

**List and description of courses which address Professional Ethics, Gender, Human Values, Environment and Sustainability in the Curriculum**

**2021-2022**

| <b>Department of Commerce &amp; Managment</b> |   |  |  |                       |   |
|---|---|--|--|-----------------------|---|
| <b>Name of programme</b>                      | <b>Name of Courses &amp; Code</b>                                 | <b>Values Addressed</b>  | <b>Course Outcomes</b>   | <b>No of Students</b> | <b>Link of the syllabus/ relevant document</b>  |
| B.com -I<br>Sem-II                            | Drug Abuse  | How to prevent Drug Abuse  | The aim of this course to create awareness about negative results of using drugs and how to prevent drug Abuse.  | 36                    | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |
| B.com (H) I<br>Sem-II                         | Drug Abuse  | How to prevent Drug Abuse  | The aim of this course to create awareness about negative results of using drugs and how to prevent drug Abuse.  | 92                    | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |
| B.com II<br><br>Sem-III                       | Environmental<br><br>and Road Safety Awareness                    | Environmental<br><br>Protection and create awareness about Road Safety | The aim of this course is to create awareness among students about environment protection. This course offers various ways to reduce environmental pollution by various methods and techniques and create awareness for Road Safety  | 41                    | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |
| B.com (H)II Sem-<br><br>III                   | Environmental<br><br>and Road Safety Awareness                    | Environmental<br><br>Protection and create awareness about Road Safety | The aim of this course is to create awareness among students about environment protection. This course offers various ways to reduce environmental pollution by various methods and techniques and create awareness for Road Safety  | 76                    | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |
| B.Com(H) III<br><br>Sem-VI                    | Corporate<br><br>Governance and Social Responsibility of Business | Social Responsibility<br><br>of Business towards Society               | The aim of this course is to tell about various social responsibilities performed by corporate sector as specified by Indian govt. This course tells about various best practices performed by companies towards welfare of Society. | 104                   | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |
| BBA I Sem-II                                  | Drug Abuse  | How to prevent Drug Abuse  | The aim of this course to create awareness about negative results of using drugs and how to prevent drug Abuse.  | 36                    | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |

|                              |   |   |   |    |   |
|------------------------------|---|---|---|----|---|
| BBA II Sem-III               | Environmental and Road Safety Awareness | Environmental Protection and create awareness about Road Safety | The aim of this course is to create awareness among students about environment protection. This course offers various ways to reduce environmental pollution by various methods and techniques and create awareness for Road Safety | 16 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/1.pdf</a> |
| <b>Department of English</b> |   |   |   |    |   |
| MA-I                         | Nineteenth Century Fiction              | Professional Ethics, Gender and Human Values                    | Contradiction among man, nature and creation, Dissatisfaction, freedom and confinement, women and femininity, belongingness, Active virtues and vices and societal values.  | 14 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf</a> |
| MA-I                         | Beginnings of the Novel                 | Professional Ethics, Gender and Human Values                    | Conflicts between reality and appearances or Facts and Fancy, Importance of femininity, Social Criticism and Theme of Marriage  | 14 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf</a> |
| MA-II                        | Literature and gender                   | Gender and Human Values   | Focusing on gender and inequalities over the centuries among society throughout Literature.   | 17 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf</a> |
| MA-II                        | American Literature                     | Gender and Human Values   | Social realism and the American novel, black women's writings and the American dream.   | 17 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf</a> |
| MA-II                        | Literature and Post-Coloniality         | Professional Ethics, Gender and Human Values                    | The body of fact, opinion and prejudice. Hegemonic Oppressions are addressed. Alleviated the stereotypes and eradicated the false presumptions.   | 17 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf</a> |
| MA-II                        | Twentieth Century Poetry and Fiction    | Professional Ethics and Human Values                            | Focusing on the Death and rebirth, absurd and abstract bleakness of society professing meaninglessness in accord with human values and ethics, Nihilism, isolation and morality.  | 17 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/6.pdf</a> |

## Department of Agriculture & Food Processing

|                          |  |  |   |    |   |
|--------------------------|--|--|---|----|---|
| B.Voc FP -I<br>Sem-II    | Holistic<br>Development:<br>Personality<br>Development | Human Values,<br>Professional Ethics               | Understand the basics of personality, Big five factors and role of Heredity and Environment on human personality Determine the levels of personality through theories and assessing oneself and know the implications Assess the determinants of personality and apply to life Improve and groom one's own personality and to behave in a socially acceptable manner Evaluate the causes of personality disorders and provide referral services                         | 24 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf</a> |
| B.Voc FP –I<br>(Sem-II)  | Drug abuse,<br>problem<br>management and<br>prevention | Human Values                                       | The aim of this course to create awareness about negative results of using drugs and how to prevent drug Abuse.   | 24 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf</a> |
| B.Voc FP -II<br>Sem IV   | Environment and<br>road safety<br>awareness            | Human Values,<br>Environment and<br>Sustainability | Knowledge on the importance of environment is elucidated<br>Understanding on the various principles and relationships between the plants and environment is unravelled.<br>Exposure to global issues like pollution and disasters to environment is given.<br>Awareness to the save greenery  | 08 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf</a> |
| B.Voc FP -III<br>Sem V   | Marketing and<br>retail<br>management                  | Human Values,<br>Professional Ethics               | Apply the principles in product development and design<br>Understand the different steps involved in Development of food products, testing and evaluation<br>Develop entrepreneurship skills in financial and marketing strategies  | 12 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf</a> |
| B. Voc. FP –III<br>Sem-V | Food industry<br>waste<br>management                   | Environment and<br>Sustainability                  | Student will learn about classification & characterization of food industrial waste from dairy, fruit & vegetable processing etc. Students will gain information about waste disposal method, economical aspects of waste treatment etc. Students will evaluate different treatment methods for liquid waste etc. Student will acquire knowledge about treatment methods for solid waste, biogas and effluent waste treatment method. Learners will conduct experiments | 12 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/13.pdf</a> |

