

दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI



Bachelor of Science (Hons) Home Science
(Effective from Academic Year 2019-20)

Syllabus and Scheme of Examination for B.Sc. (Hons) Home Science

B.Sc. (Hons.) Home Science Three Year Full Time Programme Choice Based Credit System



Syllabus applicable for students seeking admission in 2019 onwards

**Department of Home Science
Faculty of Science
University of Delhi
Approved in AC Meeting (15.07.2019)**

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.Sc. (Hons) Home Science offers the students to gain the requisite knowledge, skills and aptitude in all the areas of Home Science. Home Science has adopted an ecological approach in its curriculum that engages the student through teaching, research and extension. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies. They are prepared to take higher education in their specialization.

The University of Delhi hopes the LOCF approach of the programme B.Sc. Hons Home Science will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to B.Sc. (Hons) Home Science

Home Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs. The students are encouraged to develop a scientific temper. Familiarizing them with the use of newer technologies, methods in family and community linkages and sustainable use of resources for human development are the hallmark of education in Home Science. As a discipline, Home Science integrates the ingredients of the sciences, social sciences and technology to facilitate the study of and enhance the quality of human life. Its approach is therefore inherently interdisciplinary. Traditionally, Home Science has adopted an ecological approach in its curriculum that engages the student through teaching, research and extension. The education process in Home Science underscores the importance of the individual's dynamic relationship with his/her family, community and society as a whole, as well as with the resources in the environment. Higher education learning in Home Science subjects provides students the opportunity to sharpen their capacities with a sense of social responsibility. In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies. Keeping in view the growing aspirations of today's youth and the capacity of Home Science discipline to deliver, the present 3-year Choice Based Credit System (CBCS) curriculum has been drawn. Years of national and international experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened for i.e. Food and Nutrition, Human Development and Childhood Studies, Resource Management and Design Application, Development Communication and Extension and Fabric and Apparel Sciences. In this course, the students will learn the fundamental principles and foundations of all the five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable

development. This is a major contribution of Home Science in both developed and developing societies.

2. Learning Outcome Based Approach to Curriculum Planning

2.1 Nature and Extent of the Programme in B.Sc. (Hons) Home Science

The degree is awarded on the basis of demonstrated achievement of outcomes of knowledge, skill and community interventions and academic standards expected from Home Science. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their program of study.

This approach allows for flexibility and innovation in program design and syllabi development, teaching learning process, student assessment at different levels and periodic program review.

2.2 Aims of Bachelor Degree Programme in B.Sc. (Hons) Home Science

The aims of the B.Sc. (Hons.) Home Science are to:

- Enable students with knowledge, skills, attitudes and values to do community work in all areas of Home Science
- Ensure global competitiveness and excellence in theory and research.
- Prepare the students for master's program in their respective specialisation.
- Train the students to take science from lab to community to improve quality of life of people.

3. Graduate Attributes in B.Sc. (Hons) Home Science

Some of the characteristics attributes of B.Sc. (Hons.) Home Science include

- **Disciplinary Knowledge:** Students are able to demonstrate comprehensive knowledge and understanding of major concepts of the five Home Science disciplines (Food & Nutrition, Human Development & Childhood Studies, Fabric & Apparel Science, Development Communication & Extension, Resource Management & Design Application) with support of different allied subjects of Life Science, Physical Science and the Social Science.

- **Communication Skills:** Development of students' communication skills is encouraged through transaction of various Home Science messages in the community through practical. Students do various assignments that enable them to develop skills in public speaking, writing and effective interpersonal communication. This is a core area of the disciplines of Home Science. They listen to the community's needs and ascertain their needs.
- **Research related skills:** Students develop a scientific temper and a sense of inquiry through various Home Science courses. They have capabilities in asking relevant questions relating to current issues and themes and state hypothesis and rationale for inquiry. Students are capable of using appropriate research methodology especially for understanding community issues in Home Science and reporting the results in different formats. At UG level, they are offered theory and practical in Research Methods for further clarity.
- **Cooperation/ team work:** Students are capable of effective working in diverse contexts and teams in class rooms, laboratories, industry and the community. They have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.
- **Self directed learning:** Students are capable of working independently and are able to apply Home Science concepts in an original & creative manner to solve and manage real life issues in the community and industry.
- **Multicultural competence:** Students are confident of working in diverse socio-cultural contexts. They are able to effectively engage with multicultural groups and teams. They have sensitivities of cross-cultural and ethnic diversity which they can apply to different settings. They are able to participate in international student exchange twinning programme. They seek admission in foreign universities and find their basic training excellent.
- **Moral and ethical awareness/ reasoning:** Students are sensitized of ethical conduct in different situations (academic and personal). They have skills in understanding and avoiding unethical behavior such as misrepresentation, plagiarism and environmental misuse and violence. They are formally taught ethics of research and human interventions as a part of core paper.

- **Leadership qualities:** Students have leadership qualities in organizing teams and their mobilization for effective problem solving in Home Science areas. Students apply creative leadership for realization of various goals. As a leader, they are trained to have greater community sensitivity and connect.
- **Lifelong learning:** Students are capable of self-directed/ self-paced learning for the continued learning and holistic development for meeting their professional and personal needs in varying environment and changing contexts.

4. Qualification Descriptors for B.Sc. (Hons.) Home Science

Following descriptors indicate the expectations from B.Sc. (Hons) Home Science -

- Demonstrate systematic, extensive and coherent knowledge in one of the five disciplines of Home Science namely Food and Nutrition, Human Development and Childhood Studies, Development Communication and Extension, Resource Management and Design Application, and Fabric and Apparel Science.
- Ensure basic understanding of all five areas to be able to work in national development programs with multi-disciplinary acumen.
- Demonstrate skill in profession, community outreach, policy and research in their specialization area.
- Demonstrate community and laboratory-based data collection, analysis and interpretation.
- Enhance communication skills for research findings and critique of life processes in community education.
- Demonstrate subject related skills for employment opportunities.

5. Programme Learning Outcomes in B.Sc. (Hons) Home Science

The learning outcome of the course are-

- Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities
- Understand the sciences and technologies that enhance the quality of life of people
- Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general

- Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
- Take science from the laboratory to the people and enhance quality of life.
- The academic audit enables and enhances quality in most of these outcomes.

6. Structure of B.Sc. (Hons) Home Science

The B.Sc. (Hons) Home Science programme will be of three years duration. Each year will be called an academic year and will be divided into two semesters, thus there will be a total of six semesters. Each semester will consist of fifteen weeks.

The programme includes Core Courses (CC) and elective courses. The CCs are all compulsory courses. There are three kinds of elective courses: Discipline-Specific Elective (DSE), Skill Enhancement Course (SEC) and Generic Elective (GE). In addition there are two Ability Enhancement Compulsory Courses (AECC). To acquire a degree in Home Science a student must study fourteen CCs, four DSEs, two SECs, two GEs and two AECCs. A student has to earn a minimum of 148 credits to get a degree in B.Sc. (Hons.) Home Science.

- Core Papers are 6 credits courses which comprise of theory classes 4 credits and practicals 2 credits, spread over semesters all six semesters. There will be fourteen CCs which are to be compulsorily studied to complete the requirements for a degree in B.Sc. (Hons.) Home Science.
- Discipline-Specific Elective courses are of 6 credits which comprise of theory classes 4 credits and practicals 2 credits. The programme offers 30 DSEs, of which the student must choose any two in each of the Semesters V and VI. A particular option of DSE course will be offered in V and VI semesters only if the minimum number of students opting for that course is 10.
- Skill Enhancement Courses are 4 credits courses which comprise of theory classes or theory and practical classes or only practicals. The students will undertake two SECs of four credits each in Semesters III and IV which they can choose from the list of SEC courses offered by their college. The Department of Home Science is offering 31 such courses.

- Generic elective Papers are 6 credits courses which comprise of theory 4 credits and practicals 2 credits or theory 5 credits and tutorial 1 credit, spread over semesters I, II, III and IV. Students have to select one paper in each of these semesters. Different Generic Elective (GE) courses will be offered by other departments and the student will have the option to choose one GE course in each of these semesters.
- The two compulsory AECCs: AE1 (Environmental Sciences) and AE2 (English communication) will be of four credits each (theory only). The student will take one each in Semesters I and II.

The teaching learning will involve theory classes 1 credit indicates a one hour lecture per week while for practicals, 1 credit indicates a two hour session per week. The curriculum will be delivered through various methods including chalk and talk, power-point presentation, audio, video tools, e-learning/e-content, field trips/ industry visits, seminars, workshops, projects and class discussions. The assessment broadly will comprise of internal assessment (25%) and End Semester examination (75%). The internal assessment will be through MCQs, tests, assignment, oral presentation, quizzes and worksheets. Each practical paper will be of 50 marks.

Semester	Course Opted	Course Name	Credits
I	AE – I/ AE -II	Environmental Science / English Communications	4
	CC HH 101	Human Development I: The Childhood Years	4 +2
	CC HH 102	Food and Nutrition	4 +2
	GE -1	GE -1	4 +2
II	AE – I/ AE -II	Environmental Science / English Communications	4
	CC HH 201	Dynamics of Communication & Extension	4 +2
	CC HH 202	Resource Management	4 +2
	GE -2	GE -2	4 +2
III	CC HH 301	Introduction to Textiles	4 +2
	CC HH 302	Communication Systems and Mass Media	4 +2
	CC HH 303	Personal Finance & Consumer Studies	4 +2
	SEC-1	SEC-1	4
	GE -3	GE -3	4 +2
IV	CC HH 401	Human Development II: Development in Adolescence and Adulthood	4 +2
	CC HH 402	Nutrition: A Life Cycle Approach	4 +2
	CC HH 403	Fashion Design Concepts	4 +2
	SEC-2	SEC-2	4
	GE -4	GE -4	4 +2
V	CC HH 501	Life Sciences	4 +2
	CC HH 502	Physical Sciences	4 +2
	DSE -1	DSE -1	4 +2
	DSE -2	DSE -2	4 +2
VI	CC HH 601	Research Methodology in Home Science	4 +2
	CC HH 602	Socio Economic Environment	4 +2
	DSE -3	DSE -3	4 +2
	DSE -4	DSE -4	4 +2
		TOTAL	148

***Any 4 DSE, 2 SEC AND 4 GE to be picked up by the student from the pool.**

6.1 Credit Distribution for B.Sc. (Hons) Home Science

CORE COURSES			
Semester	Course Code	Course Name	Credits (Th.+Pr.)
I	CC HH 101	Human Development I: The Childhood Years	4 +2
	CC HH 102	Food and Nutrition	4 +2
II	CC HH 201	Dynamics of Communication & Extension	4 +2
	CC HH 202	Resource Management	4 +2
III	CC HH 301	Introduction to Textiles	4 +2
	CC HH 302	Communication Systems and Mass Media	4 +2
	CC HH 303	Personal Finance & Consumer Studies	4 +2
IV	CC HH 401	Human Development II: Development in Adolescence and Adulthood	4 +2
	CC HH 402	Nutrition: A Life Cycle Approach	4 +2
	CC HH 403	Fashion Design Concepts	4 +2
V	CC HH 501	Life Sciences	4 +2
	CC HH 502	Physical Sciences	4 +2
VI	CC HH 601	Research Methodology in Home Science	4 +2
	CC HH 602	Socio Economic Environment	4 +2

DISCIPLINE SPECIFIC ELECTIVE COURSES

Semester	Course Code	Course Name	Credits (Theory+Pr)
V	DSE-1 (Any One)	Food Science Theories of Human Development Communication For Development: BCC Childhood in India Textile Processing Ergonomic Design Physiology and Promotive Health	4+2
	DSE-2 (Any One)	Nutritional Biochemistry Childhood in India Interior Design & Decoration Gender, Media and Society Apparel Production Basics of Interior Design and Hospitality Management	4+2
VI	DSE-3 (Any One)	Entrepreneurship Development & Enterprise Management Public Nutrition Childhood Disability and Social Action Programme Design and Evaluation Apparel Marketing and Merchandising Advertising and Public Relation Basics of Nutrition Epidemiology and Anthropology Commercial Clothing Understanding Gender in Contemporary India	4+2
	DSE-4 (Any One)	Extension for Development Indian Textile Heritage Therapeutic Nutrition Child Rights and Gender Justice Human Resource Management Pattern Making and Draping Non Formal, Adult and Life Long Education Child Rights in India	4+2

SKILL ENHANCEMENT ELECTIVE COURSES			
Semester	Course Code	Course Name	Credits (4)
III & IV	SEC HH 01	Home Based Catering	
	SEC HH 02	Maternal and Child Nutrition	
	SEC HH 03	Early Childhood Care and Development	
	SEC HH 04	Self Development and Well-Being	
	SEC HH 05	Training and Capacity Building	
	SEC HH 06	Advertising and Social Marketing	
	SEC HH 07	Surface Ornamentation	
	SEC HH 08	CAD in Textiles and Apparel	
	SEC HH 09	Resources and Sustainable Development	
	SEC HH 10	Autocad and Spatial Planning	
	SEC HH 11	Understanding Psychology	
	SEC HH 12	Computer Applications in Communication and Media Design	
	SEC HH 13	Information, Education and Communication Material for Development	
	SEC HH 14	House Keeping	
	SEC HH 15	Travel and Tourism	
	SEC HH 16	Nutrition Health Communication	
	SEC HH 17	Biophysics	
	SEC HH 18	Life Skills Education	
	SEC HH 19	Activities and Resources for Child Development – I	
	SEC HH 20	Activities and Resources for Child Development II	
	SEC HH 21	Product Development in Textiles and Apparel	
	SEC HH 22	Image Styling	
	SEC HH 23	Fashion Illustration	
	SEC HH 24	NGO Management & CSR	

GENERIC ELECTIVE COURSES			
Sem ester	Course Code	Course Name	Credits (Theory+Pr or Theory +Tut)
I, II, III, IV	GE HH 01	Human Nutrition	4+2/ 5+1
	GE HH 02	Nutrition: A Lifespan Approach	
	GE HH 03	Entrepreneurship for Small Catering Units	
	GE HH 04	Current Concerns in Public Health Nutrition	
	GE HH 05	Gender and Social Justice	
	GE HH 06	Child Rights and Social Action	
	GE HH 07	Care and Well-Being in Human Development	
	GE HH 08	Adolescent Relationships	
	GE HH 09	Media, Culture and Society	
	GE HH 10	Gender, Media and Society	
	GE HH 11	Behaviour Change Communication	
	GE HH 12	Information and Communication Technologies for Development	
	GE HH 13	Fashion: Design and Development	
	GE HH 14	Fashion Accessories	
	GE HH 15	Textiles: Care and Conservation	
	GE HH 16	Appreciation of Textile Crafts	
	GE HH 17	Entrepreneurship and Enterprise Management	
	GE HH 18	Interior Design	
	GE HH 19	Facilities and Service Management	
	GE HH 20	Training and Development	
	GE HH 21	Psychology for Human Development	
	GE HH 22	Child in the Indian Society	
	GE HH 23	Human Physiology	

6.2. Semester-wise Distribution of Courses

SEMESTER	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Discipline Specific Elective: DSE (4)	Skill Enhancement Course (SEC) (2)	Generic Elective: (GE) (4)
I	CC HH 101: Human Development I: The Childhood Years	English/ EVS			GE 1
	CC HH 102: Food and Nutrition				
II	CC HH 201: Dynamics of Communication & Extension	English/ EVS			GE 2
	CC HH 202: Resource Management				
III	CC HH 301: Introduction to Textiles			SEC 1	GE 3
	CC HH 302: Communication Systems and Mass Media				
	CC HH 303: Personal Finance & Consumer Studies				
IV	CC HH 401: Human Development II: Development in Adolescence and Adulthood			SEC 2	GE 4
	CC HH 402: Nutrition: A Life Cycle Approach				
	CC HH 403: Fashion Design Concepts				
V	CC HH 501: Life Sciences		DSE 1		
	CC HH 502: Physical Sciences		DSE 2		
VI	CC HH 601: Research Methodology in Home Science		DSE 3		
	CC HH 602: Socio Economic Environment		DSE 4		

Total Credits 84 CC+ 24 DSE + 8 SEC+ 8 AECC+ 24 GE= 148 Credits

7. Courses for Programme for B.Sc. (Hons) Home Science

CORE COURSES (14 Courses) Total Credits – 84

6 credits each (Theory 4 credits + Practical 2 credits)

CC HH 101: Human Development I: The Childhood Years Theory 4 credits + Practical 2 credits

CC HH 102: Food and Nutrition Theory 4 credits + Practical 2 credits

CC HH 201: Dynamics of Communication and Extension Theory 4 credits + Practical 2 credits

CC HH 202: Resource Management Theory 4 credits + Practical 2 credits

CC HH 301: Introduction to Textiles Theory 4 credits + Practical 2 credits

CC HH 302: Communication Systems and Mass Media Theory 4 credits + Practical 2 credits

CC HH 303: Personal Finance & Consumer Studies Theory 4 credits + Practical 2 credits

CC HH 401: Human Development II: Development in Adolescence and Adulthood Theory 4 credits + Practical 2 credits

CC HH 402: Nutrition: A Life Cycle Approach Theory 4 credits + Practical 2 credits

CC HH 403: Fashion Design Concepts Theory 4 credits + Practical 2 credits

CCHH 501: Life Sciences Theory 4 credits + Practical 2 credits

CC HH 502: Physical Science Theory 4 credits + Practical 2 credits

CC HH 601: Research Methodology in Home Science Theory 4 credits + Practical 2 credits

CC HH 602: Socio Economic Environment Theory 4 credits + Practical 2 credits

DISCIPLINE SPECIFIC ELECTIVE (4 Courses) Total Credits – 24

6 Credits each (Theory 4 credits + Practical 2 credits)

DSE HH 01: Food ScienceTheory4 credits + Practical 2 credits

DSE HH 02: Nutritional BiochemistryTheory4 credits + Practical 2 credits

DSE HH 03: Theories of Human DevelopmentTheory4 credits + Practical 2 credits

DSE HH 04: Childhood in IndiaTheory4 credits + Practical 2 credits

DSE HH 05: Communication For Development: BCC Theory 4 credits + Practical 2 credits

DSE HH 06: Extension for DevelopmentTheory4 credits + Practical 2 credits

DSE HH 07: Textile ProcessingTheory4 credits + Practical 2 credits

DSE HH 08: Indian Textile HeritageTheory4 credits + Practical 2 credits

DSE HH 09: Entrepreneurship Development & Enterprise ManagementTheory4 credits +Practical 2 credits

DSE HH 10: Interior Design &DecorationTheory4 credits + Practical 2 credits

DSE HH 11: Therapeutic NutritionTheory4 credits + Practical 2 credits

DSE HH 12: Public NutritionTheory4 credits + Practical 2 credits

DSE HH 13: Child Rights and Gender Justice Theory 4 credits + Practical 2 credits

DSE HH 14: Childhood Disability and Social ActionTheory4 credits + Practical 2 credits

DSE HH 15: Gender, Media and SocietyTheory 4 credits + Practical 2 credits

DSE HH 16: Programme Design and EvaluationTheory4 credits + Practical 2 credits

DSE HH 17: Apparel Marketing and Merchandising Theory 4 credits + Practical 2 credits

DSE HH 18: Apparel Production Theory 4 credits + Practical 2 credits

DSE HH 19: Ergonomic DesignTheory4 credits + Practical 2 credits

DSE HH 20: Human Resource ManagementTheory4 credits + Practical 2 credits

DSE HH 21: Space Planning and DesignTheory4 credits + Practical 2 credits

DSE HH 22: Physiology and Promotive HealthTheory4 credits + Practical 2 credits

DSE HH 23: Advertising and Public Relation Theory 4 credits + Practical 2 credits

DSE HH 24: Non-Formal, Adult and Life Long Education Theory 4 credits + Practical 2 credits

DSE HH 25: Basics of Interior Design and Hospitality Management Theory 4 credits + Practical 2 credits

DSE HH 26: Basics of Nutrition Epidemiology and Anthropology Theory 4 credits + Practical 2 credits

DSE HH 27: Commercial Clothing Theory 4 credits + Practical 2 credits

DSE HH 28: Pattern Making and Draping Theory 4 credits + Practical 2 credits

DSE HH 29: Child Rights in India Theory 4 credits + Practical 2 credits

DSE HH 30: Understanding Gender in Contemporary India Theory 4 credits + Practical 2 credits

SKILL ENHANCEMENT COURSES (2 Courses) Total Credits – 8

(4 Credits each-Theory 4 credits or Theory 2 credits + Practical 2 credits or Practical 4 Credits)

SEC HH 01: Home Based Catering Practical 4 credits

SEC HH 02: Maternal and Child Health Nutrition Practical 4 credits

SEC HH 03: Early Childhood Care and Development Practical 4 credits

SEC HH 04: Self Development and Well-Being Practical 4 credits

SEC HH 05: Training and Capacity Building Practical 4 credits

SEC HH 06: Advertising and Social Marketing Practical 4 credits

SEC HH 07: Surface Ornamentation Practical 4 credits

SEC HH 08: CAD in Textiles and Apparel Practical 4 credits

SEC HH 09: Resources and Sustainable Development Practical 4 credits

SEC HH 10: Autocad and Spatial Planning Practical 4 credits

SEC HH 11: Understanding Psychology Theory 4 credits

SEC HH 12: Computer Applications in Communication and Media Design Theory 2 +
Practical 2 credits

SEC HH 13: Information, Education and Communication Material for Development Practical 4
credits

SEC HH 14: House Keeping Theory 2 + Practical 2 credits

SEC HH 15: Travel and Tourism Theory 2 + Practical 2 credits

SEC HH 16: Nutrition Health Communication Practical 4 credits

SEC HH 17: Biophysics Theory 2 + Practical 2 credits

SEC HH 18: Life Skills Education Theory 2 + Practical 2 credits

SEC HH 19: Activities and Resources for Child Development – I Practical 4 credits

SEC HH 20: Activities and Resources for Child Development II Practical 4 credits

SEC HH 21: Product Development in Textiles and Apparel Practical 4 credits

SEC HH 22: Image Styling Practical 4 credits

SEC HH 23: Fashion Illustration Practical 4 credits

SEC HH 24: NGO Management & CSR Theory 2 + Practical 2 credits

GENERIC ELECTIVES (For other disciplines) Total Credits -24

(6 Credits each -Theory 4 credits + 2 Practical credits or Theory 5 credits + 1 Tutorial)

GE HH 01: Human Nutrition Theory 4 credits + 2 Practical credits

GE HH 02: Nutrition: A Lifespan Approach Theory 4 credits + 2 Practical credits

GE HH 03: Entrepreneurship for Small Catering Units Theory 4 credits + 2 Practical credits

GE HH 04: Current Concerns in Public Health Nutrition Theory 5 credits + 1 Tutorial credit

GE HH 05: Gender and Social Justice Theory 4 credits + 2 Practical credits

GE HH 06: Child Rights and Social Action Theory 4 credits + 2 Practical credits

GE HH 07: Care and Well-Being in Human DevelopmentTheory4 credits + 2 Practical credits

GE HH 08: Adolescent RelationshipsTheory4 credits + 2 Practical credits

GE HH 09: Media, Culture and Society Theory 4 credits + 2 Practical credits

GE HH 10: Gender, Media and Society Theory 4 credits + 2 Practical credits

GE HH 11: Behaviour Change CommunicationTheory4 credits + 2 Practical credits

GE HH 12: Information and Communication Technologies for DevelopmentTheory4 credits + 2 Practical credits

GE HH 13: Fashion: Design and Development Theory4 credits + 2 Practical credits

GE HH 14: Fashion AccessoriesTheory4 credits + 2 Practical credits

GE HH 15: Textiles: Care and ConservationTheory4 credits + 2 Practical credits

GE HH 16: Appreciation of Textile CraftsTheory4 credits + 2 Practical credits

GE HH 17: Entrepreneurship and Enterprise ManagementTheory4 credits + 2 Practical credits

GE HH 18: Interior Design Theory4 credits + 2 Practical credits

GE HH 19: Facilities and Service Management Theory 4 credits + 2 Practical credits

GE HH 20: Training and Development Theory 4 credits + 2 Practical credits

GE HH 21: Psychology for Human Development Theory 4 credits + 2 Practical

GE HH 22: Child in the Indian Society Theory 4 credits + 2 Practical

GE HH 23: Human Physiology Theory 4 credits + 2 Practical

Total Credits 84 CC+ 24 DSE + 8 SEC+ 8 AECC+ 24 GE= 148 Credits

CORE COURSES

CC HH 101: HUMAN DEVELOPMENT I: THE CHILDHOOD YEARS (CREDITS: THEORY- 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To develop an understanding about the discipline of Human Development
- To acquire a detailed understanding of developmental milestones and domains from conception to middle childhood
- To gain insight on context specific cultural practices of development in children and explore the role of family and community in the life of children

COURSE LEARNING OUTCOMES

- The student will be able to develop an understanding about the discipline of Human Development.
- The student will acquire a detailed understanding of developmental milestones and domains from conception to middle childhood.
- The student will be able to understand the salient features of child development by developing skills of using the various methods of primary and secondary data collection.
- 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.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Human Development

15

- Definition, History, Interdisciplinary nature and scope of Human Development
- Domains, Stages and Context of Human Development
- Principles of Growth and Development

Berk, L. (2013). *Child development*. 9th ed. Boston: Pearson. Chapter 1

Santrock, J. W. (2011). *Life-span development*. New York: McGraw-Hill. Chapter 1, pg 4-51

Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw- Hill.

