and 3.5)

<https://docs.google.com/spreadsheets/d/14oQtUfxlnA1TLm0ucf6eZD66WZQK3RfK/edit#gid=650986988>

<https://drive.google.com/drive/u/0/folders/1P5Q-7RGW49TfdArESGSaw9u3laD1lslK>

<https://docs.google.com/spreadsheets/d/1z9Ki4E3MldgJFEvYa57INRZnDtivx0mT/edit?usp=sharing&ouid=116368570438137555986&rtpof=true&sd=true>

https://drive.google.com/file/d/1zEk9stN55voFB8NungbFOATxCq8_YS-S/view?usp=sharing

EXTENSION ACTIVITIES

Extension and outreach programmes conducted by a number of student societies and NSS in collaboration with NGO during the last five years.

Years	2017-18	2018-19	2019-20	2020-21	2021-22
Numbers	16	35	62	113	55

OUTSTANDING NSS STUDENT : 2020-2021

1. Yamini (2019/550) : B.A. (H) History 2nd Yr. : President
2. Tannu (2019/546) : B.A. (H) History 2nd Yr. : Vice-President
3. Prithika Rastogi (2019215) : B.Com 2nd Yr. : Treasurer

(Proofs for extension activities and details are stated in (3.4.2 and 3.4.3.))

<https://drive.google.com/file/d/1rCWzp4wPsaG1-N052kzfR-BhR0NwfKiT/view?usp=sharing>

<https://drive.google.com/file/d/17qGrSd5ZZbl1zWpbSaJuNfQ1TUEfGmKu/view>

Link of all NSS activity on college website

<https://vivekanandacollege.edu.in/wp-content/uploads/2021/12/extension-activities.pdf>

Student Enrichment Activities

The details of the same along with proofs have been discussed in criteria 5.3.1; 5.3.2 and 5.3.3
Need to change links from criteria 3,5.

Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number	5	3	3	4	13

- Report of the event:
https://drive.google.com/file/d/1ue0R0FSvJVWfTZ_0Wlfp81ZXGmVs9Hy/view?usp=sharing
- Any additional information

List of workshops/seminars during last 5 years (Data Template):

<https://docs.google.com/spreadsheets/d/1xG6SvSkz9pjGJwlueuqKbulbWi-9XmnA/edit?usp=sharing&ouid=100163302089081943864&rtpof=true&sd=true>

•

Magazine Publications:

- Isha : <https://vivekanandacollege.edu.in/isha/>
- Lavanayam: <https://vivekanandacollege.edu.in/wp-content/uploads/2021/12/Lavnyam-new.pdf>
- <https://vivekanandacollege.edu.in/wp-content/uploads/2020/09/Vivekananda-College-Golden-Jubilee-Pamphlet.pdf>

- <https://vivekanandacollege.edu.in/wp-content/uploads/2021/07/%E0%A4%8F%E0%A4%95%E0%A4%BE%E0%A4%97%E0%A5%8D%E0%A4%B0.pdf>

EDITORIAL SEGMENT FOR COLLEGE E-MAGAZINE – ISHA & KASTURI PATRIKA – HINDI : 2020-2021

- | | | |
|---------------------------------|---|---------------------------|
| 1. Zeenat Khan | : B.A. (H) Eng. 3 rd Yr. | (English Section) |
| 2. Sneha Kaushik | : B.A. (P) 2 nd Yr. | (English Section) |
| 3. Aditi Jain | : B.A. (H) Eng. 1 st Yr. | (English Section) |
| 4. Udisha Shukla | : B.A. (H) Hindi 3 rd Yr. | (Hindi Section) |
| 5. Ishika Aggarwal | : B.A. (H) Hindi 3 rd Yr. | (Hindi Section) |
| 6. Tejaswani | : B.A. (H) Sanskrit 2 nd Yr. | (Sanskrit Section) |
| 7. Bhawna Goswami | : B.A. (H) Sanskrit 3 rd Yr. | (Sanskrit Section) |
| 8. Shivani Goswami | : B.A. (H) Sanskrit 3 rd Yr. | (Sanskrit Section) |
| 9. Shaily Khare | : B.A. (P) 1 st Year | (French Section) |
| 10. Devika Chauhan | : B.A. (P) 1 st Year | (French Section) |
| 11. Kajal | : B.A. (H) Hindi 3 rd Yr. | (Kasturi Patrika - Hindi) |
| 12. Pushpa Kumari
Chaurasiya | : B.A. (H) Hindi 3 rd Yr. | (Kasturi Patrika - Hindi) |
| 13. Kumari Neha | : B.A. (H) Hindi 3 rd Yr. | (Kasturi Patrika - Hindi) |
| 14. Tanu Kapoor | : B.A. (H) Hindi 3 rd Yr. | (Kasturi Patrika - Hindi) |

Vivekananda College

(University of Delhi)

NAAC Accredited 'A' Grade



Pallavi 2021

Annual College Fest



8-9th April 2021



National Level Competitions!