|                         |  |   |  |    |   |
|-------------------------|--|---|--|----|---|
|                         |  |   | to determine BOD and COD of water sample. Learners will conduct experiments to find the TDS and TSS. Students will prepare flow process chart of food plant waste utilization processes  |    |   |
| B.Voc FP -III<br>Sem V  | Entrepreneurship<br>in food<br>processing                              | Human Values,<br>Professional Ethics                                  | Understand the forms and practices adopted at business organizations Gain knowledge on the various sources of finance and marketing procedures Develop competencies in accounting procedures practiced at the organizations Compile the financing and entrepreneurial tasks at the food-based business Encourage Entrepreneurship ventures in food product development and processing sector | 12 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/13.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/13.pdf</a> |
| B.Sc.(H) Ag-I<br>Sem-I  | Rural Sociology<br>& educational,<br>Psychology<br>(AGRB-1107T)        | This course is about<br>rural society and their<br>development        | This course provides developments and upgradation and requirements of rural society  | 09 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| B.Sc.(H) Ag-I<br>Sem-I  | Human values<br>and ethics<br>(AGRB-1112T)                             | Professional Ethics,<br>Gender and Human<br>Values                    | Focusing on professional, social and institutional ethics, moral and values  | 09 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| B.Sc.(H) Ag-I<br>Sem-I  | NSS/NCC/physical<br>education<br>& Yoga practices<br>(AGRB -1113L)     | To aware about<br>health and fitness                                  | The aim of the course is to make student aware about the physical education and maintenance  | 09 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| B.Sc.(H) Ag-I<br>Sem-II | Drug Abuse<br>Problem,<br>management and<br>prevention<br>(AGRB-1211T) | Prevention of Drugs   | The aim of this course to create awareness about negative of drug addiction and their prevention   | 09 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| B.Sc.(H) Ag<br>Sem-IV   | Renewable<br>Energy & green<br>technology                              | Focus on renewable<br>energy sources and<br>green house<br>structures | Students will able to learned about the renewable energy sources and their management and efficient use.   | 25 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |

|   |   |   |  |    |   |
|---|---|---|--|----|---|
|   | (AGRI Eng-202)  |   |  |    |   |
| B.Sc.(H) Ag<br>Sem-IV                   | Farming system<br>& sustainable<br>agriculture<br>(AGRON-203) | Focus on<br>sustainability in<br>agriculture and its<br>methods | This course provide the different farming systems that<br>can add into sustainability of agriculture   | 25 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| B.Sc.(H) Ag.-III<br>Sem- VI             | Principles of<br>Organic Farming<br>(AGRON 301)               | Promote and<br>management of<br>organic farming                 | The aim of the course is to make students learned<br>about organic production process and its certification<br>procedure   | 35 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| B.Sc.(H) Ag.- IV<br>Sem-VII             | Farming system<br>& sustainable<br>agriculture<br>AGRON-401   | Focus on<br>sustainability in<br>agriculture and its<br>methods | This course provide the different farming systems that<br>can add into sustainability of agriculture   | 42 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/11.pdf</a> |
| <b>Department of Fashion Technology</b> |   |   |  |    |   |
| B.VOC FT-I<br>sem-I                     | Communication<br>Skills<br>(BVFTB112T)                        | Language skills,<br>Professional ethics,                        | Students will develop knowledge, skills, and<br>judgment around human communication that facilitate<br>their ability to work collaboratively with others. Such<br>skills could include communication competencies<br>such as managing conflict, understanding small group<br>processes, active listening, appropriate self-disclosure,<br>etc. | 08 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a> |
| B.voc FT-I<br>sem-I                     | (BVFTB113T)<br>Basic of<br>Computer Skills                    | Skill Development,<br>Professional ethics                       | Almost every job today and jobs of the future require<br>some technical knowledge. Learning more about<br>computers and computer software required for the job<br>is a competitive edge against others who may be<br>applying for the same job.  | 08 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a> |
| B.voc FT- I<br>sem-I                    | (BVFTB114T)<br>Concept of<br>Fashion                          | Skill Development,<br>Professional ethics                       | Apparel designers sometimes use the vague term<br>'design concept' as a synonym for 'inspiration' or<br>'beginning idea'. However, a 'design concept' is the<br>representation of a designer's abstract ideas of final<br>entities, or garments in the case of apparel design.   | 08 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a> |