Chapter 1, pg 3-24

Snow, C. W., & McGaha, C. G. (2003). *Infant development (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall. Chapter- Introduction, pg 1-11

UNIT II: Prenatal, Birth and the Neonate

15

- Reproductive Health
- Conception, Pregnancy and Birth
- Cultural practices related to pregnancy and birth
- Capacities and care of the newborn

Berk, L. (2013). *Child development*. 9th ed. Boston: Pearson. Chapter 3

Santrock, J. W. (2011). *Life-span development*. New York: McGraw-Hill. Chapter 2, pg 52-78,

Chapter 3, pg 79-109

Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3

Snow, C. W., & McGaha, C. G. (2003). *Infant development (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall. Chapter 1, pg 12-33, Chapter 2, pg 34-53

UNIT III: Infancy and Preschool Years **15**

- Physical and Motor Development
- Social and Emotional Development
- Cognitive, Moral and Language Development

Berk, L. (2013). *Child development*. 9th ed. Boston: Pearson. Chapter 3

Santrock, J. W. (2011). *Life-span development*. New York: McGraw-Hill. Chapter 2, pg 52-78, Chapter 3, pg 79-109

Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw- Hill. Chapter 2, pg 25-40, Chapter 3

Snow, C. W., & McGaha, C. G. (2003). *Infant development (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall. Chapter 1, pg 12-33, Chapter 2, pg 34-53

UNIT IV: Middle Childhood **15**

- Physical and Motor Development
- Social and Emotional Development
- Cognitive, Moral and Language Development

Berk, L. (2013). *Child development*. 9th ed. Boston: Pearson. Chapter 4, Chapter 5, pg 175-180, Chapter 6, Chapter 9, Chapter 10, Chapter 11, Chapter 12, Chapter 14, Chapter 15

Santrock, J. W. (2011). *Life-span development*. New York: McGraw-Hill. Chapter 9, pg 276-311. Chapter 10, pg 312- 347

Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw- Hill. Chapter 5, pg 3-24

COMPULSORY READING

- Berk, L. (2013). *Child development*. 9th ed. Boston: Pearson.
- Santrock, J. W. (2011). *Life-span development*. New York: McGraw-Hill.
- Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw- Hill.
- Snow, C. W., & McGaha, C. G. (2003). *Infant development (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.

ADDITIONAL RESOURCES

- Bee. H. (1995). *The Developing Child*. Harper Collins.
- Journal of Developmental Psychology.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Methods of study in Human Development and their use: Interview, Observation and Narrative

- Audio and video resources to study prenatal development , infancy, early childhood and middle childhood years
- Cultural practices and conceptions related to pregnancy and infancy
- Plan and develop activities to facilitate development in different domains. Preparation of activities and resources for parents using locally available materials
- Study the role of salient others in the child’s life - Familial and Non Familial
- Survey of resources available for family and children in the community and market
- Psychological tests

REFERENCE

- Rice, F. P. (1998). Human Development: A Life-span Approach. New Jersey: Prentice Hall.

TEACHING LEARNING PROCESS

- Power point presentations
- Lecture methods
- Audio Visual methods

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Human development
- Pregnancy, conception and prenatal period
- Cultural practices
- Neonate, infancy, preschool and middle childhood years

Facilitating the achievement of course learning objectives

S. no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will be able to develop an understanding about the discipline of Human Development.	Classroom lectures Power-point presentation Discussions	Assignment
2.	The student will acquire a detailed understanding of	Classroom lectures Audio- Video resources	Observation analysis Checklist planning

	developmental milestones and domains from conception to middle childhood.	Observations Checklists Use of tests- Jamaica Potage, Development Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI)	Activity planning for specific domains
3.	The student will be able to understand the salient features of child development by developing skills of using the various methods of primary and secondary data collection.	Classroom lectures Discussions Presentations Observations Interview Audio- Video resources Psychometric Tests- Children Apperception Test (CAT)	Short presentations by students Assignments Pamphlet/Poster making 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.

- Describe the digestion, absorption and function of various nutrients and list their sources.
- Understand the nutritional contribution of and effect of cooking on different food groups.
- Understand ways of reducing nutrient losses during different methods of cooking and methods of enhancement of nutritional quality of foods.
- Prepare dishes using principles of food science and assess serving size.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

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
- Fruits and vegetables
- Milk & milk products
- Eggs
- Meat, poultry and fish
- Fats and Oils
- Spices and herbs

- Beverages

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. New Delhi: Elite Publishing House Pvt Ltd., Chapters 3-10.

Srilakshmi B (2014). *Food Science*, 6th Edition. Delhi: New Age International Ltd., Chapters 2, 3, 5, 6, 7, 8, 10, 11, 12.

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 References

COMPULSORY READING

- Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Hyderabad: Orient Blackswan.
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. New Delhi: Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). *Basic Food Preparation: A Complete Manual*, Fourth Edition. Hyderabad: Orient Black Swan.
- Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. New Delhi: Elite

Publishing House Pvt Ltd.

- Srilakshmi B (2014). *Food Science*, 6th Edition. Delhi: New Age International Ltd.

ADDITIONAL RESOURCES

- Bamji MS, Krishnaswamy K, Brahmam GNV (2016). *Textbook of Human Nutrition*, 4th edition. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J. (2013). *Wardlaw's Perspectives in Nutrition*, International Edition, 9th edition, New York: McGraw- Hill.
- Sethi P, Lakra P. *Aahar Vigyan, Poshan evam Suraksha* (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.

TEACHING LEARNING PROCESS

- Power point presentations
- Demonstrations
- Class discussions
- Cooking in practical classes

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Food science
- Nutrition
- Food groups
- Cooking
- Nutrient deficiency

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Students will be acquainted with the basic terms used in study of food and nutrition; relationship between food, nutrition and health; and various functions of food.	Lecture and power-point presentation of basic terms used in food and nutrition. Discussion on the relationship between food, nutrition and health and on various functions of food.	Assignment focusing on short notes and definitions. Quiz
2.	Students will gain knowledge about the functions, dietary sources and clinical manifestations of deficiency/ excess of various macronutrients and micronutrients (vitamins and minerals).	Discussion on functions of nutrients and how deficiency and excess can lead to clinical manifestations. Power point presentation of dietary sources and clinical manifestations of deficiency/ excess of various macronutrients and micronutrients.	Quiz on identification of clinical manifestations of nutrient deficiencies. Class test – objective type
3.	Students will gain knowledge about the structure, composition, products, nutritional contribution, selection and changes during cooking of various food groups.	Video /power-point presentation showing the structure, selection and changes during cooking of different foods. Demonstration of selection and changes during cooking of various food groups during practicals.	Market survey and student presentations. Assignment on different spices and herbs/vegetables and fruits consumed, their cooking properties and health benefits.
4.	Students will be able to understand the various methods of cooking and their effect on foods; the ways of reducing nutrient losses during cooking and enhancing nutritional quality of foods.	Power point presentation of various methods of cooking. Lectures and demonstration of effect of cooking on foods. Interactive session with class discussing ways of reducing nutrient losses during cooking and enhancing nutritional quality of foods.	Quiz Listing of ways how students reduced nutrient losses and enhanced nutritional value of their diet during the last one week.

*Assessment tasks listed here are indicative and may vary

**CC HH 201: DYNAMICS OF COMMUNICATION AND EXTENSION
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the concept and nature of human communication.
- To learn about elements and process of effective communication and methods of communication.
- To gain knowledge of concept and principles of extension.

COURSE LEARNING OUTCOMES

- Develop understanding of scope and concepts of human communication.
- Comprehend the elements and process of effective communication.
- Grasp understanding about various communication methods and medium.
- Learn the concept of extension, its philosophy, principles and scope.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Communication: Concepts	18
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- Historical background, concept and nature
- Functions of Communication
- Types of Communication- communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and Non-digital communication
- Scope of Communication- Education, Training industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organisations, Advertising and Public relations
- Communication and media- newspaper, radio, television and Cinema, New media (ICTs and internet enabled media)
- Communication for social change

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 1, 2. Pg 3-41.

Devito, J. (1998). *Human Communication*. New York: Harper & Row. Chapter 1. Page 2-26.

UNIT II: Understanding Human Communication	20
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- Culture and communication- signs, symbols and codes in communication
- Postulates/Principles of Communication
- Elements of Communication and their characteristics
- Models of Communication
- Barriers to Communication

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 1, 3, 4 & 5. Pg 3-19, 42-92.

UNIT III: Factors influencing communication

8

Concept, nature and relevance of the following to the communication process:

- Empathy
- Persuasion
- Perception
- Listening

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 6, 7. Pg 93-118.

Devito, J. (1998). *Human Communication*. New York: Harper & Row. Chapter 18. 400-425

UNIT IV: Communication for Extension

14

- Concept, nature and philosophy of Extension
- Principles of Extension
- Extension worker: Role, responsibilities and qualities
- Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope, Edgar Dale's Cone of Experience
- Relationship between, Communication, Extension and Development

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254. Chapter 8. 119-144.

Bhatnagar, O.P & Dhama, O.P. (2009). *Education And Communication For Development* 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306. Chapter 1-6, 31. Page 3-106, 398-409.

PRACTICAL CONTENT

DURATION: 60 HRS (Credits 2)

- Ideation, planning and development of selected media
- Developing skills in planning and conducting small group communication.
- Review of existing media on selected issues

COMPULSORY READING

- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254
- Bhatnagar, O.P & Dahama, O.P. (2009). *Education and Communication for Development* 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306
- Devito, J. (1998). *Human Communication*. New York: Harper & Row.

ADDITIONAL RESOURCES

- Barker, L. (1990). *Communication*. New Jersey: Prentice Hall, Inc; 171.
- Patri, V. R. and Patri, N.(2002); *Essentials of Communication*. Greenspan Publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Human Communication, Extension, SBCC, Models of Communication, Culture and Communication

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Develop understanding of scope and concepts of human communication.	Classroom discussions, presentation , videos on Historical background, concept and nature, Functions of Communication, Types of Communication –Levels of communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and non-digital Communication, Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organizations, Advertising and Public relations, Scope of Communication for Social Change	Objective test, mind mapping, Video recording of participation in group discussions followed by reflection and lessons to be learnt
2	Comprehend the elements and process of effective communication.	Presentations, discussions on Culture and communication- Signs, symbols and codes in communication, Postulates/Principles of Communication, Elements of Communication and their characteristics, Models of Communication, Barriers in	Presentations, analysis of videos and class test

		Communication	
3	Grasp understanding about various communication methods and materials.	Presentations, group discussion on Concept, nature and relevance for communication process of Empathy, Persuasion, Perception, Listening, Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope, Edgar Dale's Cone of Experience	Assignments, quiz/open book test
4	Learn the concept of extension, its philosophy, principles and scope.	Interactive lectures, discussion and field visit on Concept, nature and philosophy of Extension, Principles of Extension Extension worker: Role, responsibilities and qualities, Relationship between, Communication, Extension and Development, Scope of C4D	Assignment, quiz and field visit report

***Assessment tasks listed here are indicative and may vary**

**CC HH 202: RESOURCE MANAGEMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the fundamentals of resource management in the changing scenario
- To inculcate skills in identifying, creating, selecting and using available resources judiciously with emphasis on maximization, conservation and sustainable use of resources
- To understand the scientific application of the process of management in the judicious use of resources

COURSE LEARNING OUTCOMES

- Comprehend the concept, scope and theories of management.
- Understand classification, characteristics and management of resources.
- Gain an understanding of resource availability during different stages of family life cycle.
- Learn the tools and techniques of money, time and energy management.
- Understand the significance, types and steps of various functions of management.
- Develop skills in understanding self through SWOC analysis.
- Learn decision making abilities through management games.
- Develop skills in preparation of time plans for self and family.
- Undertake time and motion studies for work simplification.
- Practicing managerial skills for sustainability.

THEORY**CONTENT****DURATION: 60 HRS (Credits 4)****UNIT I: Introduction to Management****18**

- Concept, universality and scope of management
- Theories and evolution of management
- Ethics in management
- Motivation theories and their application

Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications. Chapter -3 (Concept of Management, Pg 48-77).

UNIT II: Resources and sustainability**20**

- Concept, classification and characteristics of resources
- Factors affecting utilization of resources
- Maximizing use of resources and resource conservation
- Family life cycle stages, resource availability and their management in each stage
- Money, time and energy management
- Shared and community resources: Conservation and management
- Sustainable use of resources

Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications. Chapter -1 (Introduction to the concept of resources, Pg 3-20), Chapter -2 (Resource optimization, Pg 21-47), Chapter-11 (Environmental management of key resources, Pg 216-236)

UNIT III: Functions of Management**22**

- Overview, significance, types and steps of Planning, Organizing, Supervising, Controlling
- Importance and significance of Evaluation
- Decision Making: Significance, types of decisions and steps of decision making
- Application of management processes for sustainability: Events, projects etc.

Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications. Chapter -4 (Process of Management, Pg 78-102), Chapter – 6 (Event planning and management, Pg 121-130).

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Resource conservation and optimization through reuse and recycle/portfolio on resource conservation.
- Identification and development of self as a resource:
 - SWOC analysis-who am I and Micro lab.
 - Building Decision Making abilities through management games.
- Preparation of time plans for self and family.
- Work simplification techniques.
- Application of management processes for sustainability with focus on resource optimization: Events, projects etc.

COMPULSORY READING

- Arora, R., Magu, P., Singh, P, Meghna, & Gupta, S. (2013). *Resource Management: An Introductory Manual*. New Delhi: Elite Publishing House Pvt. Ltd.
- Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications.
- Koontz.H. and O'Donnell C. (2005). *Management – A systems and contingency analysis of managerial functions*. New York: McGraw-Hill Book Company.
- Kreitner. (2009). *Management Theory and Applications*. India: Cengage Learning.

ADDITIONAL RESOURCES

- Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd.
- Rao V.S. and Narayana P.S. (2007). *Principles and Practices of Management*. New Delhi: Konark Publishers Pvt. Ltd.

TEACHING LEARNING PROCESS

- Power point presentations
- Case study approach
- Lecture and discussion
- Experiential learning

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application

- Management
- Resources
- Family life cycle
- Money management
- Time management
- Energy management
- Conservation of resources
- Sustainable use of resources
- Functions of management
- Decision making
- SWOC analysis
- Work simplification techniques

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and learning activities	Assessment tasks
I	Comprehend the concept, scope and theories of management	Discussion on the concept, universality and scope of management, theories and evolution of management, ethics and motivation theories.	Quiz, case studies
II	Understand classification, characteristics and management of resources	Discussion and presentation on classification and characteristics of resources. Interactive lectures on factors affecting utilization of resources and maximizing use of resources.	Student presentations, MCQs
II	Gain an understanding of resource availability during different stages of family life cycle	Discussion with examples on family life cycle stages, resource availability and their management in each stage. Diagrammatic representation of family life cycle stages and resource availability at each stage.	Quiz, MCQs
II	Learn the tools and techniques of money, time and energy management	Interactive lectures with examples and discussion on money, time and energy management.	Quiz, Student presentations, MCQs

III	Understand the significance, types and steps of various functions of management	Discussion and interactive lectures	Quiz, MCQs
actical	Develop skills in understanding self through SWOC analysis	Assessment of self SWOC by students	Who am I and Micro Lab activities
actical	Learn decision making abilities through management games	Assessment of decision making abilities through management games	Management games
actical	Develop skills in preparation of time plans for self and family	Preparation of time plans for self	Preparation of time plans for family
actical	Undertake time and motion studies for work simplification	Demonstration of work simplification techniques	Preparation of pathway chart
actical	Practicing managerial skills for sustainability	Discussion on managerial skills for sustainability through various events, projects etc.	Application of management processes for sustainability with focus on resource optimization: Events, projects etc.

* Assessment tasks listed here are indicative and may vary

CC HH 301: INTRODUCTION TO TEXTILES (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To impart knowledge regarding production, properties and usage of textile fibres and yarns
- To create awareness regarding various techniques of fabric production and their properties
- To give an overview of dyeing, printing and finishing of textiles

COURSE LEARNING OUTCOMES

- Describe textile fibres in terms of their production and properties
- Understand production techniques and properties of yarns
- Explain various methods of fabric construction and relate them to specific uses keeping in mind fabric properties
- Recall various dyeing, printing and finishing techniques

UNIT I: Introduction to Textile Fibres **6**

- Morphology of textile fibres: Monomer, Polymer, Degree of Polymerisation, Crystalline and Amorphous Regions, Orientation
- Primary and secondary properties
- Fibre classification

Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc. Chapter 2, 3, 4 Pages 10-36

Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited. Chapter 1 Pages 3-19

Sekhri S. (2013). *Textbook of Fabric Science: Fundamentals to Finishing*. Delhi, India: PHI Learning. Chapter 2, 3, 4 Pages 9-38

UNIT II: Production, Chemistry, Properties and Usage of Fibres **14**

- Natural fibres: Cotton, Flax, Silk and Wool
- Man-made fibres: Rayon, Nylon, Polyester, Acrylic, Olefins (Polyethylene and Polypropylene) and Elastomeric fibres

Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc. Chapters 6-14, Pages 45-127

Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited. Chapter 2, 3 Pages 20-56

Sekhri S. (2013). *Textbook of Fabric Science: Fundamentals to Finishing*. Delhi, India: PHI Learning. Chapters 5, 6, 7, 8 Pages 41-119

UNIT III: Production and Properties of Yarns **10**

- Yarn construction:
 - Mechanical Spinning (Cotton system, Wool system, Worsted system)
 - Chemical Spinning (Wet, Dry, Melt)
- Types of yarns: Staple and Filament, Simple yarns, Complex yarns
- Yarn properties-Yarn Numbering System, Yarn Twist
- Textured yarns: Types and properties
- Difference between Threads and Yarns
- Blends: Types of blends and purpose of blending

Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc. Chapter 17-20, Pages 143-178

Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited. Chapters 4, 5 Pages 89-122

Sekhri S. (2013). *Textbook of Fabric Science: Fundamentals to Finishing*. Delhi, India: PHI Learning. Chapters 9, 10 Pages 123-151

UNIT IV: Techniques of fabric construction **12**

● **Weaving**

- Parts of a loom
- Operations and motions of the loom
- Classification of weaves- construction, characteristics, usage

● **Knitting** **5**

- Classification of knits
- Construction and properties of warp and weft knits

● **Non-wovens** **3**

- Types
- Construction
- Properties and usage

Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc. Chapters 21-24 Pages 179-245

Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited. Chapters 6-8 Pages 123-200

Sekhri S. (2013). *Textbook of Fabric Science: Fundamentals to Finishing*. Delhi, India: PHI Learning. Chapter 11-13 Pages 155-201

UNIT V: Basics of Wet Processing **10**

● **Dyeing**

- Fundamentals of dyeing
- Stages of dyeing

● **Printing**

- Fundamentals of printing
- Difference between dyeing and printing,
- Methods of printing: Block, Screen
- Styles of printing: Direct, Resist, Discharge, Transfer, Digital

● **Finishes:**

- Classification of finishes,
- Routine finishes
- Selected special finishes

Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc. Chapters 25-28 Pages 247-308

Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited. Chapters 9-13 Pages 201-317

Sekhri S. (2013). *Textbook of Fabric Science: Fundamentals to Finishing*. Delhi, India: PHI Learning. Chapters 14, 15 Pages 205-244

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

- Fibre Identification tests –Visual, burning, microscopic and chemical
- Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn
- Thread count and balance
- Yarn count
- Dimensional stability
- Weaves- Identification and their design interpretation on graph
- Fabric analysis of light, medium & heavy weight fabrics (five each)
 - Fibre type
 - Yarn type
 - Weave
 - GSM
 - End use
 - Trade name

- Tie and Dye

COMPULSORY READING

- Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc.
- Rastogi, D, Chopra, S., Arora, C. & Chanchal. (Eds.). *Textile Science-A Practical Manual*. (2016).New Delhi, India: Elite Publishing House Pvt. Ltd.
- Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited.

ADDITIONAL RESOURCES

- Collier B. & Tortora G. Phyllis. (1997) *Understanding Textiles*. USA: Merrill
- Corbman, P.B. (1983). *Textiles- Fiber to Fabric*. (6th Edition). USA: McGraw Hill.
- Sekhri S. (2013). *Textbook of Fabric Science: Fundamentals to Finishing*. Delhi, India: PHI Learning.

TEACHING LEARNING PROCESS

- Lectures, Power Point presentations
- Experiential learning through demonstrations

ASSESSMENT METHODS

Quiz, Class test, Assignments, Presentations, Project

KEYWORDS

Department of Fabric and Apparel Science, Fibres, Yarns, Fabrics, Weaving, Knitting, Nonwovens, Blends, Dyeing, Printing, Finishing, Spinning, Loom, Felts, Yarn Numbering System, Yarn Twist, Finishes

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	Students will be able to understand the molecular structure and morphology of textile fibres and relate them to the properties	Interactive lecture on Molecular structure in terms of crystalline and amorphous and its relation to various properties	Diagrammatic presentations of molecular structure
2.	Students will be able to classify and describe textile fibres in terms of their production and properties	Discussions on the classification of fibers their primary and secondary properties, origin and production	Quiz, small activities like match the following
3.	Students will be able to identify types of yarns, understand various yarn production techniques and yarn properties	Interactive lectures on the various types of yarns, their properties and methods of yarn production	Quiz, match the following, MCQ and students presentation
4.	Students will be able to develop understanding about various fabric manufacture techniques and identify different kinds of fabric. Learn about the properties and uses of various fabric types	Detailed discussions on fabric construction along with demonstration of samples of weaving, knitting and non-woven production methods	Diagrammatic representation of weaving, knitting and non-woven. Objective test on definitions and production steps of fabric manufacture techniques and fabric identification
5.	Students will be able to understand the basic dyeing and printing techniques. Classify various types of finishes and recall, their method of application on textiles	Discussion on basics of dyeing, various styles and methods of printing and types of finishes applied to the fabrics	Quiz, match the following, MCQ and students presentation

* Assessment tasks listed here are indicative and may vary

**CC HH 302: COMMUNICATION SYSTEMS AND MASS MEDIA
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To gain understanding of various communication systems.
- To appreciate nuances of various communication transactions for effective communication.
- To understand role of culture in communication.
- To gain insight into the range and scope of traditional media, mass media, ICTs and New Media especially for social change.