Vivek Vihar, Delhi 110095

Phone: 011-22150100

website: <https://vivekanandacollege.edu.in/>

Dr. Hina Nandrajog

Officiating Principal
Vivekananda College

Mrs. Seema Taneja

Convenor
Students' Union Advisory Committee

Organizers

Student Co-ordinators

Society

Indian Classical Music

Indian Classical Dance

Debate

Creative Writing

IT Society

Art and Craft

Western Dance

Folk Dance

Eco Club

Drama

Fashion

Photography

Student Co-ordinator

Nitika, Ritika

Pallavi, Muskaan

Ishti, Neetu

Ekta

Sakshi, Shivangi

Kaushiki, Kushi, Mannat

Shefali, Sneha

Princy, Priyanka

Mitushi, Ishi

Kaushiki, Dhruvi

Bhumika, Shrishty

Harshita, Umaima

Mentoring Committee:


<https://docs.google.com/spreadsheets/d/1xH3gv6u36emN6W-cPG8gjKm8HGPjCMZT/edit#gid=1505814629>

Enhancing learning experiences using ICT tools:

Details of Google classroom:

Daily Attendance Report for Pol. Sc. (H): 2020-11-27 Show Attendance Summary

Class: **Pol. Sc. (H)** Meet ID: **kqk-rojh-myw** Date: Earliest

Arrival(s): **09:01** Start Time: **9:01** End Time: **10:07** Length of Meet: **66** 

Names9:009:019:059:109:159:209:259:309:359:409:459:509:5510:0010:0510:07		
Anjali Berval		
Saloni Bhati		
Aishwarya Chauhan		
Yashika Chauhan		
Kesar Chhokar		
Ekta Creation		
Aanchal Dedha		
Chhaya Gautam		
Muskan Gupta		
Shalini Gupta		
Srishiti Jain		
Atika Javed		
Riya Kapoor		
Muskan Khare		
Sanjana Kohli		
Chandar Koli		
Neha Kori		
Nandini Majumdar		
Rakhi Malik		
Mansi		
Kirti Mitra		
Brij Mohan		
Muskan		
Mohsina Naaz		
Chanchal Nigam		
Jyoti Pal		
Tanisha Pal		
Yashi Rajora		
Neetu Rajoria		
Priyanka Rajpurohit		
Zainab Saifi		
Khyati Saxena		
Divya Sharma		
Kumkum Sharma		

Neha Sharma

Yukti Sharma

Yuvika Sharma

Ishika Singh

Bhawna Solanki

Shivani Thakur

Ishita Thawal

Manisha Thawal

Kishan Veer

Daily Attendance Legend:

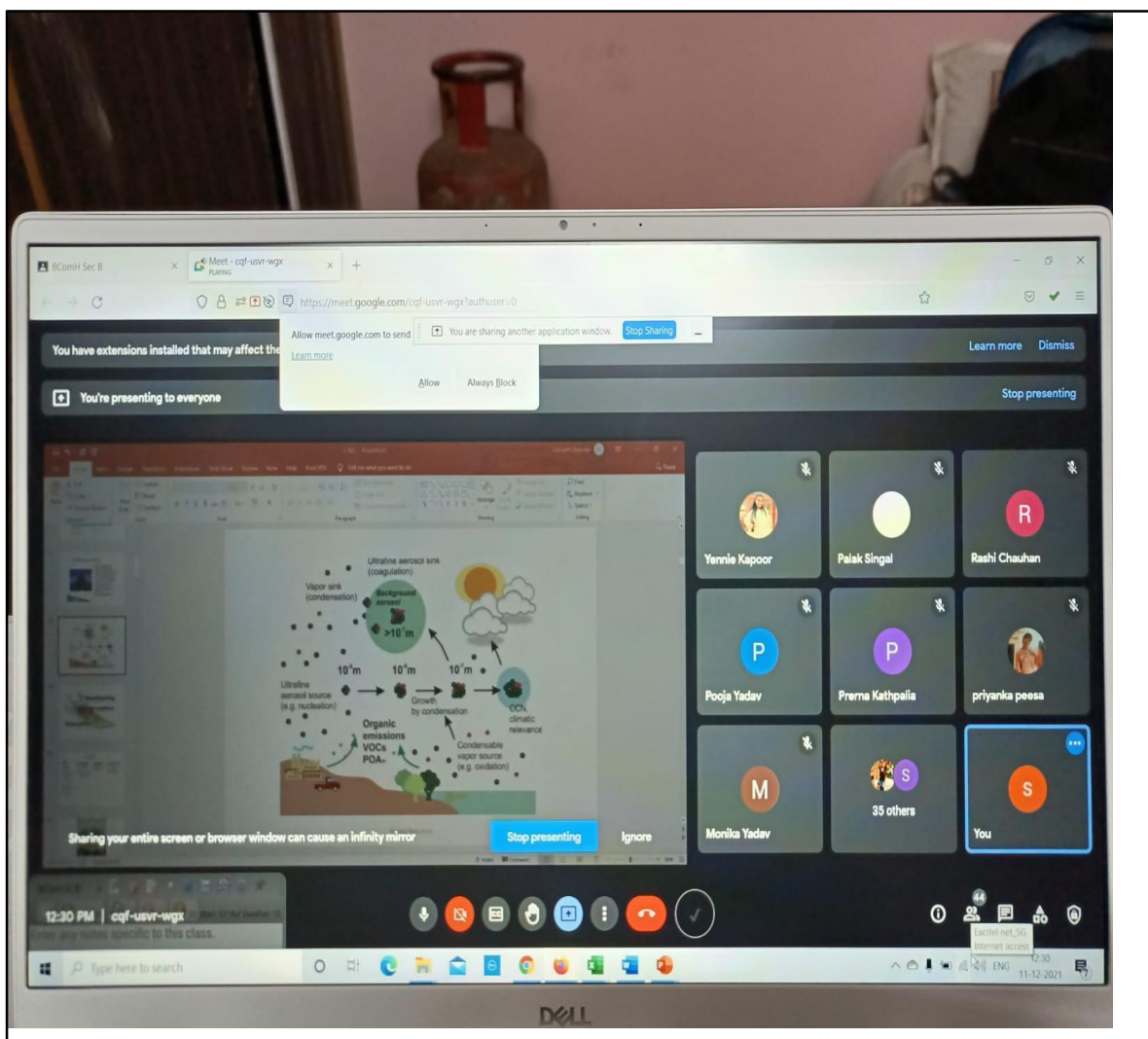
The student was present then exited rejoined and rejoined again etc.etc. (the alternating background patterns indicate that the student may have left and rejoined the Meet)

The student missed the entire class

To help your eye follow across the page, the table rows alternate between white and grey backgrounds which leads to two subtly different shades of green for the times when the student was present

NB - If you want a printed copy of this report, make sure that the 'More settings' → 'Background graphics' checkbox is checked in the Print dialog.

Generated by the [Google Meet Attendance extension \(v1.2.3\)](#)



The teachers used ICT tools including computers, interactive white boards, and several softwares. Institute premises are Wifi enabled with a bandwidth upto 300 MBPS. Latest softwares are used by many departments such as maths and computer sciences.

A S INFOTECH <i>Internet Broadband service provider</i> B 255 GF Vivek vihar I & Shop-10 C Block Market Anand vihar, Delhi, India Mob- 9811779947, 9311127245 Email : asinfotech01@gmail.com	
Bill	
User Name : vnc1, vnc2, vnc3, vnc4	Date : 04/05/2021
Party name- Vivekananda college	
Address- Vivekananda college, Vivek vihar Delhi-110095	
3+1 Month <u>Excitel Plan</u> charges 2999 X 4 = 11996	11996/-
"Internet broadband Charges"	DUE - 11996/-
Kindly release your payment via NEFT/Cheque/Bank Transfer using the following details: Beneficiary: A S INFOTECH Account Number: 3980002100005844 RTSG/NEFT/IFSC: PUNB0398000 Baf. : ANB, Anand vihar , Delhi Branch	
This is a system generated document and does not require signature. Any unauthorized use, disclosure, dissemination, or copying of this document is strictly prohibited and may be unlawful.	

(21)

विवेकानन्द महाविद्यालय(दिल्ली विश्वविद्यालय): विवेक विहार, दिल्ली - ११००९५
VIVEKANANDA COLLEGE(University of Delhi): VIVEK VIHAR, DELHI - 110 095

Office Note

Date-04.02.2021

As per University of Delhi notification dated 29/01.2021, all teachers have to be present physically in the college for taking online classes. Uninterrupted net connectivity is required all over the college building (in all classrooms). There is no internet facility available in the new building. Complaints from teachers and students have been received about disrupted net connectivity even in the old building. In this situation, there is an urgent requirement for additional net connections, especially in the new building.