|                         |  |  |  |    |   |
|-------------------------|--|--|--|----|---|
| B.voc FT- I<br>sem-I    | BVFTB117L<br>Textile Science-I                                       | Skill Development,<br>Professional ethics  | This is a basic textile subject including the study of fibers and fiber characteristic and performance; finishes; coloration; fabrication; care and renovation; and textiles and the environment.  | 08 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a>       |
| B.voc FT- I<br>sem-I    | (BVFTB116L)<br>Design<br>Illustration                                | Skill Development,<br>Professional ethics  | Students will develop an approach towards ideation. Students will learn to draw fashion figures by understanding body proportions. They will be able to drape the desired idea of their design onto the fashion figure. They will be able to enhance their rendering skills using different colour mediums   | 08 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a>       |
| B.voc FT- I<br>sem-II   | BVFTB126L)<br>Pattern Making<br>& Construction<br>Technology         | Professional ethics &<br>Skill Development | Developed the skills will help students to use basic patternmaking principles to create design variations. Students will be able to apply patternmaking principles to create design variations and construct garments. Exploring the knowledge related to different fashion components students will be able to create variety of patterns regard to sleeve and collars.   | 7  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a>       |
| B.voc FT-I<br>sem-II    | (BVFTB125T)<br>Fundamental of<br>Design                              | Professional ethics &<br>Skill Development | The elements of design and developing strong technical skills along with an eye for successful design.   | 7  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/14.pdf</a>       |
| B.voc FT- II<br>sem-III | (BVFTB2101T)<br>Knitting<br>technology                               | Professional ethics &<br>Skill Development | Students will gain basic understanding of garments, machines and their use in apparel and fashion industry.  | 3  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf</a> |
| B.voc FT- II<br>sem-III | BVFTB2106L)<br>Indian<br>Traditional<br>Textiles and<br>embroideries | Professional ethics &<br>Skill Development | Skilled textile craftsmanship and traditional artisanal makers are a huge part of the fashion industry. With specialized expertise, they manufacture fabrics and garments, create embellishments and historically have provided inspiration to designers all over the world. In every culture there are different traditional textile crafts and ways of making that are echoed in the commercial production of textiles and fashion globally. Hand crafts and small batch textile manufacturing are on the rise, as consumers want to support smaller, localized businesses and own unique products that are not mass produced. | 3  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf</a> |

|                         |   |  |   |   |   |
|-------------------------|---|--|---|---|---|
| B.voc FT- II<br>sem-III | (BVFTB2104T)<br>Principles of<br>Marketing                              | Professional ethics &<br>Skill Development                             | The course is taken by fashion merchandising, interior design, interior merchandising, and family and consumer sciences majors.   | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf</a> |
| B.voc FT- II<br>sem-III | (BVFTB2105L)<br>Textile Industrial<br>Training                          | Professional ethics &<br>Skill Development                             | Student learning outcomes are measurable statements that articulate what students should know, be able to do, or value as a result of taking a course or completing a program. These statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf</a> |
| B.voc FT- II<br>sem-III | (BVFTB2107L)<br>Office Operation<br>& Presentation                      | Professional ethics &<br>Skill Development                             | The Office Operations & Presentation develops skills in problem solving, project management, communication, and managing effectively in team-based work environments, and prepares students for employment within a wide variety of service and product industries.   | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/15_ok.pdf</a> |
| B.voc FT- III<br>sem-IV | (BVFTB2202T)<br>Garment<br>Production<br>Management                     | Professional ethics &<br>Skill Development                             | To make students understand the different concepts and processes of Apparel Industry  | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a>       |
| B.voc FT- III<br>sem-IV | (BVFTB2203T)<br>Personality<br>Development &<br>Communication<br>skills | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | Personality impacts how we prefer to communicate with people, as well as how we ourselves respond to information. The more we understand our own communication styles and those of the people we work with, the more effective we can be as leaders, teams, and colleagues.   | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a>       |
| B.voc FT-II<br>sem- IV  | (BVFTB2204T)<br>History of Indian<br>Costumes                           | Professional ethics,<br>Human Values,<br>gender                        | Fashion history is important because it is a visual marker of societal changes.   | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a>       |
| B.voc FT-II<br>sem- IV  | (BVFTB2205L)<br>Draping<br>Methods                                      | Professional ethics &<br>Skill Development                             | To be more creative in design to develop the draping skill of the students.To know the basic of draping To develop pattern by using draping. To experiment with different types of designs.   | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a>       |

|                        |  |  |  |   |   |
|------------------------|--|--|--|---|---|
| B.voc FT-II<br>sem- IV | (BVFTB2206L)<br>Clothing<br>Construction<br>Techniques | Professional ethics &<br>Skill Development                             | Understand the basic process of clothing construction<br>Explain how material choices, style, and market<br>demands impact clothing design Translate an idea into<br>a finished product  | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-II<br>sem- IV | (BVFTB2207L)<br>Fundamental of<br>Design               | Professional ethics &<br>Skill Development                             | The fundamentals of design are all about the bigger<br>picture—in other words, learning to appreciate the<br>many small details that make up every composition.<br>This insight can be applied to almost any type of<br>project, whether you're creating your own graphics or<br>just looking for simple ways to enhance your work.  | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-II<br>sem- IV | (BVFTB2208L)<br>Computer Aided<br>Fashion Design       | Professional ethics &<br>Skill Development                             | To gain knowledge in creating motifs, illustrate<br>different types of garments, create fashionable logos<br>and labels and implement new garments and designs<br>using Computer Aided Designing.  | 3 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III<br>sem- V | (BVFTB2202T)<br>Fashion<br>Marketing                   | Professional ethics &<br>Skill Development                             | The course is taken by fashion merchandising, interior<br>design, interior merchandising, and family and<br>consumer sciences majors.  | 6 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III<br>sem- V | History of world<br>Costumes                           | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | This will also promote the local artisans and weavers<br>for specific reasons to create pieces they have spent<br>generations mastering.   | 6 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III<br>sem- V | Personality and<br>Clothing                            | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | Wearing the right kind of clothes can give your<br>confidence a huge boost. If you like what you are<br>wearing it will reflect on the outside, enhancing your<br>personality.   | 6 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III<br>sem- V | Apparel<br>Manufacturing<br>Industry                   | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | Learn about the basic concepts related to apparel<br>industry. Study about infrastructure and various<br>departments in an apparel industry Gain an insight<br>into the machinery and equipment required for<br>garment production and fabrication – cutting, marker,<br>spreading, special and ordinary sewing machines<br>Improve knowledge of finishing techniques employed<br>for garment assemblage Discover the commercial<br>techniques of fabrication and alternative methods of<br>joining materials Realize the importance of quality in<br>apparel production | 6 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |



|                         |  |  |  |    |   |
|-------------------------|--|--|--|----|---|
| B.voc FT-III<br>sem- V  | Drafting with<br>Layout and<br>Garment<br>Constructions                  | Professional ethics &<br>Skill Development                             | Students will be able to learn about developing patterns manually and well as on CAD. Students will be prepared to work in fashion industry and as entrepreneur in the field of garment construction and pattern making.   | 6  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III            | Drugs abuse  | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | As the first experience of substance abuse often starts in adolescence, and studies have shown that drug use is mainly related to cigarette and alcohol consumption, an initial exploration of substance abuse prevalence, including cigarette and alcohol, seems to be the first step in preventing and controlling drug consumption.   | 6  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III<br>sem- VI | Training (six<br>months)   | Professional ethics &<br>Skill Development                             | Students will be able to understand the sustainability process required in textile and apparel industry. Student will learn about the current scenario of fashion and textile industry. Issues which need to be taken care in prevailing environment to make this industry friendly and sustainable. Student will understand about corporate social responsibility in textile and apparel industry | 6  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.voc FT-III sem-<br>VI | Portfolio  | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | Students will be able to prepare their portfolio in digital as well as other modes of presentation. Students work will be best showcased and will be able to discuss and explain their work professionally.  | 6  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/16.pdf</a> |
| B.Voc GD 1st<br>Sem     | (B.VGD-112)<br>Personality<br>Development and<br>Communication<br>Skills | Language skills,<br>Professional ethics,                               | Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.   | 10 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD –I<br>Sem-I    | (B.VGD-113)<br>Introduction to<br>Computer Basics                        | Skill Development,<br>Professional ethics                              | Almost every job today and jobs of the future require some technical knowledge. Learning more about computers and computer software required for the job is a competitive edge against others who may be applying for the same job.  | 10 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/27.pdf</a> |

|                       |   |  |  |    |   |
|-----------------------|---|--|--|----|---|
| B.Voc GD –I<br>Sem-I  | (B.VGD-114)<br>Basics of<br>Garment<br>Construction                 | Professional ethics &<br>Skill Development                             | Understand the basic process of clothing construction<br>Explain how material choices, style, and market demands impact clothing design Translate an idea into a finished product  | 10 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD –I<br>Sem I  | (B.VGD-115)<br>Fabric Science                                       | Skill Development,<br>Professional ethics                              | This is a basic textile subject including the study of fibers and fiber characteristic and performance; finishes; coloration; fabrication; care and renovation; and textiles and the environment.  | 10 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD –I<br>Sem I  | (B.VGD-116)<br>Fashion<br>Sketching                                 | Skill Development,<br>Professional ethics                              | Students will develop an approach towards ideation. Students will learn to draw fashion figures by understanding body proportions. They will be able to drape the desired idea of their design onto the fashion figure. They will be able to enhance their rendering skills using different colour mediums   | 10 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD –I<br>Sem II | (B.VGD-122)<br>Conceptual<br>studies of<br>fashion                  | Skill Development,<br>Professional ethics                              | Apparel designers sometimes use the vague term 'design concept' as a synonym for 'inspiration' or 'beginning idea'. However, a 'design concept' is the representation of a designer's abstract ideas of final entities, or garments in the case of apparel design.   | 08 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD-I<br>Sem II  | (B.VGD-123)<br>Fundamental of<br>pattern making                     | Professional ethics &<br>Skill Development                             | Developed the skills will help students to use basic patternmaking principles to create design variations. Students will be able to apply patternmaking principles to create design variations and construct garments. Exploring the knowledge related to different fashion components students will be able to create variety of patterns regard to sleeve and collars. | 08 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD-I<br>Sem-II  | (B.VGD-124)<br>Design basis   | Professional ethics &<br>Skill Development                             | The elements of design and developing strong technical skills along with an eye for successful design.   | 08 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |
| B.Voc GD-I<br>Sem II  | (B.VGD-128)<br>Drug abuse;<br>problem<br>,management,<br>prevention | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | As the first experience of substance abuse often starts in adolescence, and studies have shown that drug use is mainly related to cigarette and alcohol consumption, an initial exploration of substance abuse prevalence, including cigarette and alcohol, seems to be the first step in preventing and controlling drug consumption.                                   | 08 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/27.pdf</a> |