COURSE LEARNING OUTCOMES

- Understanding of various communication systems.
- Appreciate nuances of various communication transactions for effective communication.
- Understand role of culture in communication.
- Gain insight into the range and scope of traditional media, mass media, ICTs and New Media especially for social change.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Understanding Self	8
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- Awareness of self in communication
- Intrapersonal Communication
- Self-concept and self esteem

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254; Chapter 9

Barker, L & Gaut, D. (1996) *Communication*. Pearson Education, 7thedition, USA.; Chapter 5

UNIT II: Interpersonal Communication	15
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- Concept, types and functions of interpersonal communication
- Dyadic, small and large group communication
- Stages in human relationship development
- Small group communication: types and functions
- Theories of small group communication, types of networks in small groups

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254; Chapter 10

Barker, L & Gaut, D. (1996) *Communication*. Pearson Education, 7thedition, USA.; Chapter 6

UNIT III: Organization and Public Communication	25
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- Organizational communication: concept, types, functions and networks
- Public communication- concept and techniques

- Intercultural communication- concept, stages and barriers
- Relationship between culture and communication

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254; Chapter 12, 13, 5

Barker, L & Gaut, D. (1996) *Communication*. Pearson Education, 7thedition, USA.; Chapter 8, 9, 11, 12

UNIT IV: Mass Communication and Mass Media

12

- Mass Communication- concept, significance, functions and elements
- Theories and models of mass communication-
- Mass Media- characteristics and significance of print, electronic and web based media
- Print Media: types, nature, characteristics, reach, access.
- Radio: types, nature, characteristics, reach, access.
- Television and cinema: types, nature, characteristics, reach, access.
- ICTs: types, characteristics, reach and access.

Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254; Chapter 14, 15, 16

Barker, L & Gaut, D. (1996) *Communication*. Pearson Education, 7thedition, USA.; Chapter 13

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Exercises for understanding Self.
- Studying group dynamics in organizations- formal and informal.
- Audience analysis- readership, listenership and viewership studies
- Content analysis of mass media

COMPULSORY READING

- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254
- Barker, Larry Lee. (1990) *Communication*. Eaglewood Cliffs, New Jersey: Prentice Hall.
- DeVito, J. (1998). *Human Communication*. New York: Harper & Row
- Vivian, J. (1991). *The Media of Mass Communication*. Boston : Allyn and Bacon.

ADDITIONAL RESOURCES

- Baran, S. (2014) *Mass Communication Theory*. Wadsworth Publishing
- McQuail, D. (2000) *Mass Communication Theories*. London: Sage Publications
- Stevenson, D. (2002) *Understanding Media Studies: Social Theory and Mass Communication*, Sage Publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Interpersonal Communication, Organisational Communication, Mass Communication, Extension, SBCC, Communication systems, Mass media Theories, Self-Concept

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning activities	Assessment Tasks
1	Students will be able to learn about the ways of being aware and in turn the importance of self in communication. Also the other aspects of Intrapersonal Communication will be discussed in length giving way to the understanding of Self-concept and self esteem.	Interactive lectures with the help of cards, with live examples and audio visual aids.	Students presentations
2	Students will learn Concept, types and functions of interpersonal communication. Stages in human relationship development will also be understood. Also the types and levels of human communication will be elaborated including the Dyadic, small and large group communication. And Students will be able to perform assessment with respect to the types and functions of Small group communication as well as Theories and networks of small group communication..	Interactive lectures using group discussions, case studies and audio visual aids.	Question and answers
3	Student will have in-depth knowledge of the field of Organizational communication, its concept, types, functions and networks. Also Public communication- concept and techniques. The students will also be learning the concept of Intercultural communication and the stages and barriers related to it. The relationship	Detailed discussions with pre worked on power point presentations and audio visual aids.	Test focusing on short notes and definitions

	between culture and communication will help the students to understand the scope of human communication in more deeper way.		
4	Students will be acquainted with the concept, significance, functions and elements of Mass Communication. The Theories and models of mass communication will also be understood. Students will be able to examine growth of Mass Media by learning about its characteristics and significance. Students will learn the concept of Print Media, Radio, ICTs, Television and cinema and also their types, nature, characteristics, reach, access.	Detailed discussions, case studies, power point presentations and audio visual aids.	Question and answers

* **Assessment tasks listed here are indicative and may vary**

CC HH 303: PERSONAL FINANCE AND CONSUMER STUDIES (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the concept of family income, expenditure pattern, savings & investment, market & marketing strategies.
- To enable students to manage their personal finances through various investment avenues.
- To create awareness regarding the legal system and alternative mechanism of consumer redressal.

COURSE LEARNING OUTCOMES

- Gain knowledge of income, saving and investment management in the changing socio-economic environment.
- Understand the role of consumer in the economy, consumer problems, education and empowerment.
- Comprehend issues related to consumer protection, legislative measures and redressal mechanisms.
- Gain practical knowledge of critically evaluating and designing various consumer aids.
- Have a practical understanding of various existing redressal mechanisms.
- Understand the schemes and services offered by banks and post offices and learn to fill various bank and personal income tax forms.
- Learn to undertake food adulteration tests through lab analysis.

THEORY**CONTENT****DURATION: 60 HRS (Credits 4)****UNIT I: Income and Expenditure****18**

- Household Income – Types, Sources, Supplementation of family income
- Income management – significance of budgeting, steps of making a budget, controlling through household accounts and evaluation
- Factors influencing expenditure pattern
- Family savings and investments- need, principles, channels of investment, tax implications
- Consumer credit- need, sources
- Personal finance management

Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd. Chapter -6 (Family Income, Pg 53-69), Chapter -7 (Family budgets, Pg 70-86), Chapter -8 (Family expenditure pattern, Pg 87-97), Chapter -9 (Savings: Need; types and determining factors, Pg 98-116), Chapter-10 (Investment: Objectives and sound principles, Pg 117-122), Chapter-11 (Investment channels for financial assets, Pg 123-148), Chapter-12 (Investment through insurance: Life insurance policies, Pg 149-163), Chapter-13 (Investment channels for physical assets, Pg 164-172), Chapter-14 (Investor protection, Pg 173-176), Chapter-15 (family credit, Pg 177-194).

UNIT II: Consumer in India: Consumer problems and education**20**

- Definition of a consumer
- Role of consumers in the economy, National Income, Per Capita Income
- Types of consumer problems – products and service related, Causes and remedies
- Guidelines for wise buying practices
- Consumer education and empowerment, sustainable consumption
- Changing nature of the business world –e-commerce, e-business

Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd. Chapter -2 (Role and importance of consumer in the economy, Pg 15-23), Chapter-16 (Market economy: Consumer in the market place, Pg 195-214), Chapter 17 (Consumer empowerment: Consumer rights, Pg 215-232), Chapter 23 (Marketing Communication, Pg 293-320), Chapter-24 (Consumer education movement, Pg 321-334), Chapter 25 (Consumer protection: Need and role of self-help, Pg 335-369).

UNIT III: Consumer Protection**22**

- Consumer protection, Consumer rights and responsibilities
- Consumer organizations – origin, functioning, role and types
- Basic legislative framework for consumer protection in India, Consumer

Protection Act 1986 (COPRA), Alternative redressal mechanisms

- Standardization and quality control measures

Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd. Chapter 17 (Consumer empowerment: Consumer rights, Pg 215-232), Chapter 18 (Consumer responsibilities, Pg 233-343), Chapter 25 (Consumer protection: Need and role of self-help, Pg 335-369), Chapter-26 (Voluntary consumer organizations for consumer protection, Pg 370-380), Chapter 27 (Consumer protection through private aids, Pg 381-392), Chapter-28 (Legal protection, Pg. 393-439), Chapter-29 (Alternative agencies for redressal, Pg 440-452), Chapter-30 (Consumer Protection Act 1986, Pg 453-468).

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Understanding and designing standardization marks.
- Evaluation and designing of informative and attractive labels of different type of food products.
- Evaluation and designing of advertisements in the print media including products, services and social ads.
- Case study of banks and post offices to understand their services and products.
- Learning to fill different bank forms.
- Analysis of consumer redressal through case study approach.
- Survey on consumer issues.
- Food adulteration tests.
- Personal Income Tax calculation.

COMPULSORY READING

- Mital M., Jain, S., & Mehta, C. (2015). *Family finance and Consumer Studies: A Practical Manual, Second Edition*. New Delhi: Elite Publishing House Pvt. Ltd.
- Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd.
- Seetharaman, P. and Sethi, M. (2001). *Consumerism: Strength and Tactics*. New Delhi: CBS Publishers.

ADDITIONAL RESOURCES

- Arora, R. *Consumer Grievances Redressal*. New Delhi: Manak Publications.
- Khanna, S. R., Hanspal S., Kapoor S. & Awasthi H.K. (2007). *Consumer Affairs*. Universities Press India Pvt. Ltd.

TEACHING LEARNING PROCESS

- Power point presentations
- Case study approach

- Lecture and discussion
- Experiential learning through demonstration

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Household income
- Income management
- Expenditure patters
- Personal Finance
- Consumer credit
- Consumer education and empowerment
- Consumer rights and responsibilities
- Consumer Protection Act (COPRA)
- Standardization marks
- Food adulteration

Facilitating the achievement of course learning objectives

Unit No.	Course Learning outcomes	Teaching and learning activities	Assessment Tasks
1	Gain knowledge of income, saving and investment management in the changing socio-economic environment.	Classroom discussion on the concept of money and income, classification of income giving emphasis on the various components of family income with suitable examples. Designing the various kinds of household record keeping methods.	Quiz and Multiple choice questions on various categories of family income. Evaluation of various household record keeping methods implementing in their families.

2	Understand the role of consumer in the economy, consumer problems, education and empowerment.	Theory classes on various types of economy with diagrammatic representation of running the different types of economy. Power-point presentation on the various problems faced by the consumer in the market. Interactive lectures on consumer education and empowerment.	Drawing the various models of working of an economy, Case-study approach to study the consumer problems related to product and services, Assignment on various aspects of consumer empowerment.
3	Comprehend issues related to consumer protection, legislative measures and redressal mechanisms.	Interactive lectures on various measures of consumer protection such as legislative machinery, voluntary consumer education, standardization and quality.	Quiz and Class test focussing on various consumer protective measures.
4	Gain practical knowledge of critically evaluating and designing various consumer aids.	Practical examples focussing the designing of various teaching aids such as label designing, advertisement designing, various standardization & quality marks.	Diagrammatic representation of the consumer education aids such as label designing, advertisement designing etc.
5.	Have a practical understanding of various existing redressal mechanisms.	Interactive lectures giving the detailed account of various existing redressal mechanisms.	Case-study approach on understanding various existing redressal mechanisms.
6.	Understand the schemes and services offered by banks and post offices and learn to fill various bank and personal income tax	Group discussion on various investment avenues. Illustration of various kinds of saving and investment avenues by giving practical	Class test for filling the various account opening forms and other forms of bank and post office.

	forms.	examples.	
7.	Learn to undertake food adulteration tests through lab analysis.	Demonstration on analysing the various adulterants present in the sample commonly being used at household level.	Students will perform the adulteration test to analyse the various adulterants present in the food sample followed by class test.

* Assessment tasks listed here are indicative and may vary

**CC HH 401: HUMAN DEVELOPMENT II: DEVELOPMENT IN ADOLESCENCE AND ADULTHOOD
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- Study the different domains of development in adolescence and adulthood - physical, cognitive, language and socio-emotional
- Get familiarized with the use of different techniques of studying various domains of development in adolescence and adulthood

COURSE LEARNING OUTCOMES

- To study different domains of development in adolescence- physical, cognitive, language and socio-emotional
- To understand different domains of development in adulthood- physical, cognitive, language and socio-emotional
- To familiarize the students in use of different techniques of studying various domains of development in adolescence
- To familiarize the students in use of different techniques of studying various domains of development in adulthood

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Adolescence

15

- Developmental tasks during Adolescence
- Puberty, sexual maturity, nutrition, health and psychological well-being
- Self and identity
- Family and peer relationships
- Adolescent interface with media

Berk, L.E. (2007). Development through the lifespan. Delhi: Pearson Education. Chapter 11, pg 360-399, Chapter 12, pg 400-428

Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education. Chapter 11, Chapter 12

Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill. Chapter 11, pg 350-379, Chapter 12, pg 380-411

UNIT II: Adolescence: Cognitive, Language and Moral Development **15**

- Perspectives on cognitive development
- Development of intelligence and creativity
- Adolescent language
- Adolescent morality

Berk, L.E. (2007). *Development through the lifespan*. 6th edition; Delhi: Pearson Education.); Chapter 11 and 12

UNIT III: Introduction to Adulthood **15**

- Definitions, transition from adolescence to adulthood
- Developmental tasks of adulthood
- Physical and physiological changes from young adulthood to late adulthood
- Significance of health, nutrition, and well-being

Berk, L.E. (2007). *Development through the lifespan*. 6th edition; Delhi: Pearson Education. Chapter 13,15 and17

UNIT IV: Adulthood: Socio-emotional and Cognitive development **15**

- Diversity in roles and relationships
- Marriage- contemporary trends
- Parenting and grand parenting

Berk, L.E. (2007). *Development through the lifespan*. 6th edition; Delhi: Pearson Education. Chapter 14, 16 and 18

COMPULSORY READING

- Berk, L.E. (2007). *Development through the lifespan*. Delhi: Pearson Education.
- Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education.
- Rutter, M. and Rutter, M. (1992). *Developing Minds: Challenge and continuity across the lifespan*. London: Penguin
- Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill.

ADDITIONAL RESOURCES

- Journal of Developmental Psychology
- Sharma, N. (1999). *Understanding Adolescence*. National Book Trust.

- Singh, A. (Ed). 2015. *Foundations of Human Development: A Lifespan approach*. New Delhi: Orient BlackSwan.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- To study physical and sexual changes in adolescence
- To study cognitive development and creativity during adolescence
- Case profile of an adolescent- including study of self, family relationships and peer relationships
- Use of interview/questionnaire method to study adult roles (at least one male and one female)
 - Father/ Husband
 - Home maker
 - Employed woman
 - Grandfather/ Grandmother
 - Single parent
- College-going young adults
- Familiarity with Psychological tests of Intelligence and Personality- any four

REFERENCES

- Rice, F.P. (1998). *Human Development: A Lifespan Approach*. New Jersey: Prentice Hall.

TEACHING LEARNING PROCESS

- Classroom lectures
- Power point presentation
- Audio visual resources- films, documentaries
- Debates and discussions on relevant topics

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Physical and physiological development
- Social and emotional development
- Cognitive, language and moral development
- Developmental tasks
- Adolescence
- Young, middle and late adulthood

Facilitating the achievement of course learning objectives

S.No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	To study different domains of development in adolescence- physical, cognitive, language and socio-emotional	Classroom lectures Power-point presentation Discussions Audio- Video resources	Assignment
2.	To understand different domains of development in adulthood- physical, cognitive, language and socio-emotional	Classroom lectures Audio- Video resources Power-point presentation	Quiz Tests Questionnaire Interviews
3.	To familiarize the students in use of different techniques of studying various domains of development in adolescence	Classroom lectures Discussions Presentations Audio- Video resources Workshops	Presentations by students Assignments Questionnaire/ Interviews
4.	To familiarize the students in use of different techniques of studying various domains of development in adulthood	Classroom lectures Discussions Presentations Audio- Video resources Workshops	Assignments Observations

*Assessment tasks listed here are indicative and may vary

CC HH 402: NUTRITION - A LIFECYCLE APPROACH (CREDITS: THEORY- 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To enable students in understanding the principles of planning nutritionally adequate diets and acquiring knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
- To make them exercise food choices consonant with good health based on sound knowledge of principles of nutrition.
- To provide an overview of nutrition considerations during special conditions for children and adults.

COURSE LEARNING OUTCOMES

- Comprehend the principles of planning nutritionally adequate diets.
- Acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.

- Exercise food choices consonant with good health based on sound knowledge of principles of nutrition.
- Understand nutrition considerations during special conditions for children and adults.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Principles of meal planning **12**

- Food groups and Food exchange list
- Factors affecting meal planning and food related behavior
- Methods of assessment of nutrient requirements
- Dietary guidelines for Indians

Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi. Chapter , pg 15-30

ICMR(2010). *Recommended Dietary Allowances for Indians*. Published by National Institute of Nutrition, Hyderabad.

Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd. Unit I, Chapter 2, pg: 7-13

NIN (2011). *Dietary Guidelines for Indians- A Manual. Second edition*. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

UNIT II: Nutrition during adulthood **20**

Physiological changes, RDA, nutritional guidelines, nutritional concerns, energy balance and healthy food choices for

- Adults
- Pregnant women
- Lactating mothers
- Elderly

Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). *Wardlaw's Perspectives in Nutrition*, McGraw- Hill International Edition, 9th edition..

Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi. Chapter 17,18,19,24; pg 252-301; 355-364

Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd. Unit II, Chapter 5,6,9, pg: 47-98; 141-156

UNIT III: Nutrition during childhood **20**

Growth and development, growth reference/standards, RDA, nutritional guidelines, nutritional concerns, and healthy food choices.

- Infants
- Preschool children
- School children
- Adolescents

Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). *Wardlaw's Perspectives in Nutrition*, McGraw- Hill International Edition, 9th edition..

Chadha R and Mathur P eds. (2015). Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi. Chapter 17,18,19,24; pg 252-301; 355-364

Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Unit II, Chapter 5,6,9, pg: 47-98; 141-156

UNIT IV: Nutrition for special conditions: An Overview

8

- Nutrition for physical fitness and sports
- Feeding problems and coping strategies among children with disabilities.
- Considerations during natural and man-made disasters.

Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). *Wardlaw's Perspectives in Nutrition*, McGraw- Hill International Edition, 9th edition.

Chadha R and Mathur P eds. (2015). Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi. Chapter 25, 26, pg:365-390

<https://www.who.int/hac/techguidance/en/>

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Introduction to meal planning
 - ❖ Rich sources of nutrients
 - ❖ Use of food exchange lists
- Planning nutritious diets for:
 - ❖ Adult
 - ❖ Pregnant and Lactating woman
 - ❖ Preschooler
 - ❖ School age child and Adolescent
 - ❖ Elderly
- Planning nutrient rich snacks/dishes for:
 - ❖ Infants (Complementary foods)
 - ❖ Children References

COMPULSORY READING

- Chadha R and Mathur P eds. (2015). Nutrition : *A Lifecycle Approach*. Orient Blackswan, New Delhi.
- ICMR(2010). *Recommended Dietary Allowances for Indians*. Published by National Institute of Nutrition, Hyderabad.
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). *Indian Food Composition Tables*. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Puri S, Bhagat A, Aeri, BT, Sharma A (2019). *Food Exchange List: A Tool for meal Planning*. Elite Publishing House. New Delhi.

- Seth V, Singh K, Mathur P (2018). *Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition.* Elite Publishing House, Delhi.
- Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). *Compilation of Food Exchange List, Technical Series 6,* Lady Irwin College, University of Delhi Publ. Global Books Organisation, Delhi.

ADDITIONAL RESOURCES

- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). *Wardlaw's Perspectives in Nutrition,* McGraw- Hill International Edition, 9th edition..
- NIN (2011). *Dietary Guidelines for Indians- A Manual. Second edition.* National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

TEACHING LEARNING PROCESS

- Lecture based teaching
- Powerpoint presentations
- Experimental learning through practicals

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Diets, Nutrition, Meal Planning, Pregnancy, Lactation, Children, Adolescents, Food exchange, Nutrition in Lifecycle

Facilitating the achievements of course learning outcomes

Unit No	Course learning outcomes	Teaching and learning activities	Assessment tasks
1	Students will be able to comprehend the principles of planning nutritionally adequate diets.	Discussions on the food groups, factors affecting meal planning and Indian dietary guidelines	Class test focussing on dietary guidelines and factors affecting meal planning
2	Students will acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle and	Theory classes on physiological changes, RDA, nutritional guidelines and nutritional concerns of adults.	Quiz on physiological changes during pregnancy, lactation and impact on

	learn to exercise correct food choices	Discussions on healthy food choices for	nutritional requirements. Group discussion on diet for elderly.
3	Students will acquire knowledge about the nutritional needs and concerns of infants, children and adolescents.	Interactive discussions on physiological changes from infancy to adolescence, changes in RDA, nutritional guidelines and nutritional concerns among them.	Multiple choice questions, and quiz on nutritional needs of children
4	Students will be able to understand nutrition considerations during special conditions for children, and nutritional considerations for sports and extreme conditions.	Discussions on nutritional requirements for sports, extreme conditions and children with disabilities will be carried out	Presentations on diets for sportspersons, children with disabilities and extreme conditions

* Assessment tasks listed here are indicative and may vary

**CC HH 403: FASHION DESIGN CONCEPTS
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To impart knowledge regarding the basics of fashion design.
- To create awareness regarding the use and selection of clothing for self.
- To make students understand various terminologies used in relation to garment components and their application in designing garments.

COURSE LEARNING OUTCOMES

- Develop basic knowledge of fashion design and describe its terminology.
- Select suitable apparel in relation to fabric and design components for individuals.
- Evaluate readymade garments on various parameters for their selection.
- Apply design elements and principles with respect to apparel design.
- Acquire basic sewing skills to construct small useful items.

THEORY**CONTENT****DURATION: 60 HRS (Credits 4)****UNIT I: Fashion****12**

- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Fashion adoption theories
- Role of a designer
- Leading Fashion centres and designers

Stone, E., (2008), *The Dynamics of Fashion*, III Edition, Fairchild Books, China. Unit 1 Pages 40-47, 90-97, 105-116.

UNIT II: Importance of clothing**16**

- Clothing functions and theories of origin
- Clothing terminology
- Individuality and conformity, conspicuous consumption and emulation
- Selection of clothes for self
- Selection and evaluation of ready-made garments

Brown, Patty, Rice Janett., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall, New Jersey. Chapter 5 pg. 124-126

Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2004, *Individuality in Clothing & Personal Appearance*, 6th Edition, Pearson Education, USA. Chapter 1, 2, 3 & 4 pg. 1-131; Chapter 12 pg. 332-351

UNIT III: Components of garment**20**

- Fabric, seams, sewing thread
- Necklines, collars, sleeves, cuffs, plackets, fasteners, yokes and pockets
- Disposal of fullness: gathers, pleats, curved seams

Brown, Patty, Rice Janett., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall, New Jersey. Chapter 5 pg. 116-120.

UNIT IV: Design**12**

- Elements and principles of design
- Structural and applied design
- Style variation: bodice, skirts, trousers in various silhouettes

Brown, Patty, Rice Janett., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall, New Jersey. Chapter 5 pg. 116.

Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2016, *Fitting and Pattern Alteration: A Multimethod Approach*, Fairchild Publications, New York. Chapter 2 pg. 20-44.

Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2004, *Individuality in Clothing & Personal Appearance, 6th Edition*, Pearson Education, USA. pg. 183-276.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Flat sketching of garment components: necklines, collars, sleeves, skirts, pockets, pants and silhouettes
- Interpretation of elements and principles of design concepts from print and visual mediums
- Introduction to sewing machine and basic sewing exercises.
- Sample preparation for seams and its variations – Plain, Lap, Run and Fell, French seam.
- Disposal of fullness- gathers, knife pleats, box pleats, inverted box pleat and tucks.
- Construction of small product using above acquired skills (mobile pouch, pencil case, etc.).