The net connection service is not available on GeM. This needs to be purchased from market

EXCITEL BROADBAND was approached to provide a solution. As per M/S A S Infotech, the local service provider vendor of EXCITEL BROADBAND, four new net connections of 300 Mbps speed would supply the required bandwidth for smooth net connectivity. Their plan detail and other expenses are as follow:

S. No.	Description	Charges	GST @ 18%	G. Total
1.	One time Device Charge Refundable on return of device/ router without any physical damage	Rs.2000/-	N. A.	Rs.2000/-
2.	One time installation Charge	Rs.500/-	N. A.	Rs.500/-
3.	1 month Plan	Rs.899/-	Rs.162/-	Rs.1061/-
4.	3+1(4) month Plan	Rs.2542/-	Rs.458/-	Rs.3000/-

To meet the needs of the college, four (3+1) months plan seems feasible. As per need of College and above details, the cost of four new net connections for four months i.e. from Feb 2021 to May 2021 is Rs. 22,000/- $\{ (Rs.2000/- + Rs.500/- + Rs.3000/-) \times 4 = Rs.22,000/- \}$.

May allow to purchase four new net connection of four (3+1) months plan, i.e. from Feb. 2021 to May 2021 from M/S A S Infotech, the local service provider vendor of EXCITEL BROADBAND @ cost of Rs. 22,000/-.

Submitted please.

Ankur
04/2/2021
Offg.Sr.Assistant

Allowed
05.02.2021
Offg. Principal

[Signature]
(Sharwan Kumar)
Offg. Jr. Assistant
& GeM login person

IN Library as well
Admin Office
Applied psk

nextra™

Payment Receipt

Receipt No.	NT001986822
Customer Name	VIVEKANANDA COLLEGE
Customer ID	2136201
Payment Date and Time	30-Jul-2021 03:30:37 PM
Amount (Rs.)	4307.00
Payment status	SUCCESS

This is a system generated document and does not require signature. Any unauthorized use, disclosure, dissemination, or copying of this document is strictly prohibited and may be unlawful.

Nextra Teleservices Pvt. Ltd. :-
Reg. Office: Tricone Tower, Plot No. 4B, Second Floor, Mayur Vihar District Centre, Mayur Vihar Extension Phase I, Delhi- 110091, India.
Corporate Office: Plot No. 17-18, Udyog Vihar Phase - 1, Gurgaon - 122016.
CIN No.: U64204DL2006PTC150077

Received Article and Telephone
Entered in the stock register
at Page No. 50 (S.F. Office Ex/b.)
Consumable/Non Consumable/repair-

30/07/2021
Dealing Asst. S.O. (Admin.) A.O.
X

30/07/2021
D. Asstt. S.O. Admin. A.O.
X

VERIFIED FOR PAYMENT of Rs. 4307/-

Online library resources:

College library has IP access as well as remote access to e-resources of DULS, Membership of Braille library of DULS and N-List renewed every year.

Recent - Google Drive X xper 2020-21 - Google Docs X AQAR-Guideline_Autonomous X N-LIST: National Library and B... X +

nlistinfonet.ac.in/collegeadmin/vivages.php

N-LIST
National Library and B...
extending services to e-Resources to colleges in India

College Admin Login Licenses and Fee Use FAQs Downloads Awareness Programme

HOME ABOUT MEMBERS REGISTER E-RESOURCES SEARCH

VIVEKANANDA COLLEGE
Home | Usage Statistics

Dashboard
Users Details
Upload Bulk Users
Activate Bulk Users
Member Details Edit
Usage Statistics
Browse / Logout
Activity Log
Change Password
Logout

USAGE STATISTICS
Note: Usage statistics of users are updated after end of the month