|                         |   |  |  |   |   |
|-------------------------|---|--|--|---|---|
| B.Voc GD-II<br>Sem III  | (B.VGD-131)<br>Introduction to<br>economics   | Human Values,<br>gender & Skill<br>Development | Economics helps prepare you for careers that require numerical, analytical and problem solving skills – for example in business planning, marketing, research and management. Economics helps you to think strategically and make decisions to optimize the outcome.   | 8 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD -II<br>Sem III | (B.VGD-133)<br>Indian traditional<br>textiles | Professional ethics &<br>Skill Development     | Skilled textile craftsmanship and traditional artisanal makers are a huge part of the fashion industry. With specialized expertise, they manufacture fabrics and garments, create embellishments and historically have provided inspiration to designers all over the world. In every culture there are different traditional textile crafts and ways of making that are echoed in the commercial production of textiles and fashion globally. Hand crafts and small batch textile manufacturing are on the rise, as consumers want to support smaller, localized businesses and own unique products that are not mass produced. | 8 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD –II<br>Sem III | (B.VGD-135)<br>Training (one<br>month)        | Professional ethics &<br>Skill Development     | Student learning outcomes are measurable statements that articulate what students should know, be able to do, or value as a result of taking a course or completing a program. These statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc.  | 8 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD -II<br>Sem III | (B.VGD-136)<br>Needle Craft                   | Professional ethics &<br>Skill Development     | Skilled textile craftsmanship and traditional artisanal makers are a huge part of the fashion industry. With specialized expertise, they manufacture fabrics and garments, create embellishments and historically have provided inspiration to designers all over the world. In every culture there are different traditional textile crafts and ways of making that are echoed in the commercial production of textiles and fashion globally  | 8 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD –II<br>Sem III | (B.VGD-137)<br>Draping methods                | Professional ethics &<br>Skill Development     | To be more creative in design to develop the draping skill of the students.To know the basic of draping To develop pattern by using draping. To experiment with different types of designs.  | 8 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/28.pdf</a> |

|                         |  |  |  |   |   |
|-------------------------|--|--|--|---|---|
| B.Voc GD –II<br>Sem-III | (B.VGD-138)<br>Environment and<br>Road safety<br>Awareness           | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | Environmental Studies (EVS) at the primary stage envisages exposing children to the real situations in their surroundings to help them connect, be aware of, appreciate and be sensitized towards the prevailing environmental issues (natural, physical, social and cultural).                                      | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-141)<br>Care and<br>maintenance of<br>garments                | Professional ethics,<br>Human Values,<br>gender                        | To gain knowledge regarding the care and maintenance of fabric. To impart skills to develop different fabrics by using construction techniques.  | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-142)<br>Garment<br>production<br>management                   | Professional ethics &<br>Skill Development                             | To make students understand the different concepts and processes of Apparel Industry   | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-143)<br>Fashion<br>marketing and<br>merchandising             | Professional ethics &<br>Skill Development                             | The course is taken by fashion merchandising, interior design, interior merchandising, and family and consumer sciences majors.  | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-144)<br>History of Indian<br>costumes                         | Professional ethics,<br>Human Values,<br>gender                        | Fashion history is important because it is a visual marker of societal changes.  | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-145)<br>Computer aided<br>fashion design                      | Professional ethics &<br>Skill Development                             | To gain knowledge in creating motifs, illustrate different types of garments, create fashionable logos and labels and implement new garments and designs using Computer Aided Designing.   | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-146)<br>Fashion<br>presentation                               | Professional ethics &<br>Skill Development                             | The fundamentals of design are all about the bigger picture in other words, learning to appreciate the many small details that make up every composition. This insight can be applied to almost any type of project, whether you're creating your own graphics or just looking for simple ways to enhance your work. | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |
| B.Voc GD-II<br>Sem IV   | (B.VGD-147)<br>Pattern making<br>and construction<br>(women apparel) | Professional ethics &<br>Skill Development                             | Developed the skills will help students to use basic patternmaking principles to create design variations. Students will be able to apply patternmaking principles to create design variations and construct garments. Exploring the knowledge related to different fashion components students will be able to      | 8 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/28.pdf</a> |

|                        |   |  |   |   |   |
|------------------------|---|--|---|---|---|
|                        |   |  | create variety of patterns regard to sleeve and collars.  |   |   |
| B.Voc GD-III<br>Sem V  | (B.VGD-151)<br>Entrepreneurship<br>development<br>programme               | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | It is useful to break the entrepreneurial process into five phases: idea generation, opportunity evaluation, planning, company formation/launch and growth.   | 9 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |
| B.Voc GD-III<br>Sem V  | (B.VGD-153)<br>Garment quality<br>and cost control                        | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | Learn the quality control in the garment industry standards and procedures. Learn about cost control and production management  | 9 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |
| B.Voc GD-III<br>Sem V  | (B.VGD-154)<br>History of world<br>costumes                               | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development | This will also promote the local artisans and weavers for specific reasons to create pieces they have spent generations mastering.  | 9 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |
| B.Voc GD-III<br>Sem V  | (B.VGD-155)<br>Pattern making<br>garment<br>construction<br>(men apparel) | Professional ethics &<br>Skill Development                             | Developed the skills will help students to use basic patternmaking principles to create design variations. Students will be able to apply patternmaking principles to create design variations and construct garments. Exploring the knowledge related to different fashion components students will be able to create variety of patterns regard to sleeve and collars.                          | 9 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |
| B.Voc GD-III<br>Sem V  | (B.VGD-156)<br>Fabric surface<br>technique                                | Professional ethics &<br>Skill Development                             | Developed the skills will help students to use basic patternmaking principles to create design variations. Students will be able to apply patternmaking principles to create design variations and construct garments. Exploring the knowledge related to different fashion components students will be able to create variety of patterns regard to sleeve and collars                           | 9 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |
| B.Voc GD-III<br>Sem VI | (B.VGD-161)<br>Training (six<br>months)                                   | Professional ethics &<br>Skill Development                             | Students will be able to understand the sustainability process required in textile and apparel industry. Student will learn about the current scenario of fashion and textile industry. Issues which need to be taken care in prevailing environment to make this industry friendly and sustainable. Student will understand about corporate social responsibility in textile and appear industry | 9 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |

|                        |  |   |   |    |   |
|------------------------|--|---|---|----|---|
| B.Voc GD-III<br>Sem VI | Portfolio  | Professional ethics,<br>Human Values,<br>gender & Skill<br>Development  | Students will be able to prepare their portfolio in digital as well as other modes of presentation. Students work will be best showcased and will be able to discuss and explain their work professionally.   | 9  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/29.pdf</a> |
| M.Sc FT –II<br>sem III | (MFT-3001)<br>Retail<br>Management &<br>Merchandising                  | Professional ethics &<br>Skill Development                              | Retail management offers you specialized knowledge of management and <i>marketing</i> strategies relevant to the retail industry. Students can learn about marketing  | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| M.Sc FT –II<br>sem III | (MFT-3002)<br><br>Statistics   | Professional Oethics,<br>Human Values,<br>gender & Skill<br>Development | Use a statistical software package for computations with data, Use a computer for the purpose of simulation in probability and statistical inference, and. Communicate concepts in probability and statistics using both technical and non-technical language.  | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| M.Sc FT –II<br>sem III | (MFT-3016)<br>Industrial<br>training Report/<br>Craft<br>Documentation | Professional ethics &<br>Skill Development                              | Student learning outcomes are measurable statements that articulate what students should know, be able to do, or value as a result of taking a course or completing a program. These statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| M.Sc FT –II<br>sem IV  | (MFT-4001)<br>Quality Control<br>Process                               | Professional Oethics,<br>Human Values,<br>gender & Skill<br>Development | The primary goal of a quality management system is to improve the quality of the production process and final products. Students can learn about process of production with maintenance of quality of product.  | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| M.Sc FT –II<br>sem IV  | (MFT-4002)<br>Fashion<br>Entrepreneurship                              | Professional Oethics,<br>Human Values,<br>gender & Skill<br>Development | It is useful to break the entrepreneurial process into five phases: idea generation, opportunity evaluation, planning, company formation/launch and growth.   | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| M.Sc FT –II<br>sem IV  | (MFT-4003)<br>Research<br>Methodology                                  | Professional Oethics,<br>Human Values,<br>gender & Skill<br>Development | Demonstrate the ability to choose methods appropriate to research aims and objectives. Understand the limitations of particular research methods. Develop skills in qualitative and quantitative data analysis and presentation. Develop advanced critical thinking skills.   | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| M.Sc FT –II<br>sem IV  | (MFT-4014)<br>Fashion<br>Collection<br>Design &                        | Professional Oethics,<br>Human Values,<br>gender & Skill<br>Development | Create garments that reflect creativity and innovation through the use of foundational techniques achieved through shape, color, silhouette, proportion and fabrication;  | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |

|                                       |  |  |  |    |   |
|---------------------------------------|--|--|--|----|---|
|                                       | Construction                                   |  | Adapt and develop artistic abilities to form original fashion designs with understanding of diverse fashion proportions, utilizing hand and digital rendering techniques; Effectively use appropriate, innovative technologies to conceptualize, create, produce and communicate fashion design and related concepts; Develop an understanding of ethical and sustainable principles in fashion design considering environmental, social, economic, and political impacts of climate change; |    |   |
| M.Sc FT –II<br>sem IV                 | (MFT-4015)<br>Portfolio                        | Professional Ethics,<br>Human Values,<br>gender & Skill<br>Development | The aim of creating a personal portfolio is to tell the world who you are as a designer or fashion professional. It should contain everything you already have accomplished and a projection of who you want to become in the future.  | 19 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/18.pdf</a> |
| <b>Department of Computer Science</b> |  |  |  |    |   |
| B.VOC (CS)-I<br>sem I                 | BCSB1101T<br>Communication<br>Skills           | Human Values,<br>Professional Ethics<br>Personality                    | Reading Skills ,Speaking Skills , Listening and Writing Skills ,Personality Development  | 33 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf</a> |
| BCA-1<br>Sem I                        | General<br>English-I                           | Human Values,<br>Professional Ethics<br>Personality                    | Reading Skills ,Speaking Skills , Listening and Writing Skills ,Personality Development  | 49 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf</a> |
| BCA-2<br>Sem-III                      | BCA201<br>English<br>Communication<br>Skills-I | Human Values,<br>Professional Ethics<br>Personality                    | Reading Skills ,Speaking Skills , Listening and Writing Skills ,Personality Development  | 62 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf</a> |
| BCA-2<br>Sem-III                      | Discrete<br>Mathematics<br>BCA 212             | Skill Development  | ·Student will learn about classification & characterization of food industrial waste from dairy, fruit & vegetable processing etc.<br>·Students will gain information about waste disposal method, economical aspects of waste treatment etc.<br>·Students will evaluate different treatment methods for liquid waste etc. Learners will conduct experiments to determine BOD and COD of water sample. ·Learners   | 62 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf</a> |