COMPULSORY READING

- Brown, Patty, Rice J., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall.
- Marshall S.G., Jackson H.O., Stanley M.S., Kefgen M. & Specht T., 2009, *Individuality in Clothing & Personal Appearance, 6th Edition*, Pearson Education, USA.
- Tate S.L., Edwards M.S., 1982, *The Complete Book of Fashion Design*, Harper and Row Publications, New York.

ADDITIONAL RESOURCES

- Frings, Stephens, G., 2007, *Fashion: From Concept to Consumer, 9th edition*, Pearson Education, India.

TEACHING LEARNING PROCESS

- Lectures
- PowerPoint presentation and video clips
- Assignments
- Demonstrations and hands on learning

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEY WORDS

Fashion, design, garment components, fashion cycle

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	Student will have gained basic knowledge of fashion design, its core concepts and related terminologies	Discussion on fashion, its sources and related terminology in detail	Quiz, diagrammatic representation of a fashion cycle, multiple choice questions
2.	Students will become acquainted about clothing functions and theories. Students will become aware about ways of selecting suitable apparel in relation to fabric and design components for various individuals	Theory class on clothing functions, origin and related terminology. Discussion on ways of selecting suitable apparel in relation to fabric and design components for various individuals	Quiz, essay writing, match the following
3.	Students will have acquired in-depth knowledge about readymade garments and their selection criteria	Theory class on selection and evaluation of readymade garments	Essay writing
4.	Students will have gained knowledge about principles and elements of design in relation to apparel design	Interactive discussion on elements and principles of design, structural and applied design, analysis of style variation in garments.	Quiz, multiple choice questions, match the following
5.	Students will become familiar with basic sewing skills and will be able to create a small product using these skills	Practical example based teaching on various components of garments like fabric, seams, parts of a garment and various sewing techniques used in garment construction.	Essay writing, diagrammatic representation of components of garments

* Assessment tasks listed here are indicative and may vary

**CC HH 501: LIFE SCIENCES
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- The students would be able to understand diversity of plant and animal kingdom along with fundamentals of cell biology and human genetics.
- The students would be able to understand the concept of propagation and gardening and get hands on experience to propagate plants by artificial methods of vegetative propagation.
- The students would be able to acquire the basic understanding of various aspects of biotechnology along with recent trends and its applications in agriculture, animal husbandry and human welfare with ethical and social issues.
- The Students would acquire knowledge about various parasitic diseases and learn about its control and management.

COURSE LEARNING OUTCOMES

- Students would be able to identify the unique characteristics of animal and plant diversity. They would also acquire understanding of fundamentals of cell biology and human genetics.
- Students would be equipped to control/ prevent parasitic diseases and acquire pest management skills.
- Students would be able to understand the concept and would develop skills of plant propagation, landscaping and management of Kitchen Garden, Ornamental Garden, Herbal Garden etc.
- Students would acquire basic understanding of various aspects of biotechnology, application of biotechnology, recent trends in agriculture, animal husbandry and human welfare with ethical and social issues.
- The students would learn efficient management of household solid waste along with generation of organic manure for house gardens.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

SECTION A – BOTANY

UNIT I: Introduction to Plant Kingdom 7

- Classification of Plant Kingdom
- Angiospermic plants (Flower with details of its parts)
- Formation of fruit, seed and embryo
- Structure of monocot and dicot seed and seed germination

Raven P. and Johnson G. 2010. Biology. Tata McGraw Hill Publication, New Delhi.

Soni N.K. and Soni V. 2010. Fundamentals of Botany. Tata McGraw Hill Publication, New Delhi.

UNIT II: Propagation of Plants – Seed and Vegetative 8

- Seed Propagation

- Cuttings – stem leaf and root
- Layering
- Grafting
- Budding
- Tissue Culture

Hartman H.T and Kester D 1986.:Plant Propagation, Principles and Practices Prentice Hall of India Pvt. Ltd. New Delhi.

Upadhyay R. (2017). Elements of Plant Science, Elite Publishing House, New Delhi.

UNIT III: Types of Garden

7

- Ornamental garden
- Kitchen garden
- Herbal Garden

Gopaldaswamianger K.S. 1991, Complete gardening in India, Messers Nagaraj and Co. Madras.

UNIT IV: Economic Botany

4

- Vegetables-Cauliflower, carrot, tomato, potato, onion, spinach, gourds, fenugreek
- Fruits-Papaya, mango
- Spices and Condiments- Clove , pepper, cardamom, cumin, coriander, asafoetida, turmeric
- Ornamental and Foliage plants-Rose, bougainvillea, china rose, fern, asparagus
- Medicinal Plants- Aloe vera, tulsi, neem, dill, brahmi, lemon grass, mint

Chadha K.L.2012. Handbook of Horticulture. ICAR Publication, New Delhi.

Upadhyay R. (2017). Elements of Plant Science, Elite Publishing House, New Delhi.

UNIT V: Biotechnological Applications

4

- Definition of biotechnology
- Recombinant DNA Technology
- Application of biotechnology in agricultural crops.

Hartman H.T and Kester D 1986.:Plant Propagation, Principles and Practices Prentice Hall of India Pvt. Ltd. New Delhi.

Raven P. and Johnson G. 2010.Biology. Tata McGraw Hill Publication, New Delhi.

SECTION B- ZOOLOGY

UNIT I: Animal Diversity and Cell Biology

8

- Classification of animal kingdom.
- Chordates up to 5 major classes, characteristics with examples.
- Non chordates up to phyla, characteristics with examples.
- Cell theory, electron microscopic structure and function of cell organelles.

Gupta R. 2015 Fundamentals of Zoology: Theory and Practice. Elite Publishing House Pvt. Ltd. New Delhi.

Raven P. and Johnson G. 2010. Biology. Tata McGraw Hill Publication, New Delhi

UNIT II: Parasitology and Economic Entomology **8**

- Parasites and human diseases- Morphology, Life cycle, pathogenesis and control.
- Plasmodium, Giardia, Entamoeba, Taenia, Ascaris etc.
- Economic importance and control of common household pests.
- Insects as economic resources

Gupta R. 2015 Fundamentals of Zoology: Theory and Practice. ElitePublishing House Pvt. Ltd. New Delhi.

Jordan and Verma, 2009. Invertebrate Zoology, S. Chand and Co. Ltd, New Delhi .

UNIT III: Biotechnology **6**

- Introduction to Biotechnology.
- Significance of biotechnology to humans.
- Recent trends in biotechnology with special reference to cloning, transgenics, stem cell technology and human germline editing.

Gupta R. 2015 Fundamentals of Zoology: Theory and Practice. ElitePublishing House Pvt. Ltd. New Delhi.

Vij and Gupta (2011). Applied Zoology Phoenix Publishing House, New Delhi.

UNIT IV: Human Genetics and Diseases **6**

- Basics of Genetics
- Genetic diseases and sex linked inheritance.
- Importance of Genetic counselling.

Gupta R. 2015 Fundamentals of Zoology: Theory and Practice. ElitePublishing House Pvt. Ltd. New Delhi.

UNIT V: Vermicomposting **2**

- Vermicompositing- Technology, importance and its relevance How to start a unit at home
- Maintenance and propagation.

Gupta R. 2015 Fundamentals of Zoology: Theory and Practice. ElitePublishing House Pvt. Ltd. New Delhi.

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

SECTION A- BOTANY

- Floral description of few angiospermic families
- Propagation of plants by seed and vegetative methods
- Identification and classification of economically important plants
- Study of techniques of biotechnology through audio visual aids

SECTION B- ZOOLOGY

- Identification of representative specimens of animal kingdom (2-3 specimens from each class/ phylum)
- Study of cells – neurons, blood cells, cheek cells
- Vermi composting
- Pedigree chart preparation & analysis

COMPULSORY READING

- Jordan and Verma, 2009. *Invertebrate Zoology*, S. Chand and Co. Ltd, New Delhi .
- Raven P. and Johnson G. 2010. *Biology*. Tata McGraw Hill Publication, New Delhi.
- Soni N.K. and Soni V. 2010. *Fundamentals of Botany*. Tata McGraw Hill Publication, New Delhi.

ADDITIONAL RESOURCES

- Chadha K.L.2012. *Handbook of Horticulture*. ICAR Publication, New Delhi.
- Gopalaswamianger K.S. 1991, *Complete gardening in India*, Messers Nagaraj and Co. Madras.
- Gupta R. 2015 *Fundamentals of Zoology: Theory and Practice*. Elite Publishing House Pvt. Ltd. New Delhi.
- Hartman H.T and Kester D 1986.:*Plant Propagation, Principles and Practices* Prentice Hall of India Pvt. Ltd. New Delhi.
- Kotpal,2000,*Modern Textbook of Zoology*, Rastogi Publications, Meerut.
- Upadhyay R. (2017). *Elements of Plant Science*, Elite Publishing House, New Delhi.
- Vij and Gupta (2011). *Applied Zoology* Phoenix Publishing House, New Delhi.

TEACHING LEARNING PROCESS

- Lecture Method, PowerPoint Presentations, Discussion, Audio Visual aids, Field Trips etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Life Science, Diversity of life, Cytology, Genetics, Organic Agriculture, Horticulture, Plant Science, Vermiculture, Biotechnology, Transgenics, Cloning, Economic Botany, Genetic Counselling

Facilitating the achievement of Course Learning Objectives

Unit	Course Learning Outcomes	Teaching and Learning activities	Assessment Task
1	Students will gain understanding of plant diversity and specific knowledge about angiosperms	Classroom lectures, discussions along with practical classes on anatomical and specimen observation.	MCQs, Test, Practical performance in identification of specimen observation and related viva-voce.
2	Students will gain fundamental knowledge of plant propagation including seed and other vegetative structures	Classroom lectures, discussions along with practical classes on grafting and layering process.	MCQs, Test, Practical performance assessment in grafting, layering and related viva-voce.
3	Student will acquire knowledge of kitchen garden types and maintenance.	Classroom lectures, discussions along with identification kitchen garden species	MCQs, Test on kitchen garden species and garden maintenance.
4	Students will gain knowledge of economic importance of various plant species including spices, fruits, medicinal plants and vegetables.	Classroom lectures and discussions on use and history of economically important plants.	MCQs, Test, and related viva-voce.
5	Students will acquire knowledge of fundamentals, methods and application of biotechnology.	Classroom lectures and discussions recent use of biotechnology in agriculture.	MCQs, Test, and related viva-voce.

***Assessment tasks listed here are indicative and may vary**

CC HH 502: PHYSICAL SCIENCES (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To develop understanding of the working and principle of different household and scientific equipment and to familiarize with the precautions while handling them.
- To acquire knowledge of different compounds and their importance in day to day life.
- To enhance their skills in handling different equipment.

COURSE LEARNING OUTCOMES

- They acquire the ability to correlate structures of different compounds like biomolecules, polymers and dyes etc with their properties and functions.

- The experiments help in better understanding of basic principles of volumetric analysis, chromatography, the equipments used and improves their experimental skills.
- Students develop understanding of the basics of electricity, modern physics and electronics.
- They are familiarized with the principle, working and handling of various household and scientific equipment.
- The study of harmful effects of electromagnetic radiations empowers them to make wise decisions while working with different gadgets.

THEORY **CONTENT** **DURATION: 60 HRS (Credits 4)**

Section A: Chemistry

UNIT I: Carbohydrates, Lipids and Proteins **20**

- Classification, Monosaccharides – Fischer’s structure of aldoses and ketoses, ring structure of sugars
- Anomers and epimers, oxidation of sugars, reduction of sugars, reducing properties of sugars, mutarotation
- Formation of disaccharides, reducing and non-reducing disaccharides,
- Polysaccharides – homo and heteropolysaccharides.
- Building blocks of lipids – fatty acids, glycerol
- Storage lipids – triacyl glycerol, glycerophospholipids
- Structure and classification of amino acids, peptide linkage, zwitter ion, Ninhydrin test
- Protein structure – Levels of organization – primary, secondary, tertiary and quaternary structure; Denaturation of proteins
- Enzyme and Concept of Lock & Key and Induced Fit Theory

Bahl A. and Bahl B.S, (2012). *Advanced Organic Chemistry*. New Delhi: S. Chand and Sons. chapter 22, 27,28

Solomon T.W. (2009). *Organic Chemistry (10th ed)*. U.S.A.: John Wiley & Sons. Chapter 22, 23, 24

UNIT II: Polymers/Plastics **5**

- Synthetic resins and plastics, classification of polymers
- General properties of polymers, structure of PE, PP, PVC, PS, Nylon 6, Nylon 66, PTFE, PET and their uses
- From monomer to plastic, polymer additives
- Biodegradable polymers.

Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, University Press (India) Pvt. Ltd. Chapter 22

Bahl A. and Bahl B.S, (2012). *Advanced Organic Chemistry*. New Delhi: S. Chand and Sons. Chapter 44

UNIT III: Dyes **5**

- Classification, Colour and constitution, auxochromes, chromophores,

Chemistry of dyeing

- Structure and applications of: Azo dyes – Methyl Orange, Triphenyl Methane Dyes - Malachite Green, Rosaniline and Crystal Violet; Phthalein Dyes – Phenolphthalein and Fluorescein
- Natural dyes –Alizarin and Indigotin
- Edible Dyes with examples

Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, University Press (India) Pvt. Ltd. Chapter 22

Bahl A. and Bahl B.S, (2012). *Advanced Organic Chemistry*. New Delhi: S. Chand and Sons. Chapter 38

Section B:Physics

UNIT IV: House hold Equipment and Consumer Awareness

8

- Motorized equipments: Vacuum cleaners, Clothes washing machine, Dish washers, Food processors, Electric chimney
- Heating appliances: Electric irons, Electric water heaters, Gas and electric cooking ranges, Gas meter, Microwave ovens, temperature control in household gadgets – various types of thermostats
- Solar Appliances
- Cooling appliances: Refrigeration and air conditioning, Various types of Refrigerators, air conditioners and air coolers, Basic knowledge of ducting
- Guarantee and warranty of all household equipments, Precautions while using equipments and servicing of equipment used

Bhatia, K.B.(1993). *Elements of Electrical Gadgets*. New Delhi: Arya Book Depot. Chapter 8

Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons. Chapter 7,8,9, 13, 15,17,18,19

Sharma S.P. (2003) *Basic Radio and Television (2nd ed)* New Delhi: Tata McGraw Hill. Chapter 23, 24

UNIT V: Electricity, Sound and Optics

11

- Generation and efficient transmission of electricity.
- Safety features in household electric wiring – fuse, MCB, Earthing,
- Electric meter
- Concept – Battery charger, Invertor, UPS, Voltage stabilizer
- Lighting fixtures in the home – Incandesent lamp, Fluorescent tube, CFL, LED, Halogen lamp
- Knowledge of sound, Define – Periodic motion, Oscillatory motion, Vibration, Oscillation, Time period, Frequency, Amplitude, Wave motion and Wave length. Brief idea about transverse and longitudinal

wave motion, echo and their uses

- Recording and reproduction of Sound – various methods
- Lenses- convex and concave, focal length, aperture, aberrations
- Principle and working of Camera-analog and digital
- Elementary knowledge of Radio- AM and FM
- Solar Energy, Photovoltaic cells

Khare P. & Swarup A. (2010). *Engineering Physics: Fundamentals and modern applications*. U.S.A.: Jones and Barlett Publishers. Chapter 3

Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons. Chapter 4

Sharma S.P. (2003) *Basic Radio and Television (2nd ed)* New Delhi: TataMcGraw Hill. Chapter 1,6,12,13,14,22

Sidney E. Ray (2002). *Applied Photography Optics, 3rd Edition*. U.S.A.: Focal Press. Chapter 11, 22

UNIT VI: Modern Physics and Electronics

11

- Semi Conductors – Concept of Transistor and its applications
- Television – Transmission and reception, concept of colour television, concept of LED television
- Geostationary satellites
- Radioactivity – concept and application, Nuclear Energy
- Concept of Laser and its applications
- Basic principles of electromagnetic radiation: Energy, wavelength, wave numbers and frequency
- Basic Knowledge of: X-Rays, Ultra sound and MRI
- Harmful effect of radiations

Khare P. & Swarup A. (2010). *Engineering Physics: Fundamentals and modern applications*. U.S.A.: Jones and Barlett Publishers. Chapter 7, 11

Murugesan(2002). *Modern Physics*. NewDelhi: S. Chand and Co. Chapter 5, 20, 33

Sharma S.P. (2003) *Basic Radio and Television (2nd ed)* New Delhi: Tata McGraw Hill. Chapter 15, 16, 18, 19

PRACTICAL

CONTENT

DURATION:60 HRS (Credits 2)

Chemistry

- Volumetric analysis
 - ❖ Acid base titration (Estimation of free alkali present in the given soap solution).
 - ❖ Precipitation Titration (Estimate amount of salinity in a given solution using silver nitrate).
 - ❖ Complexometric titration (Determination of hardness of water).
 - ❖ Redox titration (Estimation of Cu).
- Qualitative tests for carbohydrates and preparation of derivative (Osazone) Monosaccharides, disaccharides and polysaccharides.

- Separation of mixture of amino acids using paper chromatography and determination of R_f values.
- Preparation of methyl orange dye.

Physics

- To study the sensitivity of different measuring instruments and determine the thickness of a glass plate using (i). Vernier Calipers and (ii). Screw Gauge
- To study household electrical wiring and fix a bedside switch in the circuit.
- To repair and test an electric iron.
- To repair the given chord and fuse and test them.
- To determine the value of 'J' by electrical method.
- To electroplate the given metal article with a superior metal and determine the E.C.E.
- To determine the specific resistance of the material of a wire using P.O. Box.
- To determine the concentration of sugar in a sugar solution by using a Polarimeter.
- To determine 'g' by Bar Pendulum.
- Characteristic curves of a transistor and determination of transistor constants.
- Refractive index of a liquid by travelling microscope.
- Focal length of a convex lens- Displacement method.

Demonstration experiments

- To study the various sources of electricity and measure their e.m.f.'s.
- To study the various sources of light and record their wattages.
- To obtain a pure spectrum of various sources of light (Na and Hg) using a spectrometer.

COMPULSORY READING

- Bahl A. and Bahl B.S, (2012). *Advanced Organic Chemistry*. New Delhi: S. Chand and Sons.
- Khare P. & Swarup A. (2010). *Engineering Physics: Fundamentals and modern applications*. U.S.A.: Jones and Barlett Publishers.
- Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons.
- Sharma S.P. (2003) *Basic Radio and Television (2nd ed)* New Delhi: Tata McGraw Hill
- Solomon T.W. (2009). *Organic Chemistry (10th ed)*. U.S.A.: John Wiley & Sons.

ADDITIONAL RESOURCES

- Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, University Press (India) Pvt. Ltd.
- Berg, J. M., Tymoczko, J.L. and Stryer, L.(2015). *Biochemistry*. U.S.A.: W. H. Freeman and Co.
- Bhatia, K.B.(1993). *Elements of Electrical Gadgets*. New Delhi: Arya Book Depot.
- Khanna and Gulati (1999). *College Practical Physics*. New Delhi:S. Chand and Co.
- Morrison R. T. and Boyd R. N.(2011). *Organic Chemistry*. NewDelhi: Pearson.
- Murugesan(2002). *Modern Physics*. NewDelhi: S. Chand and Co.
- Nelson, D.L. and Cox, M. M., Lehninger's (2017). *Principles of Biochemistry*. U.S.A.: W.H. Freeman and Co.
- Sidney E. Ray (2002). *Applied Photography Optics, 3rd Edition*. U.S.A.: Focal Press.

- Skoog D.A. (2006). *Principles of Instrumental Analysis, 6th edition*. U.S.A.: Saunders College Publishing.
- Voet, D and Voet, J(2018). *Principles of Biochemistry*. U.S.A.: John Wiley and sons.
- Vogel(2003). *Textbook of practical Organic Chemistry*. NewDelhi: Pearson Education.

TEACHING LEARNING PROCESS

- Power point presentation
- Experiential learning through demonstrations
- Practical learning through experiments

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Physical Science
- Polymers and Dyes
- Carbohydrates and Proteins
- Modern Physics
- Household Equipments

Facilitating the achievement of Course Learning Objectives

Unit No	Course Learning Outcomes	Teaching and learning activities	Assessment tasks
SECTION A CHEMISTRY			
1.	Students will understand the importance of biomolecules like carbohydrates, proteins and lipids. They will be able to develop better understanding of their structures and relate it with their properties and functions.	Theory classes involving discussion and experiments in practical class	Class tests and multiple choice questions
2.	Students will know about different polymers, classification, properties, uses and hazards. They will have knowledge about	Interactive theory classes involving presentations	Tests and quizzes

	biodegradable polymers and their importance in today's scenario.		
3.	Students will have knowledge of natural and synthetic dyes. They will have an idea of their chemical structure, classification and applications.	Theory classes using presentations	Class tests and assignments
SECTION B PHYSICS			
4.	Students will gain knowledge of the principle and working of different household equipment. They will be able to understand the basic differences between the warranty and guarantee of the equipment and the precautions to be taken while handling the electrical appliances.	Theory class on the topics with the help of visual aids and practically showing the circuits.	Students presentations and class tests
5.	Students will be acquainted with the basic concepts of electricity transmission, lighting fixtures, household safety features, sound, lenses camera etc.	Detailed discussion on the basic concepts with the help of visual aids	quiz and class tests
6.	Students will acquire knowledge of satellites, transistors, electromagnetic radiations, radioactivity, lasers and basics of modern physics. They will be able to realize the harmful effects of the electromagnetic radiations and will be able to use them wisely.	Interactive theory classes with the help of visual aids	Class tests on short notes and multiple choice questions.

***Assessment tasks listed here are indicative and may vary**

**CC HH 601: RESEARCH METHODOLOGY IN HOME SCIENCE
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To compare and contrast quantitative and qualitative research approaches
- To identify appropriate sampling methods, measurement scales and tools of data collection and appropriate uses of each
- To demonstrate knowledge of the key steps of a research process in both experimental and observational research

COURSE LEARNING OUTCOMES

- Compare and contrast quantitative and qualitative research approaches
- Identify appropriate sampling methods, measurement scales and tools of data collection and appropriate uses of each
- Demonstrate knowledge of the key steps of a research process in both experimental and observational research

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Research- Meaning, purpose and approaches	20
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- Exploration, Description, Explanation
- Scientific method and research
- Quantitative and Qualitative approaches
- Research Designs –Experimental and Observational

Conceptualization and Measurement

- Variables, concepts and measurement
- Levels of measurement
- Units of analysis

Kerlinger F. N. and Lee, H.B. (2000) Foundations of Behavioural Research 4th Ed. Harcourt College Publishers, Chapter 1,3,18,26.

Kumar, R. (2005) *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi. Chapter-1,5,8

Ramamurthy, G.C., (2011), *Research Methodology*, Dreamtech Press India Private Limited, New Delhi. Chapter -1,3,5

UNIT II: Sampling & Tools	20
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- Role of sampling in research
- Types of sampling

Research Tools and Techniques

- Validity and reliability
- Interviewing and observational methods

- Scales

Kumar, R. (2005) *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi. Chapter-9,11,12

Ramamurthy, G.C., (2011), *Research Methodology*, Dreamtech Press India Private Limited, New Delhi. Pages 85,86,88,89,89-98.

UNIT III: The Research Process

20

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Planning the research
- Subjects context and ethics
- Methodology and tools
- Data reduction, analysis and representation
- Citation formats: in medical sciences, social sciences

Kumar, R. (2005) *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi .Chapter-2,3,4,6,9,10,14,17.

Ramamurthy, G.C., (2011), *Research Methodology*, Dreamtech Press India Private Limited, New Delhi. Chapter -2

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Probability and Non Probability sampling methods
- Designing data collection tools and planning their analysis: Indepth interviews, questionnaire, FGDs, Case studies.
- Data collection process: conducting interviews, FGDs, case studies
- Compiling data and data reduction
- Making and analysis of tables and graphs.