Export Search

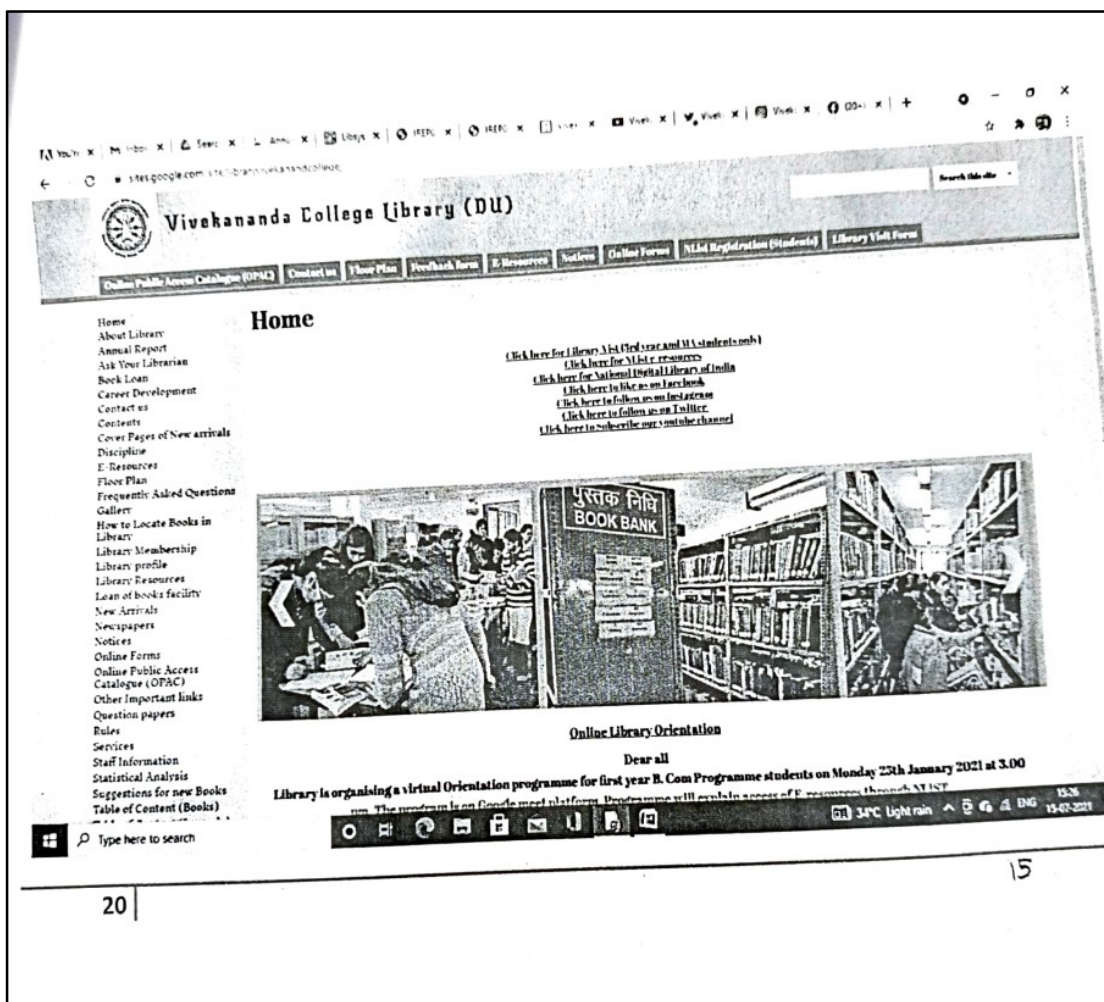
Username	Month	Year	Pages
sapnarkamgh75@gmail.com	01	2021	1146
rahnikapoor@vivekananda.ac.in	01	2021	724
johnapathore@gmail.com	01	2021	414
shristysuman442@gmail.com	01	2021	299
radifakhan1102@gmail.com	01	2021	275
shikhaaustrik8707@gmail.com	01	2021	209
gopikab@yahoo.co.in	01	2021	197
sandeepsisharma156@gmail.com	01	2021	141
aditimzn2000@gmail.com	01	2021	137
rohin157@yahoo.co.in	01	2021	134

Showing 1 to 10 of 716 entries

Previous 1 2 3 4 5 ... 72 Next

Type here to search

37°C AQI 193 ENG 12:15 12-07-2021



Skill Enhancement Committee:

Report on the course “Introduction to Econometrics” offered by Skill Enhancement Committee

Skill Enhancement Committee offered a course on “Introduction to Econometrics” to the students of our college. The course was taught by Mr. Amit Kumar, Department of Economics. A total of 4 classes (2 Hours each) were taken on 06/03/2022, 13/03/2022, 10/04/2022 and 15/04/2022 via Google meet. Following was the link for the classes:

<https://meet.google.com/bdd-veku-bsw>

The following topics were covered during the course:

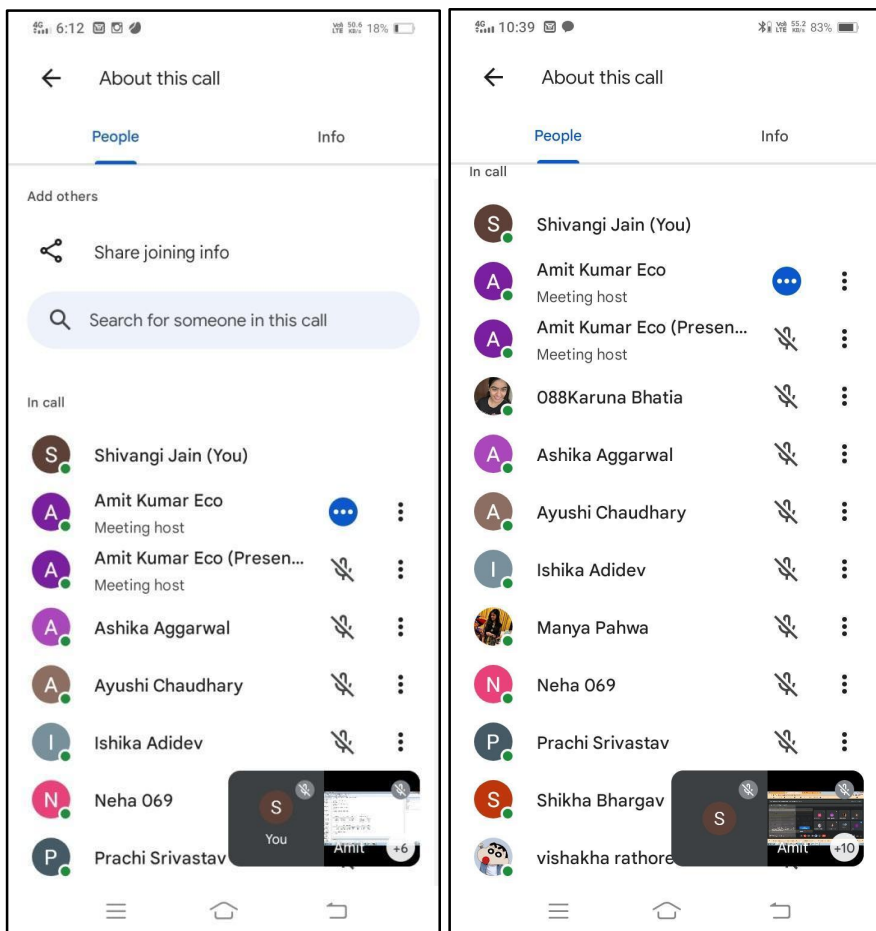
1. What is Econometrics?
2. Applications of Econometrics
3. Types of Data: Cross-Sectional Data, Time Series Data and Panel Data
4. Simple Linear Regression using Ordinary Least Square Method
5. Assumptions of Classical Linear Regression Model
6. Properties of OLS Estimators
7. Gauss-Markov Theorem
8. Goodness of fit

9. Interval Estimation and Hypothesis testing: Confidence Interval and Test of Significance Approach
10. Regression and Hypothesis testing using MS Excel
11. Interpretation of Regression Results

List of Students enrolled in the Course

1. Manya	B.A. (P) II year
2. Mahi Tyagi	B.A. (P) II year
3. Karuna	B.A. (P) II year
4. Shikha	B.A. (P) II year
5. Shruti Jain	B.A. (P) II year
6. Vaidehi	B.A. (P) II year
7. Mahek chawla	B.A. (P) II year
8. Ramsha	B.A. (P) II year
9. Manshi	B.A. (P) II year
10. Prachi garg	B.A. (P) II year
11.kanika pokhriyal	B.A. (P) II year
12.Mansi	B.A. (P) II year
13. Shabeena	B.A. (P) II year
14.Sugandha Jain	B.A. (P) II year
15.shruti sinha	B.A. (P) II year
16.Stuti Kaushik	B.A. (P) II year
17. Akriti Rai	B.A. (P) II year
18. Mitali Gupta	B.A. (P) II year
19. Vishakha rathore	B.A. (P) II year
20.muskan Malhotra	B.A. (P) II year
21. Vidisha Sharma	B.A. (P) II year
22. Vasubhi Raheja	B.A. (P) II year
23. Riya Singh	B.A. (P) II year
24. Ritu Tomar	B.A. (P) II year
25. Manisha Kumari	B.A. (P) II year
26. Archana Chamola	B.A. (P) II year
27. Akriti	B.A. (P) II year
28. Radhika Sharma	B.A. (P) II year
29. Nisha grower	B.A. (P) II year
30. Aditi Tyagi	B.A. (P) II year
31. Mahi	B.A. (P) II year
32. Saba kaushar	B.A. (P) II year
33.Shivangi Jain	B.A. (P) III year
34. Ishika Pahuja	B.A. (P) III year
35. Ashika Aggarwal	B.A. (P) III year
36. Prachi Srivastav	B.A. (P) III year

Proofs of Attendance



(Detailed proofs are in (5.1.3. and 5.1.4).)