|                              |  |  |   |     |   |
|------------------------------|--|--|---|-----|---|
|                              |  |  | will conduct experiments to find the TDS and TSS..Students will prepare flow process chart of food plant waste utilization processes  |     |   |
| BCA-2,<br>Sem-IV             | BCA 211English<br>Communication<br>Skills – II | Human Values,<br>Professional Ethics<br>Personality<br>development | Understand the basics of personality, Big five factors and role of Heredity and Environment on human personality. Determine the levels of personality through theories and assessing oneself and know the implications<br>.Assess the determinants of personality and apply to life .Improve and groom one's own personality and to behave in a socially acceptable manner<br>.Evaluate the causes of personality disorders and provide referral services | 62  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/23.pdf</a> |
| <b>Department of Punjabi</b> |  |  |   |     |   |
| B.A -III                     | Punabi comp.                                   | Human values,gender  | ਨਵਲ ਯੁਗ ਸਮਾਜ ਜੀਵਨ ਵਰਤੋਂ ਐਂਡ ਦੀ ਚਲਾ ਨਲ<br>ਉੱਥੇਧਰ ਜਾਣਕਾਰੀ   | 100 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| B.A -III                     | Punjabi lit.                                   | Human values,<br>Professional Ethics                               | ਮਾਜ ਵਰਤ ਐਂਡ ਦੀ ਵਰਤੀ ਨੂੰ ਮਜ਼ਬੂਤ ਕਰਨ ਉੱਥੇ ਵਰਤਾਰ   | 100 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -I                       | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ<br>ਇਤਿਹਾਸ                      | Human values,<br>professional ethics                               | ਮਾਨਵਤਾ, ਆਰਥਿਕ ਅਤੇ ਰਾਜਨੀਤਿਕ ਵਰਤਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ   | 30  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -I                       | ਪੰਜਾਬੀ ਨਾਟਕ-2                                  | Human values ,<br>Gender   | ਐਂਡ ਦੀ ਦੁਰਦਸ਼ਾ ਨੂੰ ਆਧਾਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ   | 30  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -I                       | ਭਾਸ਼ਾ ਦਾ ਆਲੋਚਨਾ ਦਾ<br>ਵਿਸ਼ਲੇਸ਼ਣ                | Human<br>values,professional<br>ethics                             | ਮਾਜ ਵਰਤ ਐਂਡ ਦੀ ਵਰਤੀ, ਪੰਜਾਬੀ ਵਿਆਚਾਰ ਉੱਪਰ ਚਰਚਾ  | 30  | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |



|                              |  |                       |  |    |   |
|------------------------------|--|-----------------------|--|----|---|
| M.A -I                       | ਆਧੁਨਿਕ ਮੁੱਲਾਂ ਕਾਵਰ-2                       | Human values , Gender | ਮਾਨਵਤਾ ਕੁਰੀਤਾਂ ਉੱਤੇ ਚਰਚਾ ਅਤੇ ਉਸਨੂੰ ਦੂਰ ਕਰਨਾ  | 30 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -I                       | ਆਧੁਨਿਕ ਮੁੱਲਾਂ ਗਲ-2                         | Human values , Gender | ਮਾਨਵਤਾ ਵਾਤਾਵਰਣ, ਆਰਥਿਕ, ਰਾਜਨੀਤਕ ਮੁੱਲਾਂ ਉੱਤੇ ਚਰਚਾ  | 30 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -II                      | ਲੇਖਕਾਂ ਤੇ ਮੁੱਲਾਂ ਲੇਖਕਾਂ                    | Human values , Gender | ਮੁੱਲਾਂ ਵਿਆਪਕ ਅਤੇ ਵਿਆਪਕ ਸ਼ਾਮਲ ਕਰਨ   | 20 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -II                      | ਗੁਰਮਤ ਕਾਵਰ-2                               | Human values , Gender | ਮਾਨਵਤਾ ਉਚ-ਨੀਚ, ਜਾਤ-ਪਾਤ, ਭੇਦ-ਵਿਭੇਦ ਆਦਿ ਕੁਰੀਤਾਂ ਨੂੰ ਖਤਮ ਕਰਨ ਲਈ ਜਾਣਕਾਰੀ   | 20 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -II                      | ਮਿਸ਼ਨ ਵਰਗੇਅਨ ਅਤੇ ਮੁੱਲਾਂ ਮਿਸ਼ਨ              | professional ethics   | ਨੈਤਿਕ ਮੁਕਾਬਲਾ, ਸ਼ੁੱਧ ਮਿਸ਼ਨ ਉਚਾਰਣ ਲਈ ਜਾਣਕਾਰੀ  | 20 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -II                      | ਆਧੁਨਿਕ ਮੁੱਲਾਂ ਵਾਤਾਵਰਣ                      | Human values , Gender | ਧਾਰਮਿਕ , ਮਾਨਵਤਾ ਗਰਿਵ   | 20 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| M.A -II                      | ਕੌਮੀ ਕਾਵਰ                                  | Human values , Gender | ਮਨੁੱਖੀ ਕਾਵਰ ਅਤੇ ਮਨੁੱਖੀ ਇਸ਼ਕ ਲਈ ਜਾਣਕਾਰੀ   | 20 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/24.pdf</a> |
| <b>Department of History</b> |  |                       |  |    |   |
| M.A -II                      | History of India (1600-1750 Paper Code 302 | Human Values          | Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study. Describe the major social, economic, political and cultural developments of the times. Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies. Discern the larger motives behind the Imperial patronage of art and architecture. | 50 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf</a> |