COMPULSORY READING

- Kerlinger F. N. and Lee, H.B. (2000) *Foundations of Behavioural Research 4th Ed*. Harcourt College Publishers
- Kumar, R. (2005) *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi.
- Ramamurthy, G.C., (2011), *Research Methodology*, Dreamtech Press India Private Limited, New Delhi.

ADDITIONAL RESOURCES

- Black, J.A. and Champion, D. J. (1976) *Methods and Issues in Social Research*. New York: John Wiley and Sons.
- Kothari, C. R. (2008) *Research Methodology: Methods and Techniques 2nd Ed*. New Age International Private Ltd, New Delhi.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Puzzles, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Research Methods, Qualitative quantitative approaches, Research Designs, Sampling, Research Tools, Data collection

Facilitating the achievement of Course Learning Objectives

Unit. No	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Compare and contrast quantitative and qualitative research approaches	Presentation on research approaches and research designs, identification of types of approaches and designs through journal articles, discussion on various levels of measurement	Quiz, match the following
2	Identify appropriate sampling methods, measurement scales and tools of data collection and appropriate uses of each	Presentations on role of sampling in research, types of sampling, scales, validity and reliability	Quiz, class test
3	Demonstrate knowledge of the key steps of a research process in both experimental and observational research	Presentations on Defining the problem, research questions, objectives, hypotheses Review of related literature and originality in writing Discussion on Planning the research , Methodology and tools Data reduction, analysis	assignments, quiz, MCQs, Preparing a list of references

UNIT II: Emergence of New Ideological Orientations

15

- Social mobility and social change
- Emergent cultural stereotype
- Ethnographic approaches to study the groups
- Appreciating cultural plurality, interconnection between the spheres
- Sociological studies of children, youth and women: problems and challenges

Beattie, J. (1964). *Other Cultures*. Cohen and West. (Chapter 5,9, 14)

Das.V. (Ed.) (2003) .*The Oxford companion to sociology and social anthropology: volume 1 and 2*. New Delhi:Oxford University Press. (Chapter 2,3,4)

UNIT III: Introduction to Economics

15

- Definition, scope of Economics.
- Central problems of an economy
- Wants – Classification and Characteristics.
- Utility – Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility
- Law of Demand & supply, Elasticity.
- Engel’s Law of Consumption.
- Consumer’s Surplus
- Equilibrium of Demand and Supply, market.
- Factors of Production– land, labour, capital and organisation
- National Income estimates
- Money-Types & functions of money, Measurement of the value of money-Index number, Inflation
- Types & functions of Banks
- Revenue, Taxation and International trade, Balance of payment problems in India

Ahuja H.L. Latest edition. *Modern Micro Economics*. Sultan Chand & Sons (bilingual)

UNIT IV: Indian Economic Environment

15

- Indian Economy: Changing structure, Economic planning & NITI Aayog
- Growth and Development indicators
- Constraints on growth: Issues of population, income distribution, poverty, unemployment, inequality and migration, food security, health, education, gender and environment
- Current developmental policies of the Government of India

Mishra & Puri. Latest edition. *Indian Economy*. Himalaya Publishing House.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

A. Sociology practical

- Changing family roles and responsibilities in society.
- Individual facing conflicts and consensus in society.
- Field visit to different communities (urban/ rural/ Slum)
- Visit to Religious places of worship.
- Case study, narratives, films, field trips to study different cultures of India.

B. Economics Practical

- Field visit: To gain knowledge for entrepreneurship, to do market survey from both Consumers' and producers' point of view
- Case studies on current economic issues
- Organizing workshop/ seminar
- Debate and discussion on various economic issues

COMPULSORY READING

- Abraham, M.F.(2006) . *Contemporary Sociology : An introduction to concepts and*
- Ahuja H.L. Latest edition. *Modern Micro Economics*. Sultan Chand & Sons (bilingual)
- Mishra & Puri. Latest edition. *Indian Economy*. Himalaya Publishing House.

Theories. New York : Oxford University Press.

ADDITIONAL RESOURCES

- Beattie, J. (1964). *Other cultures*. Cohen and West
- Bhushan Vidya & Sachdeva .D.R. (2011). *An Introduction to Sociology*: New Delhi: Kitab Mahal Publishers.
- Das.V.(Ed.) (2003) .*The Oxford companion to sociology and social anthropology* :
- Datt; Sundharam, latest edition, *Indian economy*, S. Chand.
- Dewett, K. K.; Navalur, M.H. latest edition. *Modern economic theory*. S. Chand
- Jhigan , M.L. latest edition. *Money, banking, international trade and public finance*. VrindaPublications
- Mithani D.M., latest edition, *Macro-Economics*. Himalaya Publishing House Penguin.
- Rawat. H.K. (2007) . *Sociology: Basic concepts*. New Delhi: Rawat Publications.
- Srinivas, M.N. (Ed.) 1996. *Caste: Its twentieth century avatar*. New Delhi: Viking
- Sundaram K.P.M., latest edition, *Introduction to Economics*. Ratan Prakashan volume 1 and 2 . New Delhi : Oxford University Press.

TEACHING LEARNING PROCESS

- Lecture method

- Power- Point presentations
- Debate and Discussions
- Survey
- Case Study

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Department of Human Development & Childhood Studies
- Sociological
- Kinship
- Cultural diversity
- Ethnographic approaches
- Micro Economics
- Macro Economics
- Indian Economic Environment

Facilitating the achievement of course learning objectives

Unit	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
I	Students will be acquainted with the sociological orientation of the concept of society and contemporary life	Discussion on the effect of changing family roles and responsibility and its effect on the society more emphasis will be given on the individual understanding and facing conflicts and consensus in the society. In-depth understanding of the cultural diversity will be covered to learn about various components of culture, institution and groups	Case study method, documentary movies, newspaper article review, objective questions and written test will be conducted to execute the learning outcome
II	Students will have gained knowledge on	Theory classes on different system of social	Students presentation with specific case study, essay

	different cultural stereotypes	mobility and social change with ethnographic approaches will be covered in visual aids and power point presentations. Secondly discussion will take place on sociological studies of children youth and women focusing on the portrayal of women and youth in the contemporary world with visual aids.	writing and poster making on different social cause to have better understanding about the topic
III	Apprehend the basic concepts of economics and their utilization in day to day life.	Theory classes on concept of economics, wants, utility, demand, consumer surplus, engels law of consumption, supply and factors of production	Class test focusing on definitions, short notes, match the following
IV	Comprehend the major economic problems of India and their implications in society. Understand various development policy measures adopted in the country.	Theory classes on Indian Economy, growth and developmental indicators, current developmental policies and constraints on growth	Student presentations, case study evaluation quiz and, debate
Field Visit	Students will gain knowledge to understand the changing families and its effect in the society	To study effect of changing family roles and responsibility and its effect on the society (interview method) To study the role of youth facing conflicts and consensus in the society (questionnaire method) To study the problems and challenges faced due to the changing roles and responsibility of elderly in the society across culture (Interview method, Observation) Visit an art gallery/ culture-specific area like “Delhi Haat” and use	Students will do field visit and conduct interviews observation questionnaire to study various topics. File work will be maintained. Discussion will take place after every practical and analysis will be done in depth

		<p>observation technique to get an understanding of various dimensions of specific societies, their social and cultural norms (for example- work culture, the role of gender, art forms and the foods).</p> <p>Visit any religious place of worship to comprehend (through non-participant observation) the rituals, beliefs, practices, norms, and taboos of the particular setting.</p>	
Audio visual aids and workshop	Students will gain knowledge to understand the cultural diversity in India which reflects unity in diversity and gender stereotypes	<p>Review of diverse Indian socio-cultural context through Audio-Visual aids and Print media.</p> <p>Make a poster to highlight the newly evolved and persisted stereotypes related to a particular gender in the family, workplace and largely in the Indian society.</p> <p>Organize a workshop to comprehend how to use ethnography as a research method.</p>	Students presentations, report writing
Field visit	To gain knowledge for entrepreneurship, to do market survey from both Consumers' and producers' point of view	Discussion on various opportunities and problems faced by the Indian entrepreneurs and also the rights and problems of the consumers.	Student Presentations.
Case studies on current economic issues	Understand various development policy measures adopted in the country.	Practical classes on current developmental policies and constraints on growth.	Student presentations, case study evaluation.
Organizing workshop/ seminar	To gain the understanding of various economic issues.	Discussion on various economic issues.	Student Presentations

Debate and discussion on various economic issues	Comprehend the major economic problems of India and their implications in society.	Practical classes on Indian Economy, growth and developmental indicators.	quiz and, debate
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*** Assessment tasks listed here are indicative and may vary**

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE HH 01: FOOD SCIENCE (CREDITS: THEORY- 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To understand the basic concepts of food science and its applications in processing of food.
- To gain coherent and systematic knowledge of basic food chemistry.
- To understand basic principles involved in preservation and spoilage.
- To impart knowledge about the national and international food laws.

COURSE LEARNING OUTCOMES

- Understand the basic concepts of food science and its applications in processing of food.
- Gain coherent and systematic knowledge of basic food chemistry.
- Understand role of micro-organisms in relation to processing and spoilage.
- Understand basic principles involved in preservation and spoilage.
- Impart knowledge about the national and international food laws
- Perform basic sensory and objective evaluation of food.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Food Science

6

- Definition, importance and applications
- Basic terminology used in food science

Potter NN and Hotchkiss H J (1996). *Food Science*, Fifth Edition. CBS Publication, New Delhi, Chapter 1, pg 1-12.

UNIT II: Basic Food Chemistry

10

- Sources, chemistry and functional properties of Carbohydrates, Lipids and Proteins.
- Colloidal chemistry: Definition, classification, properties and applications of sols, gels, foams and emulsions.

Manay NS and Shadaksharaswamy M (2008). *Food-Facts and Principles, Third Edition*. New Age International (P) Ltd. Publishers, New Delhi, Chapter 2, pg 11-26; Chapter 3, pg 27-34; Chapter 4, pg 35-49.

UNIT III: Basic Food Microbiology

8

- Introduction to yeast, mold and bacteria - Characteristics and their role in preservation and spoilage of food.
- Hygiene and sanitation practices in food processing and waste disposal

Frazier WC and Westhoff DC (2014). *Food Microbiology, Fifth Edition*. TMH Publication, New Delhi, Chapter 27, pg 451-455.

Potter NN and Hotchkiss H J (1996). *Food Science, Fifth Edition*. CBS Publication, New Delhi, Chapter 22, pg 520-526.

Sivashankar. B (2002). *Food Processing and Preservation*. PHI learning Pvt. Ltd., Chapter 9, pg 120-131.

UNIT IV: Preservation Techniques, Principles and Their Applications **20**

- High temperature, low temperature, removal of moisture, irradiation and additives.
- Food packaging and labeling: FSSAI, Codex

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Orient Blackswan, Hyderabad, Chapter 14, pg 204-219.

Manay NS and Shadaksharaswamy M (2008). *Food-Facts and Principles, Third Edition*. New Age International (P) Ltd. Publishers, New Delhi, Chapter 30,pg 421-445; Chapter 29,pg 402-416.

Mathur P. (2018). *Food Safety and Quality Control*. Orient BlackSwan Pvt. Ltd., Hyderabad, Chapter 3,pg 57-65.

Potter NN and Hotchkiss H J (1996). *Food Science, Fifth Edition*. CBS Publication, New Delhi, Chapter 21,pg 478-509.

UNIT V: Sensory Science **8**

- Physiological basis of sensory evaluation and sensory attributes of food.
- Sensory evaluation: Assessment, subjective and objective.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 13,pg 308-336.

UNIT VI: Food Laws and Quality Assurance **8**

- National and International food laws – FSSAI, BIS, AGMARK, Codex and ISO: 22000, ISO: 9000, ISO:14000.
- Quality Assurance procedures - GMP, GHP, HACCP

Mathur P. (2018). *Food Safety and Quality Control*. Orient BlackSwan Pvt. Ltd., Hyderabad, Chapter 12, pg 197-206; Chapter 16,pg 268-271.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Applications and factors affecting formation of Sols, gels, foams and emulsions
- Study of microscopic structure of different food starches and their gelatinization properties.
- Slide preparation and identification of bacteria, yeast and mold.
- Assessment of hygienic practices of food handlers.
- Preservation of food using different methods (Blanching, Dehydration, Freezing).
- Basic principle involved in food preservation using additives
- Sensory evaluation methods and their applications.
- Food analysis: Moisture, pH, acidity, Total soluble solids by refractometer.
- Evaluation of food labels.

COMPULSORY READING

- Frazier WC and Westhoff DC (2014). *Food Microbiology, Fifth Edition*. TMH Publication, New Delhi.
- Manay NS and Shadaksharaswamy M (2008). *Food-Facts and Principles, Third Edition*. New Age International (P) Ltd. Publishers, New Delhi.
- Mathur P. (2018). *Food Safety and Quality Control*. Orient BlackSwan Pvt. Ltd., Hyderabad.
- Potter NN and Hotchkiss H J (1996). *Food Science, Fifth Edition*. CBS Publication, New Delhi.
- Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi.

ADDITIONAL RESOURCES

- Mohini Sethi, Eram Rao (2011). *Food science- Experiments and applications, Second Edition*. CBSpublishers & Distributors Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). *Basic Food Preparation: A Complete Manual, Fourth Edition*. Orient Black Swan Ltd.
- Sivashankar. B (2002). *Food Processing and Preservation*. PHI learning Pvt. Ltd.

TEACHING LEARNING PROCESS

- Lecture methods
- Power point presentations
- Demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1.	Students will gain knowledge about scope, importance and applications of Food Science.	Detailed discussion on basic terms used in Food Science, its scope, importance and recent developments in the field of Food Science with examples.	Class test focusing on definitions and Assignment on scope and recent advancement in the field of Food Science.

2	Students will have acquired in-depth knowledge of basic food chemistry	ed discussions on chemistry and functional properties of Carbohydrates, Lipids and Proteins. Interactive lectures on Colloidal chemistry	Student presentations, Quiz, match the following
3	Students will be acquainted with basic concepts of food microbiology and hygiene and sanitation in food processing industries	Detailed discussion on the basic food microbiology and characteristics of microorganisms and their role in preservation and spoilage of food and Hygiene and sanitation practices in food processing and waste disposal	Quiz, Multiple choice questions
4	Students will be acquainted with basic principles involved in food preservation and Food packaging as per food laws.	Detailed discussion on principle, methods and applications of various Food Preservation Techniques using Power point presentations. Discussion on various types of food packaging material, their advantages, disadvantages and applications in food industry.	Quiz, Multiple choice questions and student presentations
5.	Students will acquire in-depth knowledge on Evaluation of Food Quality by sensory and objective methods.	Interactive session with class discussing about Physiological basis of sensory evaluation , sensory attributes of food, requirements for conducting sensory evaluation, tests used for subjective and objective evaluation.	Multiple choice questions, Project.
6	Students will acquire knowledge of the national and international food laws.	Interactive session with class discussing National and International food laws and Quality Assurance procedures	Case studies of various regulatory bodies, quiz and projects

*** Assessment tasks listed here are indicative and may vary**

**DSE HH 02: NUTRITIONAL BIOCHEMISTRY
(CREDITS: THEORY- 4, PRACTICAL- 2)**

COURSE OBJECTIVES

- To attain knowledge on basic concepts of biochemistry.
- To obtain an insight into the role of biomolecules in biological processes.
- To develop an understanding of metabolism.

COURSE LEARNING OUTCOMES

- Develop an understanding of the principles of biochemistry (as applicable to human nutrition).
- Obtain an insight into chemistry of major nutrients and physiologically important biomolecules.
- Understand the biological processes and systems as applicable to nutrition.
- Apply the knowledge acquired to human nutrition and dietetics.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Carbohydrate Metabolism	22
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- Basic concepts of Enzymes: Active site, coenzymes, prosthetic groups
- Factors affecting enzyme activity: pH, temperature, substrate concentration
- Enzyme inhibitions: Competitive, non-competitive and allosteric
- Carbohydrate structures
- Glycolysis and oxidation of pyruvate
- Citric Acid Cycle and ATP synthesis
- Glycogenolysis
- Gluconeogenesis and the control of blood glucose

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical, Chapter 7,8,9,14,17,18,19,20.

Nelson, D. L. 1. Lehninger, A. L., & Cox, M. M. (2013). *Lehninger Principles of Biochemistry* (6th ed.). New York: W.H. Freeman, Chapter 7.

UNIT II: Lipid Metabolism	12
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- Fatty acids
- β -Oxidation of fatty acids
- Ketogenesis and ketosis

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical, Chapter 15,22.

Nelson, D. L. 1. Lehninger, A. L., & Cox, M. M. (2013). *Lehninger Principles of Biochemistry* (6th ed.). New York: W.H. Freeman, Chapter 10.

UNIT III: Protein Metabolism	12
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- Structures of amino acids and proteins
- Transamination of amino acids and formation of glutamate

- Biosynthesis of urea

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical, Chapter 15,22.

Nelson, D. L. 1. Lehninger, A. L., & Cox, M. M. (2013). *Lehninger Principles of Biochemistry* (6th ed.). New York: W.H. Freeman, Chapter 10.

UNIT IV: Nucleic Acids

4

- Structure and functions of DNA and RNA

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical, Chapter 34.

UNIT V: Vitamins

10

- Biochemical role of fat soluble vitamins-A and D
- Biochemical role of water soluble vitamins- Thiamine, Riboflavin, Niacin, Pyridoxine and Ascorbic acid

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical, Chapter 34.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Qualitative tests for mono-, di- and polysaccharides and their identification in unknown mixtures.
- Quantitative estimation of glucose, sucrose and lactose by titrimetric method.
- Qualitative tests for amino acids.
- Estimation of calcium using EDTA by titration.
- Estimation of ascorbic acid using 2,6 dichlorophenol indophenol method in the given solution and in the given food stuff (lemon).

COMPULSORY READING

- Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical.
- Nelson, D. L. 1. Lehninger, A. L., & Cox, M. M. (2013). *Lehninger principles of biochemistry* (6th ed.). New York: W.H. Freeman.
- Sundararaj P. & Siddhu, A. (2002). *Qualitative tests and Quantitative Procedures in Biochemistry* (2nd ed.). New Delhi: A. H. Wheeler and Co Ltd.

ADDITIONAL RESOURCES

- Voet, D., & Voet, J. G. (2010). *Biochemistry* (4th ed.). New York: J. Wiley & Sons.
- West, E.S. & Todd W.R. (1961). *Textbook of Biochemistry* (3rd ed.). New York: Macmillan.

TEACHING LEARNING PROCESS

- Power point presentations
- Learning through presentations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Food and Nutrition
- Metabolism
- Enzymes
- Nucleic acids
- Vitamins
- Nutritional Biochemistry

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Students will have gained knowledge on enzyme concepts, enzyme kinetics and carbohydrate metabolism.	Theory classes on enzymes, factors affecting their function and kinetics. Lectures on various metabolic pathways involved in carbohydrate metabolism.	Test focusing on enzyme kinetics and chemical equations of enzymes involved in carbohydrate metabolism.
2.	Students will have acquired knowledge on basic structure of fatty acids and catabolic pathways of lipids.	Interactive classes on lipid metabolism covering beta-oxidation and ketosis using power point presentations.	Assignment on fatty acid structures and enzymes involved in lipid metabolism.
3.	Students will have understanding on degradation of amino acids and proteins in human beings.	Theory classes focusing on processes and cycles involved in protein catabolism using diagrams and charts.	Quiz and multiple choice questions on enzymes and chemical reactions of protein metabolism.
4.	Students will have attained information on basic structure of nucleic acids.	Discussion on basic structure of DNA and RNA using power point presentations, figures and diagrams.	Test on drawing of detailed structure of various nucleic acids.
5.	Students will have detailed information on structure	Theory classes on structure and role of major vitamins using	Assignment on function of vitamins

	and biochemical role of vitamins.	charts and diagrams.	and their structures.
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***Assessment tasks listed here are indicative and may vary**

**DSE HH 03: THEORIES OF HUMAN DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To enable an understanding of the significance of theoretical basis of Human Development.
- To gain an in-depth understanding of selected theories in Human Development

COURSE LEARNING OUTCOMES

- Students will gain an insight into the importance and role of theories in Human Development.
- Students will develop an understanding of selected theories in Human Development.
- Students will become aware of the concepts and perspectives related to human development.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to theories in Human Development 15

- Key themes in the study of Human Development- Nature/nurture, active/ passive, continuity/discontinuity, individual differences and similarities
 - Understanding a theory
 - Role of theories in understanding Human Development
- Newman, P.R., & Newman, B.M. (2015). *Theories of Human Development*. New York, Routledge, Chapter 1
- Rice, P. (1995). *Human Development: A Lifespan Approach*. New Jersey, Prentice-Hall Inc, Chapter 1, pg. 2-23; Chapter 2, pg. 2-23
- Santrock, J.W. (2007). *Lifespan Development (3rd ed.)*. New Delhi, Tata- McGraw Hill, Chapter 1.

20

UNIT II: Perspectives on Human Development

- Evolutionary and Ethological /Biological: Darwin, Lorenz, Bowlby
 - Ecological: Bronfenbrenner
 - Behavioural: Pavlov, Skinner, Bandura
- Newman, P.R., & Newman, B.M. (2015). *Theories of Human Development*. New York, Routledge, Chapter 2, 5
- Rice, P. (1995). *Human Development: A Lifespan Approach*. New Jersey, Prentice-Hall Inc, Chapter 2, pg. 24-45
- Santrock, J.W. (2007). *Lifespan Development (3rd ed.)*. New Delhi, Tata- McGraw Hill, Chapter 1.

UNIT III: Selected theories of human development

25

- Psychosexual and psychosocial theories; Freud, Erikson
- Cognition: Piaget, Vygotsky
- Models and Theories of Intelligence: Guilford, Spearman and Gardener
- Humanistic: Maslow and Rogers
- Eclectic theoretical orientation
- Ethno theories

Newman, P.R., & Newman, B.M. (2015). *Theories of Human Development*. New York, Routledge, Chapter III, IV, VIII, X

Rice, P. (1995). *Human Development: A Lifespan Approach*. New Jersey, Prentice-Hall Inc, Chapter II, pg. 24-45

COMPULSORY READING

- Newman, P.R., & Newman, B.M. (2015). *Theories of Human Development*. New York, Routledge
- Rice, P. (1995). *Human Development: A Lifespan Approach*. New Jersey, Prentice-Hall Inc
- Santrock, J.W. (2007). *Lifespan Development (3rd ed.)*. New Delhi, Tata- McGraw Hill

ADDITIONAL RESOURCES

- Allen, B.P. (2006). *Personality theories: Development, growth and diversity (5th ed.)*. Needham Heights, MA: Allyn and Bacon
- Berger, J.M. (2010). *Personality (8th ed.)*. Belmont, CA: Thomson/Wadsworth
- Journal of Developmental Psychology

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Biography of a theorist with a focus on his/her family life and childhood experiences.
- Depict the ‘eco-cultural’ network for a child using the ecological model of Bronfenbrenner
- Verification of selected theories using multiple method
- Observe/ analyze creation of media product for children or product such as toys/ clothes using theoretical base
- Locate a tool/ scale of psychometric tests and administer it
- Autobiography

REFERENCE

- Newman, P.R., & Newman, B.M. (2015). *Theories of Human Development*. New York, Routledge

TEACHING LEARNING PROCESSES

- Class room lectures
- Audio- visual resources (films, documentaries)

- Workshops/ Talks
- Power point presentation
- Field visits
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Human Development and Childhood Studies
- Child Development
- Nature-nurture
- Theories of Human Development
- Behavioural theories
- Humanistic theories

Facilitating the achievement of course learning objectives

S.no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will gain an insight into the importance and role of theories in Human Development.	Interactive classroom lectures Power-point presentation	Multiple choice question quiz Essay type question
2.	The students will develop an understanding of selected theories in Human Development.	Classroom lectures Audio- Video resources	Student presentation on theories Classroom discussions
3.	The student will become aware of the concepts and perspectives related to human development	Classroom lectures & Discussions Presentations	Written assignment Poster making

***Assessment tasks listed here are indicative and may vary**

DSE HH 04: CHILDHOOD IN INDIA
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To orient the students to understand the practical dimension of society and culture.
- In depth understanding of the family relationship and its changing roles and responsibilities.
- Empower students to deal with socio economic problems of India.