Teaching pedagogies:

<https://drive.google.com/file/d/15CaYesqEgCW37FBevcHYukj7vSJ0lwYH/view>

Remedial classes for slow learners:

S.No.	Name of Teacher	Department	No. of Papers taught	Title of Paper-1	Course & Sem of the remedial class of Paper-1	Time slot of remedial class of Paper-1	Title of Paper-2	Course & Sem of the remedial class of Paper-2	Day of remedial class of Paper-2	Time slot of remedial class of Paper-2	Title of Paper-3	Course & Sem of the remedial class of Paper-3	Day of remedial class of Paper-3	Time slot of remedial class of Paper-3	Title of Paper-4	Course & Sem of the remedial class of Paper-4	Day of remedial class of Paper-4	Time slot of remedial class of Paper-4	Title of Paper-5	Course & Sem of the remedial class of Paper-5	Day of remedial class of Paper-5	Time slot of remedial class of Paper-5
1	Dr. Anand Kumar	Food Technology and Food Science	2	Unit-1: Introductory Approach	Food Science & Technology, Semester 4	Tuesday 11:30-2:30pm	Current Concepts in Food Safety & Nutrition	Food Technology, Semester 4	Tuesday	4:30-5:30pm	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	Dr. Lakshmi Devi	Food Technology	1	Food Safety, Hygiene and Quality	Food Technology, Semester VI	Wednesday 4:00-5:00PM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	Dr. Sharmila Datta	Mathematics	4	Mathematical Theory and Analysis	M.A. (H) Maths, Sem VI	Tuesday (18.4.2022) NA	Real Analysis	M.A.(H) Sem VI (18.4.2022)	Wednesday PM	6:00 to 7:00	NA	NA	Thursday (21.4.2022)	6:00-7:00PM	NA	NA	Friday (22.4.2022)	6:00-7:00PM	NA	NA	NA	NA
4	Dr. Sangeeta Sharma	History	2	History of India (1500-1800)	M.A. (Hons) History, SEM IV	Wednesday 4:00 PM to 5:00 PM	Medieval & Modern India	M.A. (Hons) SEM IV	Friday	4:00 PM to 5:00 PM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	Dr. Vinita Jain	Economics	3	Principles of Micro Economics-II	B.A.(H) Semester-II	Wednesday 10:00-11:00 AM	Indian Economy (I & II) Sem-II	Thursday	11:30-1:30 PM	11:30-1:30 PM	NA	NA	Friday	11:30-1:30 PM	NA	NA	NA	NA	NA	NA	NA	NA
6	Dr. Sangeeta Choudhary	History	2	Medieval Period & Colonial Periods of the Indian Subcontinent	M.A. (Hons) History, Sem II	Wednesday (17/04/22) 11:30PM to 1:30PM	History of India (1500-1800)	Friday	11:30PM to 1:30PM	1:30PM to 3:30PM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	Dr. Anurag Kumar	English	1	Practical Grammar	B.A. (Hons) English Semester VI	Sunday 9:00 am to 10:00 am	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	Dr. Anurag Kumar	Computer	2	Computer programming	BA in IT Sem	Monday (19/04/22) 11:30-1:30 PM	Computer Graphics	BA in IT Sem	Tuesday	9:00 AM to 10:00 AM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	Dr. Anurag Kumar	Mathematics	4	Computer Algebra Systems	M.Sc. (H) SEM IV	Monday (19/04/22) 1:30-3:30 PM	Mathematical Analysis	M.Sc. (H) SEM IV	Thursday	1:30-3:30 PM	NA	NA	Friday	1:30-3:30 PM	NA	NA	NA	NA	NA	NA	NA	NA
10	Dr. Anurag Kumar	English	3	English Fiction	M.A. (Hons) English	Wednesday 10:00-11:00 AM	English Literature	M.A. (Hons) English	Thursday	10:00-11:00 AM	NA	NA	Friday	10:00-11:00 AM	NA	NA	NA	NA	NA	NA	NA	NA
11	Dr. Anurag Kumar	Mathematics	1	Computer Algebra Systems	M.Sc. (H) SEM IV	Monday (19/04/22) 1:30-3:30 PM	Mathematical Analysis	M.Sc. (H) SEM IV	Thursday	1:30-3:30 PM	NA	NA	Friday	1:30-3:30 PM	NA	NA	NA	NA	NA	NA	NA	NA
12	Dr. Anurag Kumar	English	3	English Fiction	M.A. (Hons) English	Wednesday 10:00-11:00 AM	English Literature	M.A. (Hons) English	Thursday	10:00-11:00 AM	NA	NA	Friday	10:00-11:00 AM	NA	NA	NA	NA	NA	NA	NA	NA