|         |  |   |  |    |   |
|---------|--|---|--|----|---|
| M.A -II | History of India<br>(1750-1857)<br>Paper Code 302              | Human Values                                    | Outline key developments of the 18th century in the Indian subcontinent. Explain the establishment of Company rule and important features of the early colonial regime. Explain the peculiarities of evolving colonial institutions and their impact. Elucidate the impact of colonial rule on the economy. Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule. Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during Company Raj                  | 50 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf</a> |
| M.A -II | History of India<br>(1857-1950)<br>Paper Code 304              | Human Values and Gender                         | Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20 <sup>th</sup> centuries. Outline the social and economic facets of colonial India and their influence on the national movement. Explain the various trends of anti-colonial struggles in colonial India. Analyse the complex developments leading to communal violence and Partition. Discuss the negotiations for Independence, the key debates on the Constitution and need for socio-economic restructuring soon after Independence. | 50 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf</a> |
| M.A -II | The Making of Contemporary India (1950-1990)<br>Paper Code 103 | Human Values                                    | Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism. Analyse the impact of the European presence on local society. Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region. Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression. Describe the historiographical trends to study history of Southeast Asia.          | 50 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf</a> |
| M.A -II | Understanding heritage<br>Paper Code 403                       | Environment and Sustainability and Human Values | Explain the complex character of heritage. Analyse the historical processes which result into the making of heritage. Describe the significance of cultural diversity in the creation of heritage. Illustrate how heritage can be a medium to generate revenue. Discern the nuances of heritage and appreciate its importance  | 50 | <a href="https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.co/m/static/pdf/qlm/curriculum/25.pdf</a> |

|                            |   |                                     |   |    |   |
|----------------------------|---|-------------------------------------|---|----|---|
| M.A -II                    | Rise the Modern West (Industrial Revolution)<br>Paper Code 104                              | Human Values<br>Professional Ethics | Explain major economic, social, political and intellectual developments in Europe during the 17th and 18 <sup>th</sup> centuries. Contextualize elements of modernity in these realms. Discuss the features of Europe's economy and origins of the Industrial Revolution. Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.   | 50 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf</a> |
| M.A -II                    | Social Formations and Cultural Patterns of the Ancient and Medieval World<br>Paper Code 204 | Human Values                        | Identify the main historical developments in Ancient Greece and Rome. Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship. Trace the emergence and institutionalization of social hierarchies and marginalization of dissent. Explain the trends in the medieval economy. Analyse the rise of Islam and the move towards state formation in West Asia. Understand the role of religion and other cultural practices in community organisation.                   | 50 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf</a> |
| M.A -II                    | History of Modern Europe<br>Paper Code 102  | Human Values                        | Trace varieties of nationalists and the processes by which new nation-states were carved out. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map. Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century. Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe. Contextualise major currents in the intellectual sphere and arts. | 50 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/25.pdf</a> |
| <b>Department of Hindi</b> |   |                                     |   |    |   |
| स्नातक - प्रथम             | हिन्दी साहित्य  | Human values ,<br>Gender            | ‘थके नरों’ व टूटती मर्यादाएं, नरसंस्कार मूल्य और मध्यवर्गीय समाज की व्यथ  | 43 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |

|                   |                         |   |  |    |   |
|-------------------|-------------------------|---|--|----|---|
| स्नातक - हिहिय    | हिन्दी साहित्य          | Human values                              | 'नचनन खम्मे ररर दीवरे' में स्त्री के सांररस, अस्तिव को मजबूत बनने के प्रयस         | 38 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातक - तृहिय    | हिन्दी साहित्य          | Human values, professional ethics, Gender | 'ध्रुवतवममनी नरटक में महहरर सशक्तिकरण, स्त्री की मुक्ति                            | 39 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातकोरि - प्रथम | हहन्दी कव्य - 1         | Human values , Gender                     | सरमरस्जक कु रीमतयों और अंधक्त्वशरसों के प्रमत सुचेत कर कल्यणकरी सरमरज की नींव रखनर | 11 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातकोरि - प्रथम | हहन्दी सरहहत्य क इमतहरस | Human values , Gender                     | सरमरस्जक, ररजनीमतक, आमथिक एवं धरममिक मूल्यों की चचरि                               | 11 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातकोरि - प्रथम | हरररी प्रसरद हिवेदी     | Human values , Gender,                    | भररतीय सांतकृ मत और धरममिक सांतकरों से अवगत  | 11 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातकोरि - हिहिय | आधुमनक कव्य - 1         | Human values , Gender                     | ररजनीमतक नररस्तथमतयों और मरनमसक रहतयों के मरध्यम से इन्सरन की नहचन                 | 16 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातकोरि - हिहिय | हहन्दी नरटक और मनबन्ध   | professional ethics                       | मरनवीय गुण, नरररवररक क्तवघटन और दमरत शोषण नर नरररचचरि                              | 16 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |
| स्नातकोरि - हिहिय | कबीर क्तवशेष अधयन       | Human values , Gender                     | सरमरस्जक एवं धरममिक प्रभरव   | 16 | <a href="https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf">https://ssr.gncbudhlada.com/static/pdf/qlm/curriculum/26.pdf</a> |