COURSE LEARNING OUTCOMES

- To gain knowledge about various depiction of childhood experiences in India
- To understand the psycho- social dimensions of childhood in India
- To study children's experiences of ethnicity, class, caste, religion and gender

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Introduction to multiple contexts of childhood in India	30
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- Children in India : An overview
- Social construction of childhood and family
- Folk theories about childhood and family
- Childhood in mythology, stories and films
- Growing up in family and without the family
- Childhood in schools
- Children in extra – familial settings

Das, V. (2004) Handbook of Indian Sociology: Oxford University Press. New Delhi. Chapter 7

Kakkar, S. (1978) The inner world- A psycho-analytic study of childhood and society in India. Oxford University Press. New Delhi. Chapter 1,3,4,6

Kakkar, S. (1979) Indian Childhood: Cultural ideals and social reality: Oxford University Press. New Delhi. Chapter 1

UNIT II: Psycho - social dimensions of childhood	30
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- Childhood in selected family occupation: artists, weavers, farmers etc
- Socialization of children in tribal family
- Growing up in rural and urban setting
- Religion and culture
- Childhood experiences in caste, gender, ethnicity and class
- Poverty and deprivation

Kakkar, S. (1978) The inner world- A psycho-analytic study of childhood and society in India. Oxford University Press. New Delhi. Chapter 2,3,4,5

Kakkar, S. (1979) Identity and Adulthood. Oxford University Press. Chapter 1,3,4,5,6,7

Kakkar, S. (1979) Indian Childhood: Cultural ideals and social reality: Oxford University Press. New Delhi. Chapter 1

Pattnaik, J. (2005) *Childhood in South Asia: A critical look at the issues, policies and programs*. Information page publishing, Mason Street. Greenwich. Chapter 2, 6,8

COMPULSORY READING

- Behra, D.K.(Ed.) (2007) *Childhood in South Asia*: New Delhi : Pearson – Longman
- Krishnan, L.(1998). *Child rearing: An Indian perspective*. In, A.K.Srivastava (Ed.), *Child Development : An Indian perspective* . Pp. 25-55. New Delhi : National Council for Education and Research and Training
- Sharma, D. (2003). *Infancy and childhood India*. In, D. Sharma (Ed.), *Childhood, family and socio cultural changes in India (13-47)*. New Delhi: Oxford

ADDITIONAL RESOURCES

- Beattie, J. (1964). *Other cultures*. Cohen and West.
- Davis, Kingsley. *Human Society*: The Macmillan Company, 1960.
- Journal of Contribution to Indian Society
- Sorkin, P., *Society Culture and Personality*, New York, Harper and Brothers Publishers. 1947
- Srinivas, M.N. (Ed.) 1996. *Caste: Its twentieth century avatar*. New Delhi: Viking Penguin.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Review of diverse Indian childhood context through Audio-Visual aids and Print media.
- Ethnography of a family to comprehend the various socialization practices of Indian Childhood.
 - ◆ Prepare tools to collect data
 - ◆ Collect the ethnographic data from the field
 - ◆ Report Writing
- Construct and conduct an Interview schedule (Structured/ Semi Structured) to understand beliefs children folk lore, folk song, toys and games for diverse ethnic groups.
- Conduct a Workshop/lecture to understand the various vulnerabilities related to Indian Children.
 - and practices about children in different communities.
- Non Participant Observation of Children in informal setting (play) with focus on children ethnicity, class, caste and language.
- Participant observation of Children in the low socio-economic setting.
- Construct a Scrapbook based on

REFERENCE

- Sharma, D. (2003). *Infancy and childhood India*. In, D. Sharma (Ed.), *Childhood, family and socio cultural changes in India (13-47)*. New Delhi: Oxford

TEACHING LEARNING PROCESSES

- Class room lectures
- Audio- visual resources (films, documentaries)
- Workshops/ Talks
- Power point presentation
- Field visits
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Human development
- Childhood in Indian context,
- Psycho - social dimensions of childhood

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	Students will be acquainted with social construction of childhood in different families across culture.	Theory classes on the multiple contexts of childhood in India along with power point presentation will take place o gain insight knowledge on the topic.	Case study method, documentary movies, newspaper article review, objective questions will be used to analyze the topic.
2.	To understand the depiction of childhood in folklore, toys, and games from the diverse ethnic group.	Group discussion will take place in order to understand the psycho-social dimension of childhood in India	Multiple Choice Questions

3.	Students will have gained knowledge to understand the socialization of children in different settings like tribal, culture etc.	Theory classes will be conducted with group discussion to understand the growing up of children in different families and culture and to gain knowledge on the parenting culture.	Student's presentation with specific case study, essay writing and poster making on different socialization pattern will be learnt in detailed.
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*Assessment tasks listed here are indicative and may vary

**DSE HH 05: COMMUNICATION FOR DEVELOPMENT: BCC
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the concept of development and development indicators
- To gain insights into the concept of Development Communication, philosophy, theories and approaches
- To examine the role of various media in development communication
- To know the process of development reporting and development journalism
- To understand the process and techniques of SBCC

COURSE LEARNING OUTCOMES

- Understand the concepts of development and development indicators
- Gain insights into the concept of Development Communication, philosophy, theories and approaches
- Examine the role of various media and nuances of development reporting
- Understand the process and techniques of SBCC

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Concept of Development

10

- Concept of development, Development goals, Characteristics of developing countries
- Indices as a measure of human development, poverty, gender related development
- Classification of countries based on development indices

Melkote, S. & Steeves, L. (2013). *Communication for Development in the Third World*. New Delhi: Sage Publications. Chapter 1, Page 3-36.

Narula, Uma. (1994). *Development Communication*. New Delhi: Har Anand Publications. Chapter 1, Page 1-17.

UNIT II: Development Communication

10

- Development Communication- concept, genesis, characteristics and philosophy

- Types of communication and characteristics of Development Communication
- Approaches to Development Communication
- Models of Development Communication- Dominant Paradigm, Dependency Model, Basic Needs Model, New Paradigm of development, Participatory Framework, Right based approach.

Melkote, S. & Steeves, L. (2013). *Communication for Development in the Third World*. New Delhi: Sage Publications. Chapter 2, 3, 5, 6, 9, Page 40-120, 181-300, 369-407.

Narula, Uma. (1994). *Development Communication*. New Delhi: Har Anand Publications. Chapter 2 & 3, Page 18-93.

UNIT III: Media and Development Communication

15

- Role of Traditional Media in Development Communication
- Community Media: Types, Role in Development Communication, Difference from Mainstream Media
- Role of Radio and Television for development communication
- Cinema's role in promoting social change.
- Scope of ICTs & New Media in development communication.
- Success stories and Innovations in Development Communication

Kumar, K. J. (2000). *Mass communication in India*. New Delhi: Jaico Publishing House.

Melkote, S. & Steeves, L. (2013). *Communication for Development in the Third World*. New Delhi: Sage Publications. Chapter 4 Page 40-120, 181-329, 369-407.

New Delhi: I .K. International Publications. ISBN: 9789380578903. Chapter 1, 2, 5, 6.

Pannu, P. & Azaad, Y. T. (2012). *Communication Technology for Development*.

Section II, V. Page 49-60, 166-360, 384-400, 517-594.

Page 3-19, 41-60.

UNIT IV: Development Journalism

10

- Definition, types of journalism, need for Development journalism
- News reporting: definition of news, ingredients and qualities of news, news value, types of news reports, structure of news reports
- Press theories: Normative: Authoritarian, Libertarian, Social Responsibility, Democratic Participant theory
- Development reporting- roles and responsibilities of a development reporter, ethics in reporting, specialized skills required and issues in development reporting

Kumar, K. J. (2000). *Mass communication in India*. New Delhi: Jaico Publishing House.

Section II, V. Page 61-165.

McQuail, D. (2010). *Mass Communication Theory*. London: Sage Publications. Chapter 7.

Page 161-188.

UNIT V: SBCC and Advocacy

15

- Concept and relevance of SBCC: SBCC and Advocacy
- Approaches to SBCC, types and steps of advocacy
- SBCC- Strategy design and implementation.
- Appraisal of communication action plan for SBCC
- Role of SBCC in promoting health, environmental sustainability, peace and human rights
- Monitoring & Evaluation of SBCC interventions

Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed.

Thousand Oaks, CA: Sage Publications. (K&L). Chapter 8, 204-232.

Pannu, P. & Azaad, Y. T. (2012). *Communication Technology for Development*. New Delhi: I .K. International Publications. ISBN: 9789380578903. Chapter 7. Page 65-80.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Analysis of development indicators - national and international perspectives
- Critical analysis of selected development communication initiatives
- Analysis of media for Development Communication
- Designing media for Development Communication

COMPULSORY READING

- Kumar, K. J. (2000). *Mass communication in India*. New Delhi: Jaico Publishing House.
- Melkote, S. & Steeves, L. (2013). *Communication for Development in the Third World*. New Delhi: Sage Publications.
- Servaes, Jan (2008). *Communication for Development and Social Change*. New Delhi,: Sage Publication

ADDITIONAL RESOURCES

- Ashford, J. B., LeCroy, C. W., & Lortie, K.L. (2010). *Human Behavior in the Social Environment: A Multidimensional Perspective* (4th ed.). Belmont CA: Wadsworth/Thomson Learning.
- Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L)
- McQuail, D. (2010). *Mass Communication Theory*. London: Sage Publications.
- Mefalopulos, Paulo. (2008). *Development Communication Sourcebook- Broadening the boundaries of communication*, The World Bank.
- Murthy, D V R. (2007). *Development Journalism, What Next?* New Delhi : Kanishka Publications.
- Narula, Uma. (1994). *Development Communication*. New Delhi: Har Anand Publications.
- Pannu, P. & Azaad, Y. T. (2012). *Communication Technology for Development*. New Delhi: I .K. International Publications. ISBN: 9789380578903.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Development Journalism, Traditional media, Community media

Facilitating the achievement of Course Learning Objectives

Unit. No	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Understand the concepts of Development and Development indicators	Classroom discussions, presentation , videos on Concept of development, Development goals, Characteristics of developing countries, Indices as a measure of human development, poverty, gender related development, Classification of countries based on development indices	Essay Writing, Mind Mapping
2	Gain insights into the concept of Development Communication, philosophy, theories and approaches	Presentations, discussions and sharing of case studies for understanding the Development Communication- concept, genesis, characteristics and philosophy, Types of communication and characteristics of Development Communication, Approaches to Development Communication, Models of Development Communication- Dominant Paradigm, Dependency Model, Basic Needs Model, New Paradigm of	Group presentations, class test , quiz

		development, Participatory Framework, Right based approach.	
3	Examine the role of various media and nuances of development reporting	Presentations, group discussion on Role of Traditional Media in Development Communication, Community Media: Types, Role in Development Communication, Difference from Mainstream Media, Role of Radio and Television for development communication, Cinema's role in promoting social change, Scope of ICTs & New Media in development communication, Success stories and Innovations in Development Communication, Definition, types of journalism, need for Development journalism, News reporting: definition of news, ingredients and qualities of news, news value, types of news reports, structure of news reports, Press theories: Normative: Authoritarian, Libertarian, Social Responsibility, Democratic Participant theory, Development reporting- roles and responsibilities of a development reporter, ethics in reporting, specialized skills required and issues in development reporting	Assignments, quiz/open book test
4	Understand the process and techniques of SBCC	Interactive Lectures Presentation and Videos on Concept and relevance of SBCC: SBCC and Advocacy, Approaches to SBCC, types and steps of advocacy, SBCC- Strategy design and implementation, Appraisal of communication action plan for SBCC, Role of SBCC in	Assignment, quiz and designing of SBCC campaign template

		promoting health, environmental sustainability, peace and human rights, Monitoring & Evaluation of SBCC interventions	
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***Assessment tasks listed here are indicative and may vary**

**DSE HH 06: EXTENSION FOR DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To enable the students to grasp the concept and philosophy of extension and its role in national development.
- To gain knowledge and application of principles and processes involved in extension program planning and management including community mobilization and stakeholder participation.
- To develop a deep understanding of genesis as well as life cycle of various extension programs at the national level as well as knowledge of the presently operating extension programs in the country.

COURSE LEARNING OUTCOMES

- The students will learn about concept and scope of extension in national development.
- They will develop an understanding of the principles and process involved in programme design and management.
- They will sound knowledge for various development schemes and programs in the country and develop skills for using participatory approaches in programme management.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Extension: Concept and principles

15

- Extension: concept, goals, philosophy, history and scope
 - Types of extension and approaches to Extension
 - Principles of Andragogy
 - Principles of extension
 - Relationship between communication and extension - role of extension in development
- Bhatnagar. O.P &Dahama, O.P. (2009). *Education and Communication for Development 2ed*. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306. Chapter 3- pages19-37; Chapter 6-pages 96-102
- Kumar &Hansra, (1997) *Extension Education for Human Resource Development*. New Delhi: Concept Publishers. Chapter 1- pages 1-13; Chapter 3- pages 49-54; Chapter 6- pages 173-185

UNIT II: Participation, Leadership and Methods of Extension

15

- Stakeholders in development
- People's participation and social mobilization in development, levels of participation
- Participatory Learning and Action –concept, principles, classification of tools and techniques
- Leadership in extension-functions, types of leaders and leadership styles
- Significance of Community organisations, Self-Help Groups and Youth clubs in Extension
- Diffusion of innovation and adoption - concept, theory and application
- Methods of community contact in Extension - classification, characteristics and selection

Bhatnagar. O.P & Dahama, O.P. (2009). *Education and Communication for Development 2ed.* New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306. Chapter-21- pages 327-337

Kumar & Hansra, (1997) *Extension Education for Human Resource Development.* New Delhi: Concept Publishers. Chapter 4 –pages 134-142

UNIT III: Programme Management

15

- Project cycle- goals, objectives, indicators, outputs and outcomes
- Principles of extension program management
- Models of extension program management-overview of models, Sandhu's model, Logic model
- Difference between monitoring and evaluation, participatory monitoring and evaluation

Mikkelsen, Britha, (2002). *Methods for Development Work and Research.* New Delhi: Sage Publications. Chapter 7- pages 263 -320

Sandhu, A S. (2018). *Extension Programme Planning.* New Delhi : Oxford and IBH Publishers. ISBN: 9788120409118. Chapter 1-pages 1-10; Chapters 2 –Chapter 7-pages 13-73

UNIT IV: Development Programmes

15

- Development issues and goals- National and international perspectives, Sustainable Development Goals
- Contemporary National Development programmes (related to education, employment, income, health and nutrition, digitalization, and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes and communication support.

Publications and websites of United Nations, Niti Aayog and various Ministries about development programs

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Analysis of development programmes
- Evaluate strategies used by development agencies for implementation of development programmes
- Develop skills in planning and using individual and small group methods in extension

COMPULSORY READING

- Bhatnagar. O.P & Dahama, O.P. (2009). *Education and Communication for Development 2ed.* New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306
- Ray G.L., (2015), *Extension, Communication and Management*, Paperback book publishing
- Sandhu, A S. (2018). *Extension Programme Planning.* New Delhi : Oxford and IBH Publishers. ISBN: 9788120409118

ADDITIONAL RESOURCES

- Dale R, (2004). *Evaluating Development Programmes and Projects.* New Delhi : Sage Publications
- Kumar & Hansra, (1997) *Extension Education for Human Resource Development.* New Delhi: Concept Publishers.
- Mikkelsen, Britha, (2002). *Methods for Development Work and Research.* New Delhi: Sage Publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, participation, Extension methods, Development Programmes, Sustainable Development

Facilitating the achievement of Course Learning Objectives

S. No.	Learning Outcomes	Teaching and learning activities	Assessment tasks
1.	Learn about concept and scope of extension in national development	Interactive lectures, group discussion, power point presentation on concept and scope of extension.	Group presentations by students followed by Question answer session, Subjective and objective tests, Quiz
2.	Understand the principles and process of extension program design and	Chalk and talk method with detailed diagrams, lectures, discussions, question and answer sessions, conducting	Subjective and objective tests, student's presentations followed by question answer sessions, seminars, quiz

	management	interviews with beneficiaries of various extension programs for the purpose of developing deep insights and critical evaluation of the programs	
3.	Develop skills for using participatory approaches in programme management	Lectures, discussions showing videos of participatory approaches, presentation of case studies	Tests, quiz, presentations

***Assessment tasks listed here are indicative and may vary**

**DSE HH 07: TEXTILE PROCESSING
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To gain knowledge of fundamentals of dyeing and printing on textiles
- To analyze the application of different dyes on various textile substrates
- To study various kinds of finishing processes on textile fabrics

COURSE LEARNING OUTCOMES

- Understand the terminology of dyeing.
- Identify various types of dyes and for dyeing and printing of fabrics.
- Describe methods and styles of printing fabrics.
- Understand concepts of mechanical and chemical finishing of textiles.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Dyeing

22

- Terminology of dyeing
- Classification of dyes
- Chemistry and mode of application of direct, acid, basic, azoic, reactive, sulphur, vat, mordant and disperse dyes
- Principles of colour fastness

Handbook of textile and industrial dyeing, VOL.I: Principles, Processes and types of dyes, Edited by: M.Clark, Woodhead Publishing Limited. Page no. 3-25, 150-182, 207-210

Rastogi D., and Chopra S., (2017) Textile Science, Orient Blackswan, New Delhi. Page no. 201-289

Shenai, V.A. (1987) Chemistry of Dyes and principles of Dyeing ,Vol II, Bombay, India, Sevak Publications. Page no. 175- 563

UNIT II: Printing

24

- Methods of printing
 - Block printing
 - Stencil, screen(flat and rotary) printing
 - Innovative printing methods: etc.
- Styles of printing – direct, discharge, resist, dyed
- Fixation of prints: Ageing, Steaming, Baking,
- Washing of printed goods

Miles L.W.C.(1994), *Textile Printing*, 2nd edition, England, Society of Dyers and Colourists.
Page no. 1-18, 20-43, 275-296

UNIT III: Finishing

14

- Classification of finishes
- Preparatory finishes
- Finishes affecting appearance and texture
- Finishes for enhancing special characteristics

Rastogi D., and Chopra S., (2017) *Textile Science*, Orient Blackswan, New Delhi. Page no. 3-25, 150-182, 207-210

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Dyeing
 - ❖ On cotton using direct, reactive, azo and vat
 - ❖ On wool and silk using acid, basic and reactive
 - ❖ On acrylic using basic dyes
- Printing with blocks and screens
 - ❖ Direct Printing- Pigment colours
 - ❖ Discharge printing- Direct dyes
 - ❖ Resist Printing-Azo dyes
- Colour fastness of dyed fabrics
 - ❖ Wash fastness
 - ❖ Crock/Rub fastness
 - ❖ Perspiration fastness

COMPULSORY READING

- Handbook of textile and industrial dyeing, VOL.I: Principles, Processes and types of dyes, Edited by: M.Clark, Woodhead Publishing Limited.
- Miles L.W.C.(1994), *Textile Printing*, 2nd edition, England, Society of Dyers and Colourists
- Rastogi D., and Chopra S., (2017) *Textile Science*, Orient Blackswan, New Delhi
- Shenai, V.A. (1987) *Chemistry of Dyes and principles of Dyeing*, Vol II, Bombay, India, Sevak Publications.

ADDITIONAL RESOURCES

- Joyce Storey – 1972-1992, *The Thames and Hudson manual of Textile printing*
- Shenai V.A., (1976) *Technology of Textile Processing*, Vol. V, Sewak Publishers, Delhi.

TEACHING LEARNING PROCESS

Lectures, Handouts, Power point presentations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Dyeing, Block printing, Colour Fastness, Reactive dye, Ageing, Steaming, Baking, Resist Printing

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
	Students will have gained knowledge of dyeing, its methods, mechanism, classification of dyes, Chemistry and mode of application of different dye classes and Principles of colour fastness.	Practical example based discussion on dyeing mechanism, classes of dyes and fastness properties of dyes.	Multiple choice Quiz
	Students will have acquired in-depth knowledge of Methods and Styles of printing, fixation of printed goods and after wash.	Theory classes on various methods and styles of printing, after treatments and fixation methods.	Multiple choice Quiz and short note writing class test

	<p>Students will be acquainted with finishes applicable of textile goods, classes of finishes, Finishes affecting appearance and texture</p> <p>Finishes for enhancing special characteristics</p>	<p>Practical example based theory classes on finishes, and their effect on textile goods.</p>	<p>Multiple choice questions, practical based assessment on application and efficacy of the finish applied by the student.</p>
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* Assessment tasks listed here are indicative and may vary

DSE HH 08: INDIAN TEXTILE HERITAGE (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To create awareness and foster appreciation of the country's rich textile heritage
- To impart knowledge of fundamentals of textile conservation and storage
- To acquaint students about the khadi, handloom and handicrafts sectors and measures taken by various organisations for their sustenance

COURSE LEARNING OUTCOMES

- Recognise and Identify embroidered fabrics of different states in terms of stitches and designs
- Explain construction and design of selected traditional woven fabrics
- Describe our heritage of varied dyed, painted and printed fabrics
- Classify conservation techniques and recognise signs of deterioration of textiles
- Carry out care and conservation of traditional textiles
- Provide an insight into the evolution and socio-economic significance of *khadi*, handloom and handicraft sectors
- Discuss sustenance of traditional textile crafts and interventions by organisations
- Analyse the textile arts in their historical perspective, the impact of modernisation and their contemporary status

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours and products **42**

- Woven Textiles-Banaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries

- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajrakh printing of Gujarat
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, TeliaRumal of Andhra Pradesh

Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi, Chapter 1-6, 8 & 9

Desai Chelna, 1988, Ikats Textiles of India, Chronicle Books, India

UNIT II: Conservation of Traditional Textiles 8

- Types of Conservation – Preventive and Curative
- Factors influencing degradation of textiles
- Care and storage techniques

Agarwal, O.P., (1977), Care and Presentation of Museum projects – II, NRL

Grundy & Northedge, (1998) *Standards in the Museum Care of Costume and Textile Collections*, Museums & Galleries Collection, Spin Offset Limited, Chapter 7-14, pg 35-54

UNIT III: Status of Traditional Textiles in Modern India 10

- Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector
- Sustenance of traditional textile crafts
- Interventions by organizations

Annual Report, (2002-2003), Handloom Industry, Ministry of textiles, Chapter 5, pg 1-20

Chattopadhyaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi, pg 29-74.