Anurag
25/5/2022

S.No.	Name of Teacher	Department	No. of Papers taught	Title of Paper-1	Course & Sem of Pdt remedial class of Pdt	Time slot of remedial class of Paper-1	Title of Paper-2	Course & Sem of remedial class of Paper-2	Day of remedial class of Paper-2	Time slot of remedial class of Paper-2	Title of Paper-3	Course & Sem of remedial class of Paper-3	Day of remedial class of Paper-3	Time slot of remedial class of Paper-3	Title of Paper-4	Course & Sem of remedial class of Paper-4	Day of remedial class of Paper-4	Time slot of remedial class of Paper-4	Title of Paper-5	Course & Sem of remedial class of Paper-5	Day of remedial class of Paper-5	Time slot of remedial class of Paper-5
13	Madhavi Chandra	Instrumental Science	1	Instrumental Science	History, Math, Bio, Eng, Gen	Sunday 7:30-1:30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
14	Deepa Nagaraj	Mathematics	One	Eng. Theory and Linear Algebra 9	B.Sc. 1st Maths Semester 6 On the mode	19-04-2022, 20-04-2022 and 21-04-2022 for the month of April On the mode	Tracing only new paper 9:00 a.m to 4:00 p.m	Tracing only new paper 1:30 p.m to 4:00 p.m	Only one paper Tracing only new paper 9:00 a.m to 4:00 p.m	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
15	Arshi Bhatia	Mathematics	2	Eng. Theory and Linear Algebra 1	B.Sc. (Hons) Mathematics, Level	15-04-2022 9 am to 12 noon	Eng. Theory and Linear Algebra 1 9 am to 12 noon	B.Sc. (Hons) Mathematics, Level	17-04-2022 9:30 to 11 am	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
16	Dr. Rishi Nagar	Mathematics	4	Real Functions	Mr. Rishi Nagar, VI	Friday 11:15-12:15	Complex Analysis and Real Analysis I	Mr. Rishi Nagar, VI	Thursday 10:30-11:30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
17	PHILIP CHANDRAN	Mathematics	2	Differential Equations	1st year 1st year	Friday 22.4.2022 5-6pm	General Mathematics	Engineering sem 6 21.4.2022	Thursday 10:30-11:30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
18	Vijay Babu	Math	1	Real Analysis	Real Analysis sem 6	Thursday, Friday 9 to 12:30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
19	Dr. Sandhya Jay	Mathematics	1	Partial Differential Equations	B.Sc.(H) Maths	Sunday 12:00 noon	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
20	Dr. Sandhya Jay	Math	2	Real Analysis and other papers	Real Analysis semester 6	Sunday 12:00pm	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
21	Arushi Bhatia	Mathematics	2	Mathematics of Investment	Business Math sem 6	Friday 2-3 pm	Management Accounting sem 6	Business Mathematics sem 6	Thursday 3-4pm	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
22	SHREYAS	Department of Home Science and Food Technology	1	HC: Material and Child Health Nutrition	B. Sc. (H) Home Science Sem VII	Sunday 11:15 AM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
23	ANUSHA JAIN	PHYSICAL SCIENCE	2	ADVANCED PHYSICS CONCEPTS	B.Sc. (Phys) Home Science SEM VI	30-04-2022, SATURDAY 9:00-11:00 AM	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS	PHYSICS
24	Dr. Sandhya Jay	PHYSICS	3	Atomic and Molecular	B. App 6th semester	Monday	From 10:30 am to 12:30 pm	History of idea B. App 6th semester (1700-1900)	Monday	From 10:30 am to 12:30 pm	Chem and Physics	B. App 6th semester	Monday	From 10:30 am to 12:30 pm	NA	NA	NA	NA	NA	NA	NA	NA

Ankur
25/5/2022