Evaluation study on khadi and village industries programme, (2001) Programme evaluation organization planning commission government of India, New Delhi. Chapter 1 & 2, pg 1-9

Mausumi Kar, (2015), The Indian Textile and Clothing Industry An Economic Analysis, Springer New Delhi Heidelberg New York Dordrecht London, Chapter 1 & 2, pg 12-33

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

1. Tie & dye using various techniques on cellulosic and protein fibers

- Batik on cotton
- Block printing: pigment

Crill, R., 2015, The Fabric of India, Victoria and Albert Museum, UK

2. Embroidery stitches of traditional embroideries

Pandit Savitri, 1951, Indian Embroidery- Its Variegated Charm, Pandit Publisher, Baroda
Embroidery tutorials, video links of woven textiles and slide share

3. Portfolio development-Traditional textile crafts

- Woven
- Painted/printed

- Embroideries

Barnard, N., Gillow, J., 1993, Indian Textiles, Thames and Hudson, USA

5. Product development

Craft Documentaries on Youtube

6. Visit to craft centers: Craft Documentation Report on any one craft

COMPULSORY READING

- Agarwal, O.P., 1977, *Care and Presentation of Museum projects – II*, NRL
- Chattopadhyaya, K.D., 1995, *Handicrafts of India*, Wiley Eastern Limited, N Delhi
- Das, Shukla, 1992, *Fabric Art- Heritage of India*, Abhinav Publications, N Delhi

ADDITIONAL RESOURCES

- Chelna Desai, 1988, *Ikats Textiles of india*, Chronicle Books, India
- Craft Documentaries on Youtube
- Pandit Savitri, 1951, *Indian Embroidery- Its variegated charm*, Pandit Publisher, Baroda

TEACHING LEARNING PROCESS

- Lectures, power point presentations and documentary videos
- Field trips for experiential learning
- Practicals for skill development

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Fabric and Apparel Science, Heritage textiles, Craftsmen, Traditional embroideries, Woven textiles of India, Kalamkari, Dabu, Ajrakh, Conservation, Storage, Handloom, Khadi, Handicraft

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcome	Teaching and learning activities	Assessment tasks
1.	Students will recognise and identify embroidered fabrics of	Interactive lectures on etymology, origin, raw material, embroidery stitches and workmanship, design,	Assignment in the form of MCQs and short answer type

	different states in terms of construction and designs	colour, traditional articles made with embroideries of different states with help of power point, photographs, samples and demonstration.	questions
	Students will be able to explain history, construction and design of selected traditional woven fabrics	Theory classes on etymology, origin, manufacturing techniques, colour, design and layouts used in traditional woven fabrics with the help of power point presentations, videos, sample fabrics, visual aids.	Quiz and MCQs
	Students will describe our heritage of varied dyed, painted and printed fabrics	Theory classes on etymology, origin, raw material, manufacturing techniques, colour and patterning of select dyed, painted and printed fabrics with the help of power point presentations, videos, sample fabrics, photographs. Visit to Crafts Museum.	Test in form of definitions, short answer type questions
2.	Students will classify conservation techniques and recognise signs of deterioration of textile	Theory classes on classification of conservation techniques and factors causing deterioration of textiles with the help of power point and visual aids.	Quiz and short answer type questions
	Students will be able to carry out care and conservation of traditional textiles	Interactive lectures on care and conservation techniques using power point, demonstrations, samples, and visit to museum.	Project on cleaning
3.	Students will be able to provide an insight into the evolution and socio-economic significance of khadi, handloom and handicraft sectors	Interactive lectures on khadi and handloom industry with help of power point presentations, videos. Group discussion on socio-economic significance of Khadi, handloom and handicraft sectors	Quiz and short answer type questions
	Students will be able to discuss sustenance of traditional textile crafts	Interactive lectures and discussion on interventions by organisations for sustenance of textile crafts.	Presentation by students

	and interventions by organizations		
	Students will be able to analyse the textile arts in their historical perspective, the impact of modernisation and their contemporary status	Detailed discussions on impact of modernisation and contemporary status of textile crafts	Assignment in form of short answer type questions

* Assessment tasks listed here are indicative and may vary

**DSE HH 09: ENTREPRENEURSHIP DEVELOPMENT AND ENTERPRISE
MANAGEMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the meaning and concept of entrepreneurship and its ecosystem
- To sensitize and orient students towards identifying entrepreneurial opportunities and market potential
- To impart knowledge for setting up an enterprise and its management

COURSE LEARNING OUTCOMES

- Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India.
- Appreciate the role of entrepreneurial motivation and creativity in innovation.
- Develop skills in project identification, formulation and appraisal.
- Gain insight into setting up of an enterprise and its management.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Entrepreneurship Development:

- Entrepreneurship- concept, significance, stages, growth process, entrepreneurship development in India, entrepreneurship education model, barriers 20
- Entrepreneur- characteristics, competencies, types, styles, gender issues, role demands and challenges
- Entrepreneurial Ecosystem: Domains (accessible markets, availability of finance, conducive culture, quality human capital, progressive policy framework, and a range of institutional support)
- Creativity and Innovation
- Entrepreneurial Motivation

Coulter Mary K,2008,Entreprenrshup in Action, 2nd Edition, Pearson Publications, New Delhi. Ch-1(3-37), Ch-2(40-78)

Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company, New Delhi. Ch-1(3-19), Ch-2(21-37), Ch-3(39-56),Ch-4(59-73),Ch-5(75-85),Ch-6(87-95),Ch-7(99-120)

UNIT II: Enterprise Planning and Launching:

- Types of enterprises, classification based on capital, product, location, ownership pattern and process **20**
 - Project Identification: Idea generation, sensing business opportunities, feasibility study
 - Project Formulation: Project report & its components, writing a business proposal
 - Project Appraisal: Technical, marketing, financial, legal and environmental
- Coulter Mary K,2008,Entreprenrshup in Action, 2nd Edition, Pearson Publications, New Delhi. Ch-3(85-114), Ch-4(126-156),Ch-5(160-177),Ch-6(196-220),Ch-7(236-263), Ch-8(284-310)
- Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company, New Delhi. Ch- 8(123-150), Ch-9(153-163), Ch-13(241-272), Ch-14(275-310)

UNIT III: Enterprise Management (with specific reference to start ups and micro enterprises):

- Production Management - Organizing production; input-output cycle - ensuring quality **20**
 - Marketing Management- Understanding markets and marketing: types, functions & marketing mix
 - Financial Management –Concept, types and sources of finance, financial ratios & projections
 - Human resource management – Concept, significance, practices, challenges
 - Network analysis
 - Business ethics
- Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company, New Delhi. Ch-11(187-220), Ch-12(225-238), Ch-14(275-310), Ch-15(315-327)

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- SWOC analysis of successful entrepreneurs and enterprises through case profiling.
- Achievement Motivation lab-Development of entrepreneurial competencies.
- Survey of an institution facilitating entrepreneurship development in India.

- Calculations of financial Indices.
- Design and development of marketing mix for a business venture.
- Preparation and appraisal of a business plan.

COMPULSORY READING

- Chhabra T. N. (2015). *Entrepreneurship Development*. New Delhi: Sun India.
- Charantimath, P. M. (2018). *Entrepreneurship Development and Small Business Enterprises*. Pearson Publications.
- Desai V. (2011). *The Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House.

ADDITIONAL RESOURCES

- Gundry L, K. & Kickul J. R. (2007). *Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention*. SAGE Publications, Inc.
- Taneja & Gupta. (2001). *Entrepreneur Development- New Venture Creation*. New Delhi: Galgotia Publishing Company.

TEACHING LEARNING PROCESS

- Lecture method
- Power point presentations
- Experiential learning through case studies & demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Entrepreneurship Development
- Entrepreneurs

Facilitating achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching & learning activities	Assessment tasks
I	Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India. Appreciate role of	Interactive Lecture on the basic concepts of entrepreneurship, entrepreneurs their	Discussion, Class test

	entrepreneurial motivation and creativity in innovation.	barriers & challenges, entrepreneurial motivation, concept of creativity and innovation, Detailed discussion on various entrepreneurs and their characteristics	
II	Understand and develop skills in project identification, formulation and appraisal.	Theory classes on concepts of enterprise planning and launching, classification of enterprises, detailed discussion on various startups and stories	Discussion, MCQs & students quiz about the topics covered
III	Gain insight into setting up of an enterprise and its management.	Interactive lecture on enterprise management, marketing mix, networking	Class tests, quiz in the class

***Assessment tasks listed here are indicative and may vary**

DSE HH 10: INTERIOR DESIGN AND DECORATION (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To provide opportunities to students for integrating the theoretical and practical aspects of interior designing.
- To encourage creativity, innovation and exploratory thinking.
- To develop skill in the use of Computer - Aided - Design softwares.

COURSE LEARNING OUTCOMES

- Comprehend the nuances of design with focus on interior.
- Understand elements and principles of design and their applications.
- Identify the different component of interior.
- Gain skill in designing residential spaces.
- Critical analysis of different materials and furniture used in interiors.
- Appreciate the history and contemporary trends in interior design.
- Network with professional in the field of design industry.

- Recognise the scope of interior design in the professional arena.

THEORY **CONTENT** **DURATION: 60 HRS (Credits 4)**

UNIT I: Design Fundamentals **20**

- Concept of design
- Elements and principles of design with respect to interiors
- Colour and its application
- Dimensions of colour
- Importance of colour and its role in creation of design
- Colour theories and schemes
- Principles of Design as applied to colour use
- Colour trends / forecasting
- Light and its application
- Sources of light
- Types of lighting fixtures
- Lighting requirement for residential areas

Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 1

Premavathy and Pannu (2005). *Interior Design and Decoratio*. Chapter 1, 2,3,4

UNIT II: Components of Interior Design **22**

- Walls – finishes and wall panels
- Ceiling/ roof – types and finishes
- Floor– types of floor coverings and factors for selection
- Furniture – types, construction, selection and purchase, arrangement, care and maintenance
- Furnishings – selection, care and maintenance of fabrics used for soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
- Accessories – uses, classification, design, selection and arrangement.

Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 3,6,7,8,11

Rao, M.P.(2016), *Interior Design: Principles and Practice* , Delhi: Lomus offset press. Chapter 7, 8, 11

UNIT III: Historical Perspectives and Contemporary Trends **18**

- History of Interior design
- Architectural styles – Vernacular, Renaissance, etc.
- Contemporary trends in interior design – biomimicry, biophilic design, etc

Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 9 ,12

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Drawing
- Freehand drawing
- Computer-Aided Drawing
- Lettering
- Rendering for different surfaces such as trees, brick, grass, water, wood, stone, earth, concrete using Water Colours & Pencil Colours
- Composition of Drawing & Design Drawing
- Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Colour - Colour Wheel, Dimension & Harmonies of Colour.
- Floor plans with rendering (Theme based- Manual/Computer aided)
- Elevation plans with rendering (Manual/Computer aided)
- Furniture & furnishing plans of specific areas
- Colour Plan of specific area.
- Preparation of portfolio on the following topics:
- Wall coverings & decorations (pictures, etc)
- Floor coverings & decorations
- Window & door treatments
- Lighting systems
- Artifacts (sculptures, ceramics/terracotta, handicrafts, flower arrangements, etc.)
- Fittings and fixtures
- Wood and its substitutes.

COMPULSORY READING

- Premavathy and Pannu (2005). Interior Design and Decoration.
- Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company.
- Rao, M.P.(2016), Interior Design: Principles and Practice , Delhi: Lomus offset press.

ADDITIONAL RESOURCES

- Dodsworth, Simon. (2009). *The Fundamentals of Interior Design*. AVA Academia.
- Riley & Bayern (2003). *The Elements of Design*. Mitchell Beazley
- Tomriz Tangaz (2018). *Interior Design Course*. Thames & Hudson Ltd.

TEACHING LEARNING PROCESS

- Lectures supported by group tutorial work.
- Hands - on - training using Auto-Cad software
- Project Work
- Power -point Presentations
- Field Visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key

- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Interior Design and Decoration, AutoCAD Plans, 2d-Drawings, Elements of Design, Principles of Design, History of Interior Design, Vernacular Design, Sustainable Design, Biomimicry, Biophilic Designs

Facilitating achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning Activities	Assessment tasks
I	Comprehend the nuances of design with focus on interior	Theory classes on objectives and different types of design	Assignment on structural and decorative design, Critical analysis of designs of common objects present in the classroom - Discussion.
II	Identify the different component of interior	Theory classes on different components of interiors with special emphasis on need, impact and synchronization	Furniture & furnishing plans of specific areas
I	Understand elements and principles of design and their applications	Practical example based teaching.. Power point presentation on elements and principles	Project on elements and principles of design
II	Critical analysis of different materials and furniture used in interiors	Discussion on different materials and their characteristics, Display of common materials	Market survey
III	Appreciate the history and contemporary trends	Power point presentation on history and trends	Preparation of portfolio on trends in furniture

	in interior design		
I & II	Gain skill in designing residential spaces	Discussion on scales and principles of design	Designing house plans
I & II	Network with professional in the field of design industry	Lectures by eminent designers and visits to exhibitions and showrooms	Field visits reports
I, II & III	Recognize the scope of interior design in the professional arena.	Visits to offices and workplaces of eminent interior designers. Visits to sites designed by the interior designers	Reports

***Assessment tasks listed here are indicative and may vary**

**DSE HH 11: THERAPEUTIC NUTRITION
(CREDITS: THEORY- 4, PRACTICAL- 2)**

COURSE OBJECTIVES

- To understand the principles of Nutrition Care.
- To develop the ability to modify normal diets for therapeutic purposes.
- To understand the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.
- To imbibe the skill to plan, prepare and serve therapeutically modified diets for some diseases/ disorders.

COURSE LEARNING OUTCOMES

- A basic Understanding of the principles of Nutrition Care. An ability to modify the normal diet for therapeutic purposes.
- An understanding of the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.
- The skill to plan, prepare and serve therapeutically modified diets for some diseases/ disorders.

THEORY**CONTENT****DURATION: 60 HRS (Credits 4)****UNIT I: Principles of Nutrition Care****6**

- Nutrition Care Process
- Therapeutic adaptations of a Normal Diet
- Progressive Diets: Clear fluid, Full fluid, soft and regular

Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Chapter:10 – 11, pg 159-164, 165-180.

Mahan, L.K. & Escott Stump, S. (2013). Krause's Food & Nutrition Therapy, 13th ed. Saunders Elsevier, Chapter 10, 30, pg 159-172, 604-612

UNIT II: Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of Infection and Fevers**10**

- Typhoid
- Tuberculosis
- HIV
- Malaria/Dengue/Chikungunia

Joshi, S.A. (2015). Nutrition and Dietetics, 4th ed. Mc Graw Hill education. Chapter:14,15 pg 388-395,396-409.

Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Chapter:12, pg181-199.

Mahan, L.K. & Escott Stump, S. (2013). Krause's Food & Nutrition Therapy, 13th ed. Saunders Elsevier, Chapter 37, pg,757- 773

WHO information on Dengue/ Chikungunia/ Malaria

https://www.who.int/denguecontrol/arbo-viral/other_arboviral_chikungunya/en/

<https://www.who.int/news-room/fact-sheets/detail/malaria>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2675814/>

UNIT III: Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of the following**18**

- G I Tract disorders o Diarrhea
- Constipation
- Lactose Intolerance
- Celiac disease
- Peptic ulcers
- Cholelithiasis
- Liver- Infective Hepatitis

Joshi, S.A. (2015). Nutrition and Dietetics, 4th ed. Mc Graw Hill education. Chapters 12,13, pg 358-374, 375-387.

Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Chapters 14, 15, pg 220-254, 255-276.

UNIT IV: Etiology, pathophysiology, metabolic changes, clinical features and nutritional management of the following **10**

- Weight imbalances – Overweight and obesity, underweight
- Eating disorders – Anorexia nervosa, Bulimia nervosa, EDNOS

Joshi, S.A. (2015). Nutrition and Dietetics, 4th ed. Mc Graw Hill education, Chapter 8, pg256-275.

Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Chapter 13, pg 200-219.

Mahan, L.K. & Escott Stump, S. (2013). Krause's Food & Nutrition Therapy, 13th ed. Saunders Elsevier, Chapter 22, pg 407-413.

UNIT V: Etiology, patho-physiology, metabolic changes, clinical features, diagnosis and nutritional management of the following **12**

- Type 1 and Type 2 Diabetes Mellitus
- Metabolic Syndrome
- Hypertension and coronary heart disease

Joshi, S.A. (2015). Nutrition and Dietetics, 4th ed. Mc Graw Hill education. Chapter:14,15 pg 388-395,396-409.

Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Chapter:12, pg181-199.

Mahan, L.K. & Escott Stump, S. (2013). Krause's Food & Nutrition Therapy, 13th ed. Saunders Elsevier, Chapter 37, pg,757- 773

UNIT VI: Etiology, patho-physiology, clinical features, diagnosis and nutritional management of the following: **4**

- Food allergy and food intolerance

Joshi, S.A. (2015). Nutrition and Dietetics, 4th ed. Mc Graw Hill education. Chapter:14,15 pg 388-395,396-409.

Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd. Chapter:12, pg181-199.

Mahan, L.K. & Escott Stump, S. (2013). Krause's Food & Nutrition Therapy, 13th ed. Saunders Elsevier, Chapter 37, pg,757- 773

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

Planning, preparation and service of diets for the following:

- Therapeutic modifications of diets: Normal, soft, clear- and full- fluid
- Fevers: acute and chronic
- Diarrhea
- Obesity
- Type 2 Diabetes
- Hypertension and CHD References

COMPULSORY READING

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2675814/>

- https://www.who.int/denguecontrol/arbo-viral/other_arboviral_chikungunya/en/
- <https://www.who.int/news-room/fact-sheets/detail/malaria>
- Joshi, S.A. (2015). *Nutrition and Dietetics*, 4th ed. Mc Graw Hill education
- Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd.
- WHO information on Dengue/ Chikungunia/ Malaria /Metabolic syndrome

ADDITIONAL RESOURCES

- Bagchi, D. & Nair, S. (2018). *Nutritional and Therapeutic Interventions for Diabetes and Metabolic Syndrome*, 2nd ed. Academic Press. eBook ISBN: 9780128120088/ Paperback ISBN: 9780128120194.
- Mahan, L.K. & Escott Stump, S. (2013). *Krause's Food & Nutrition Therapy*, 13th ed. Saunders Elsevier

TEACHING LEARNING PROCESS

- Classroom teaching for theory periods
- Lectures and Power-point presentations will be the main method of transaction
- Special lectures/ visits/ interactions with professionals will be undertaken
- Classroom quiz sessions for revision
- For practical, laboratory work for planning, preparation and serving of food products, will be undertaken
- Extension activities will be encouraged for application oriented learning
- Any other method may be added, as per university norms and discretion of the teaching faculty

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Food and Nutrition
- Therapeutic Diets
- Dietary management in diseases
- Nutritional management of disease conditions
- Nutrition care
- Nutritional management

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	<ul style="list-style-type: none"> ● Students will gain knowledge of the basics of the Nutrition Care Process- its principles, steps involved and role of the dietitian. ● Students will learn in-depth, regarding modifications of diets based on therapeutic principles 	<ul style="list-style-type: none"> ● Classroom teaching for theory periods ● Lectures and PowerPoint presentations ● Visit to the hospital ● Discussions/ sharing of experience on various aspects of patient-care, perceptions of students as attendants for their family's hospitalization (if any) 	<ul style="list-style-type: none"> ● Unit will be added to syllabus for Class test ● Informal assessment via- Quiz for revision
2	<ul style="list-style-type: none"> ● Students will study the etiology, metabolic changes and clinical features of Infection and Fevers :Typhoid, Tuberculosis, HIV, Malaria/ dengue/ Chikungunia ● Students will learn in-depth, the nutritional management and principles of making appropriate dietary modifications for these diseases. 	<ul style="list-style-type: none"> ● Classroom teaching for theory periods ● Lectures and presentations ● Special lectures/ visits to specific wards/ interactions with professionals dealing with infectious disorders will be undertaken ● Any other method may be added, as per university norms and discretion of the teaching faculty 	<ul style="list-style-type: none"> ● Unit will be added to syllabus for Class test ● Informal assessment via- Quiz for revision
3.	<ul style="list-style-type: none"> ● Students will study the etiology, metabolic changes and clinical features of G I Tract disorders: Diarrhea, Constipation, Lactose Intolerance, Celiac disease, Peptic ulcers, Cholelithiasis and Infective Hepatitis ● Students will learn in-depth, the nutritional management and 	<ul style="list-style-type: none"> ● Classroom teaching for theory periods ● Lectures and presentations ● Special lectures/ visits to specific wards/ interactions with professionals dealing with GIT disorders will be undertaken ● Any other method may be added, as per university norms and 	<ul style="list-style-type: none"> ● Unit may be added to syllabus for Class test – as per syllabus covered ● Informal assessment via - Quiz for revision

	principles of making appropriate dietary modifications for these diseases.	discretion of the teaching faculty	
4	<ul style="list-style-type: none"> Students will study the etiology, metabolic changes and clinical features of Weight imbalances – Overweight and obesity, underweight and Eating disorders – Anorexia nervosa, Bulimia nervosa, EDNOS Students will learn in-depth, the nutritional management and principles of making appropriate dietary modifications for these diseases. 	<ul style="list-style-type: none"> Classroom teaching for theory periods Lectures and presentations Special lectures/ visits to specific wards/ interactions with professionals dealing with weight imbalances will be undertaken 	This unit may be allotted for essay writing for assignment 2.
5.	<ul style="list-style-type: none"> Students will study the etiology, metabolic changes and clinical features of Type 1 and Type 2 Diabetes Mellitus, Metabolic Syndrome, Hypertension and coronary heart disease The Diagnostic criteria for these NCDs will be taught with cut-offs given by standard international bodies 	<ul style="list-style-type: none"> Classroom teaching for theory periods Lectures and presentations Special lectures/ visits to specific wards/ interactions with professionals dealing with the mentioned NCDs will be undertaken Extension activities will be encouraged for application oriented learning Any other method may be added, as per university norms and discretion of the teaching faculty 	<ul style="list-style-type: none"> This unit may also be allotted for essay writing for assignment 2. Participation and Report on the extension activity will be assessed
6.	<ul style="list-style-type: none"> Students will study the etiology, metabolic changes and clinical features of Food allergy and food intolerance 	<ul style="list-style-type: none"> Classroom teaching Lectures and presentations Special lectures/ visits to specific wards/ 	<ul style="list-style-type: none"> This unit may be allotted for essay writing for assignment

	<ul style="list-style-type: none"> • The differences between these two disorders and the diagnostic criteria will be taught • Students will learn how to provide dietary management for these two disorders 	<p>interactions with professionals dealing with food allergy/intolerance will be undertaken</p> <ul style="list-style-type: none"> • Any other method may be added, as per university norms and discretion of the teaching faculty 	
	<p>Practicals: Students will apply principles learnt in theory, to plan diets for the above mentioned diseases in a practical manual. Using this method, students will imbibe the skill of making therapeutic dietary plans.</p>	<ul style="list-style-type: none"> • Planning of diets will be undertaken based on theory interactions and principles of application. • Laboratory work will be undertaken for preparation and serving of food products. 	Continuous evaluation for each diet plan and food product prepared.

* Assessment tasks listed here are indicative and may vary

DSE HH 12: PUBLIC NUTRITION (CREDITS: THEORY- 4, PRACTICAL- 2)

COURSE OBJECTIVES

- Give an overview of the nutritional problems affecting the community.
- Familiarize students with the methods of nutritional assessment.
- Make the students conversant with various aspects of nutrition education and promotion.
- Create awareness regarding policy and intervention programmes operating in India to overcome malnutrition.

COURSE LEARNING OUTCOMES

- Understand the multi-faceted nature of problems in public nutrition.
- Gain knowledge about techniques of assessment of nutritional status especially at the community level.
- Be aware of the various aspects of nutrition education and promotion.
- Be familiar with the policy and intervention programmes operating in India to overcome malnutrition.

UNIT I: Concept and scope of public nutrition**5**

- Definition and multidisciplinary nature of public nutrition
- Concept and scope
- Role of public nutritionist

Wadhwa A. and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi, Chapter 1.1, pg 3 – 16.

UNIT II: Nutritional problems, their implications and related nutrition programmes**22**

Etiology, prevalence, clinical features and preventive strategies of-

- Protein energy malnutrition, nutritional anaemias, vitamin A deficiency, iodine deficiency disorders
- Obesity, coronary heart disease, diabetes
- Fluorosis

National Nutrition Policy and Programmes - Integrated Child Development Services (ICDS) Scheme, Mid day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 17, 18, 19, 20, pg 267 – 329, Chapter 22, 23, pg 359 – 393, Chapter 29, pg 491 – 499, Chapter 31, pg 517 – 522, Chapter 32, pg 537 – 548.

Wadhwa A. and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi, Chapter 7.2, pg 301 – 320.

UNIT III: Assessment of nutritional status**18**

- Objectives and importance
- Methods of assessment : Clinical signs, Nutritional anthropometry, Biochemical tests, Biophysical tests, Diet surveys, Vital statistics

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 8, 9, 10, pg 121 – 163.

Wadhwa A. and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi, Chapter 5.1, pg 165 – 190.

UNIT IV: Nutrition Education**15**

- Objectives, principles and scope of nutrition and health education and promotion
- Behaviour Change Communication : concept and process

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 34, pg 563 – 575,

Wadhwa A. and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi, Chapter 6.2, pg 261 – 275.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Planning of low cost nutritious recipes for infants, preschoolers, pregnant/nursing mothers for nutrition education.
- Assessment of nutritional status:
 - Anthropometry – weight and height measurements
 - Plotting and interpretation of growth charts for children below 5 years
 - Identification of clinical signs of common nutritional disorders
 - Dietary assessment – FFQ and 24 hour diet recall and diet diversity
- Preparation of a communication aid for nutrition promotion.
- Planning and conducting a food demonstration.
- Visit to an ongoing nutrition and health promotion programme.

COMPULSORY READING

- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). *Indian Food Composition Tables*. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Wadhwa A. and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi.

ADDITIONAL RESOURCES

- Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004). *Public Health Nutrition*, NS Blackwell Publishing.
- Park K (2017) *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarsidas Bhanot Publishers, Jabalpur, India.
- Vir, S.C. (2011). *Public health nutrition in developing countries Part 1*. Woodhead Publishing India limited.
- Vir, S.C. (2011). *Public Health Nutrition in Developing Countries. Part 2*. Woodhead Publishing India.

TEACHING LEARNING PROCESS

- Class Discussions/ Demonstrations
- Power point presentations
- Class activities/ assignments
- Field visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Public Nutrition
- Nutritional Problems
- Nutritional status assessment
- Nutrition education

Facilitating the achievement of course learning outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
I and II	Students will understand the multi-faceted nature of problems in public nutrition	Class Discussions, Power point presentations, Class activities on - concept and scope of Public Nutrition; and etiology, prevalence, clinical features and preventive strategies of nutritional problems (Example: Slide show on clinical signs of nutritional deficiencies and excesses)	Class assessment methods like assignments and quiz as per University norms
III.	Students will gain knowledge about techniques of assessment of nutritional status especially at the community level	Class Discussions, Demonstrations, Power point presentations, Class activities on objectives, importance and methods of nutritional status assessment (Example: Video spots on assessment methods)	Class assessment methods like assignments and quiz as per University norms
IV.	Students will be aware of the various aspects of nutrition	Class Discussions, Demonstrations, Power point presentations, Class	Class assessment methods like assignments and quiz

	education and promotion.	activities on -objectives, principles and scope of nutrition and health education and promotion; and concept and process of Behaviour Change Communication (Example: Identification of themes & key messages for nutrition promotion among different population groups)	as per University norms
II.	Students will be familiar with the policy and intervention programmes operating in India to overcome malnutrition.	Class Discussions, Power point presentations, Class activities on National Nutrition Policy and Programmes (Example: Identification of key areas of action for nutrition promotion supported by government and other agencies)	Class assessment methods like assignments and quiz as per University norms

* Assessment tasks listed here are indicative and may vary

DSE HH 13: CHILD RIGHTS AND GENDER JUSTICE (CREDITS: THEORY- 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To understand rights of children in Indian context
- To have the ability to identify contexts and needs of community for rights based interventions
- To study the position of men and women in society and understand it in terms of cultural reality, social construction and popular culture.

COURSE LEARNING OUTCOMES

- The student will develop an understanding of rights of children in the Indian context.
- The student will demonstrate the ability to identify contexts and needs of individual and communities for gender sensitization and rights based interventions.

- The student will be able to identify and use approaches for gender empowerment and creating right based awareness in the everyday context.

THEORY **CONTENT** **DURATION: 60 HRS (Credits 4)**

UNIT I: Introduction to Child Rights **15**

- Child rights: concept
- Demographic profile of Indian children
- Disadvantages, deprivation and social exclusion with reference to children
- Child Rights in other countries and UNCRC
- Laws, policies and programmes for children in India
- Role of individual families , NGOs and state in ensuring rights of children

Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer, Chapter 1, pg 1-23, Chapter 2, pg 25-43

UNIT II: Children in need of care and protection **15**

- Vulnerable groups : causes and consequences
- Street , homeless, institutionalized and working children
- Child abuse
- Child trafficking
- Children in conflict with law
- Children living with chronic illness, HIV

Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer, Chapter 4, pg77-87, Chapter 5,pg 101-130, Chapter 6, pg 157-163 Chapter 7, pg 165-179

UNIT III: Social construction of gender and Indian society **30**

- Sex and Gender , Masculinity and Femininity , biological and cultural determinants
- Socialization for gender : gender roles, stereotypes and identity
- Patriarchy and social institutions
- Being male and female in Indian society – social traditions and contemporary issues
- Gender in the workplace and in public spaces
- Exploring the issues of violence against females
- Contemporary influences : media and popular culture

Bhasin, K. (2014). *Feminism and its Relevance in South Asia*. New Delhi: Raj Press. pg 1-40

Bhasin, K. (2014). *Understanding Gender*. New Delhi: Raj Press. pg 1-86

Bhasin, K. (2014). *What is Patriarchy?* New Delhi: Raj Press. pg 1-40

Bhasin, K. (2017). *Exploring Masculinity*. New Delhi: Raj Press. pg 1-60

COMPULSORY READING

- Agarwal, A., & Rao, B.V. (2007). *Education of Disabled Children*. New Delhi: Eastern Book Corporation.
- Bajpai, A. (2006). *Child Rights in India: Law, Policy and Practice*. Oxford University
- Bhasin, K. (2014). *Feminism and its Relevance in South Asia*. New Delhi: Raj Press.
- Bhasin, K. (2017). *Exploring Masculinity*. New Delhi: Raj Press.

- Bhasin, K. (2017). *Understanding Gender*. New Delhi: Raj Press.
- Bhasin, K. (2017). *What is Patriarchy?* New Delhi: Raj Press.
- Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.Press.
- Saikia, N. (2008). *Indian Women: A socio- legal perspective*. New Delhi: Serials Publication.

ADDITIONAL RESOURCES

- Agnes, F. (1999). *Law and Gender Inequality: The Policies of Women's Rights in India*. Oxford University Press.
- Kishwar, M. (1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: Oxford University Press.
- Satyarthi, K. and Zutshi, B. (Ed) (2006). *Globalization, Development and Child rights*. New Delhi: Shipra Publications.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Visits to organizations working in the area of Child Rights and Gender to understand their objectives, programmes and experience.
- Workshops on relevant issues like Gender, domestic violence, gendering of public spaces.
- Understanding child rights and gender issues in diverse social groups through field visits and interactions
- Media portrayals of women and children.

REFERENCES

1. Films / Documentaries

- Traffic Signal
- Unlimited girls
- Dor
- Salaam Bombay

2. Television/ Media

- **Ammu and Aman (Child Rights)**

<https://www.youtube.com/watch?v=843luSEd29M>

https://www.youtube.com/watch?v=8kd0uM_aI2s

<https://www.youtube.com/watch?v=veo2kIo2LFk>

https://www.youtube.com/watch?v=Ac1VPnvrp_A

<https://www.youtube.com/watch?v=ooSZZ705Cn4>

- **Satyamev Jayate**

<https://www.youtube.com/watch?v=u1vASMBEEQc>

<https://www.youtube.com/watch?v=pxa7GBVetZA>
https://www.youtube.com/watch?v=nUvM4XjT_vk
<https://www.youtube.com/watch?v=vuo4wbREE4U>
<https://www.youtube.com/watch?v=o8dgY8aqGnA>
<https://www.youtube.com/watch?v=mppbfS9ropg>
<https://www.youtube.com/watch?v=ZYj5r0viZ38>

- **Ted Talk**

https://www.youtube.com/watch?v=1_2gl7lz25E
<https://www.youtube.com/watch?v=uKpHtbP8OUI>
<https://www.youtube.com/watch?v=IaBJFSAxVgY>
<https://www.youtube.com/watch?v=Uy8yLaoWybk>
<https://www.youtube.com/watch?v=M74FoRd-0o>
<https://www.youtube.com/watch?v=6oOevLDtPJo>

TEACHING LEARNING PROCESS

- Lectures
- Videos
- PowerPoint presentations
- Field visits

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Department of Human Development & Childhood Studies
- Child Development
- Gender
- Masculinity
- Feminity
- Social construction
- Empowerment
- Domestic violence
- Feminism

Facilitating the achievement of course learning objectives

Unit	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Will develop an understanding of rights of children in India	Classroom lecture and power point presentations	Class discussion with group presentations and written assignment
2	Will demonstrate the ability to identify contexts and needs of individual and communities for gender sensitization and rights based interventions	Use of audio visual resources like film/documentary, classroom lecture	Group power point presentation
3	Will be able to identify and use approaches for gender empowerment and creating right based awareness in the everyday context.	Classroom lecture and discussion	Case study and written assignment

*Assessment tasks listed here are indicative and may vary

DSE HH 14: CHILDHOOD DISABILITY AND SOCIAL ACTION (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To understand a rights based approach to disabilities and to learn about the RPwD act
- To know major types of disabilities, the preventive steps; causes and barriers which persons with disability face.
- To acquire skills in early detection of childhood disabilities and early intervention and to learn simple skills for inclusion of children with disabilities in classrooms.

COURSE LEARNING OUTCOMES

- Students will understand a Rights based approaches to disabilities.
- Students will be able to understand ways of preventing disabilities.
- Students will be able to demonstrate understanding and knowledge of the etiology of a wide range of disabilities.
- The students will acquire skills in assessment and evaluation of childhood disabilities and early intervention.
- Student will learn simple skills for including Children with Disabilities in classrooms.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Understanding Disability and Inclusion

12

- Defining and understanding disability
- Perspective on disability:

- Extent of disability

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer (India) Pvt. Ltd., Chapter 9, pg 205-233

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 1, pg 1-27

UNIT II: Types of Disability

28

- Early detection, assessment and etiology with reference to:

- Physical disabilities
- Intellectual disability
- Sensory disabilities- Visual and auditory
- Learning disability
- Autism

- Prevention, therapy, education and management

Chopra,G., (2011). *Mother and child care: Promoting health, preventing disabilities*. New Delhi: Engage publications, Chapter 2, pg 3-13, Chapter 3, pg 14-29.

Chopra,G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications. Chapter 1, pg 1-7, Chapter 2, pg, 8-21, Chapter 3, pg 22-26, Chapter 4, pg 27-32, Chapter 5, pg 33-45, Chapter 6, pg 46-58

Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc., Chapter 6, pg 200-240, Chapter 7, pg 244-282, Chapter 10, pg 364-401, Chapter 11, pg 406-438, Chapter 12, pg 442- 478

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 5, pg 102-150, Chapter 6, pg 151-177, Chapter 7, pg 178-200, Chapter 8, pg 201-230, Chapter 9, pg 231-260, Chapter 12, pg 310-334, Chapter 14, pg 363-385

UNIT III: Disability and society

20

- Understanding inclusion and inclusive practices
- Overview of practices and provisioning related to addressing disability in India
- Families of children with disabilities
- Advocacy to empower Person with Disabilities
- Policies and laws – UNCRPD, RPwD act

Chopra, G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications. Chp 1 pg 1-10, Chp 2 pg 11-19

Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc., Chapter 1, pg 2-40, Chapter 2, pg 46-76

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 2, pg 102-150

The Rights of Persons With Disabilities Act, 2016.
<http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20of%20PwD%20Act%202016.pdf>

COMPULSORY READINGS

- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer (India) Pvt. Ltd.
- Chopra, G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra, G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Chopra, G., (2011). *Mother and child care: Promoting health, preventing disabilities*. New Delhi: Engage publications
- Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Sharma, N. (Ed)(2010). *The Social Ecology of Disability-Technical Series - 3*. Lady Irwin College. Delhi: Academic Excellence
- Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc.

ADDITIONAL RESOURCES

- Jangira, N.K.(1997) "Special Educational Needs of Children and Young Adults: An Unfinished Agenda," *Education and Children with Special Needs: From Segregation to Inclusion*, Ed. Seamus Hegarty, MithuAlur, Thousand Oaks: Sage Publications Inc.
- Journal of Disabilities and Impairment
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. NY: Pearson.
- Werner, D. (Ed) (2018). *Disabled village children: A guide for community health workers, rehabilitation workers, and families*. United States of America: Hesperian Health Guides.

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

- Visits- Government and Private Institutions and Organisations working for Children with Disabilities (CGC, schools, NGO's, Hospitals)
- Observations of Children with Disabilities/ Interactions with persons with disability to know the challenges faced by them
- Case profile of child with disability / Case profile of institutions working for Children with Disabilities
- Planning developmentally appropriate material for children with disability
- Generating awareness in community about disabilities
- Media- exploring sources of information about children and their families using print and audio visual media
- Select Psychometric tests (Raven's Progressive Matrices, Portage guide for early intervention, Test for Learning disability, Disability screening schedule)

REFERENCES

- Chopra,G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Sharma, N. (Ed)(2010). *The Social Ecology of Disability-Technical Series -3*. Lady Irwin College. Delhi:Academic Excellence

TEACHING LEARNING PROCESS

- Class room lectures
- Audio- visual resources (films, documentaries)
- Workshops/ Talks
- Power point presentation
- Field visits
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS

- Disabilities
- Detection and prevention
- Inclusion
- Special education
- Laws

Facilitating the achievement of course learning objectives

S.No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	Students will understand a Rights based approaches to disabilities.	Classroom lectures Power-point presentation Discussions and debate	Assignment Survey of views of general public
2.	Students will be able to understand ways of preventing disabilities.	Classroom lectures Audio- Video resources Power-point presentation MCPC Card	Quiz Test
3.	Students will be able to demonstrate understanding and knowledge of the etiology of a wide range of disabilities.	Classroom lectures Discussions Presentations Audio- Video resources Workshops	Presentations by students Assignments Questionnaire/ Interviews
4.	The students will acquire skills in assessment and evaluation of childhood disabilities and early intervention.	Classroom lectures Discussions Presentations Audio- Video resources Portage test and DSS Workshops	Assignments Analysis of observations
5.	Student will learn simple skills for including Children with Disabilities in classrooms	Classroom lectures Discussions Presentations Audio- Video resources Workshops	Assignments Preparing teaching learning aids for CWD Documenting adaptations for CWD in inclusive set ups

*Assessment tasks listed here are indicative and may vary

DSE HH 15: GENDER, MEDIA AND SOCIETY (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To sensitize students about the gender dynamics in societies and its impact on development.
- To make students appreciate the desired role of media in promoting Gender equity.

COURSE LEARNING OUTCOMES

- Examine the concept of gender and socio-cultural practices impacting the social construction of gender.
- Understand the relationship between gender equity and differentials in gender and development indicators.
- Appreciate the dimensions, theories and approaches of women empowerment.
- Critique the role of media in promoting gender equity.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Social construction of Gender

15

- Concept of gender and differences between sex and gender
- Patriarchal social order and status of women
- Socio Cultural practices influencing girls and women
- Shifts in Status of women – historical and contemporary perspectives
- Gender & Sexuality

Bhasin, Kamla (2000). *Understanding Gender*. New Delhi. Kaali for Women. Pg 1-86

UNIT II: Gender and Development

20

- Concept of Gender and Development – Indicators of human and gender development
- Approaches to women's participation in development
- Status, issues and challenges in context to violence against women-Life Cycle Approach
- Gender differentials: Women and health, nutrition and education
- Invisibility of women's work and economic participation
- Dimensions of Women Empowerment- Economic and Political

Goel, A, Kaur, A and Sultana, A (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep& Deep Publishers. Chapter-1, pg 1-34

Sohoni, K Neeraja, (1994), *Status of Girls in Development Strategies*, New Delhi, Har-Anand Publications. Chapter- 1,5, 6,7,8, pg 1-12,59-120

UNIT III: Gender and Media

15

- Social construction of gender reality by contemporary media
- Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative
- Mainstream media and gender – Portrayal and Representation
- Representation of women in media in political, cultural and social landscape
- Gender and ICTs – Case studies

Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: Sage Publications. Chapter-9,10,11,12, pg 137-183

UNIT IV: Gender, Law and Advocacy

10

- Legal provision for women's rights

- Human rights and Right to development
- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics – - News reporting

Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep. Chapter – 1,2,3, pg – 3-116

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Analysis of gender differentials using development indicator
- Gender based analysis of media with special reference to portrayal of women.
- Case studies for programmes and campaign for women’s development.

COMPULSORY READING

- Bhasin, Kamla (2000). *Understanding Gender*. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraja, (1994), *Status of Girls in Development Strategies*, New Delhi, Har-Anand Publications.

ADDITIONAL RESOURCES

- Beauvoir, S. (2015). *The Second Sex*. London: Vintage Books.
- Chattopadhyay, S (2018). *Gender Socialization and the Making of Gender in the Indian Context*. New Delhi: Sage Publications.
- Dube, L. (2001) *Anthropological Explorations in Gender-Intersecting Fields*. New Delhi: Sage Publications.
- Ghadially, R (1989). *Women in India Society: A Reader*. New Delhi: Sage Publications.
- Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: sage Publications
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep
- Kishwar, M. (1994) *Off the Beaten Track – Rethinking Gender Justice for Indian Women*. Mumbai: Oxford University Press.
- Krishna, S. (Ed) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games, Quiz etc.

ASSESSMENT METHODS

- As per University of Delhi norms

- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Development Communication, Gender, Gender Equity, Women & Media, Women Empowerment.

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Examine the concept of gender and socio-cultural practices impacting the social construction of gender.	Classroom discussions, presentation , film for understanding the Concept of gender and differences between sex and gender, patriarchal social order and status of women , socio cultural practices influencing girls and women, shifts in Status of women – historical and contemporary perspectives	Quiz, film analysis, essay writing
2	Understand the relationship between gender equity and differentials in gender and development indicators	Interactive lectures, videos, group discussions on Indicators of human and gender development , Status, issues and challenges in context to violence against women-Life Cycle Approach Gender differentials: Women and health, nutrition and education, Invisibility of women’s work and economic participation, Dimensions of Women Empowerment- Economic and Political	Group presentations, class test, quiz

3	Critique the role of media in promoting gender equity.	Presentations/ videos/films and group discussions on Social construction of gender reality by contemporary media, Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative, Mainstream media and gender – Portrayal and Representation , Representation of women in media in political, cultural and social landscape	Field visit report, film review, quiz
4	Appreciate the dimensions, theories and approaches of women empowerment	Presentations/ agency visits on Legal provision for women’s rights , Human rights and Right to development, Framework for gender responsive media and gender mainstreaming	Assignments, quiz/open book test, agency visit reports

***Assessment tasks listed here are indicative and may vary**

**DSE HH 16: PROGRAMME DESIGN AND EVALUATION
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To develop a thorough understanding and use of planning and management approaches and techniques for designing programs for development and empowerment of people.
- To gain insight into the process of Monitoring and Evaluation of programs as well as the appreciate and use various M&E tools and techniques.
- To develop the ability to comprehend the issues and challenges in M&E process.

COURSE LEARNING OUTCOMES

- The students will develop an understanding of principles and process of program design and evaluation.
- Ability to plan and use various tools and techniques used for Program design and Evaluation
- Understanding and skill of various Monitoring & Evaluation techniques in program evaluation

THEORY CONTENT**DURATION: 60 HRS (Credits 4)****UNIT I: Programme Planning and Management****15**

- Concept, approaches and phases
- Factors influencing programme management
- Stakeholder participation in programme management
- Features of Management of Development programmes

Dale R, (2004) *Evaluating Development Programmes and Projects*. New Delhi : Sage Publications, Chapter 2,3,pg 31-49

UNIT II: Conceptualizing Monitoring & Evaluation (M & E) of Programmes**25**

- Concept, approaches and components
- Programme goals, activities and indicators
- M&E frameworks and designs
- M&E tools and techniques
- Participatory monitoring and evaluation

Mikkelsen, Britha, (2002), *Methods for Development Work and Research*. New Delhi: Sage Publications, Chapter-7, pg 263-320

UNIT III: Monitoring and Evaluation (M & E) of communication for development programmes**20**

- Trends in M & E of communication for development programmes
- Challenges, issues and strategies
- Approaches, methodologies and techniques
- Ethical issues in M&E

Dale R, (2004) *Evaluating Development Programmes and Projects*. New Delhi : Sage Publications, Chapter 4,5, pg 51-68

Kumar & Hansra, (1997) *Extension Education for Human Resource Development*. New Delhi: Concept Publishers, Chapter-3,pg 49-111

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

- Develop skills in developing M & E frameworks
- Learn the use of participatory techniques in monitoring and evaluation
- Design tools for monitoring and evaluation
- Case studies of monitoring and evaluation of development programmes

COMPULSORY READING

- Dale R, (2004) *Evaluating Development Programmes and Projects*. New Delhi : Sage Publications

- Kumar & Hansra, (1997) *Extension Education for Human Resource Development*. New Delhi: Concept Publishers.
- Mikkelsen, Britha, (2002), *Methods for Development Work and Research*. New Delhi: Sage Publications

ADDITIONAL RESOURCES

- Alex, G; Derek, B. (2000) *Monitoring and Evaluation for AKIS Projects: Framework and Options*. World Bank Publications.
- Cracknell, B.E. (2000). *Evaluating Development Aid-Issues Problems and Solutions*. New Delhi: Sage Publications.
- Kumar, S (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar Publications
- Kusek, Jody, Z. & Ray, C. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners*. World Bank
- Markiewicz, A. (2015). *Developing Monitoring and Evaluation Frameworks*. New Delhi: Sage Publications.
- Reidar, D. (2004). *Evaluating Development Programmes and Projects*. New Delhi: Sage
- Saunders, R.P. (2015). *Implementation Monitoring and Process Evaluation*. New Delhi: Sage Publications.
- Worthen, B.R.; Sanders, J.R.; Fitzpatrick, J.L. (1997). *Program Evaluation*. USA: Longman Publishers.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Development Communication, Programme, Evaluation, Monitoring, Indicators, M&E, M&E framework.

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	The students will develop an understanding of principles and process of program design and evaluation.	Classroom discussions, presentation , videos on Concept, approaches, Factors influencing programme management, Stakeholder participation in programme management and features of Management of Development programmes	Quiz, objective and subjective questions, reflection writing
2	The students will develop an ability to plan and use various tools and techniques used for Program design and Evaluation	Presentations, discussions and visits for understanding the concept, approaches and components of M&E, programme goals, activities and indicators Presentations on M&E frameworks and designs, M&E tools and techniques Videos on Participatory monitoring and evaluation	Group presentations, class tests , quiz, visit reports
3	Understanding and skill of various Monitoring & Evaluation techniques in program evaluation	Power point Presentations, group discussion on trends in M & E of communication for development programmes , challenges, issues and strategies , approaches, methodologies and techniques	Assignments, quiz/open book test

*Assessment tasks listed here are indicative and may vary

DSE HH 17: APPAREL MARKETING AND MERCHANDISING (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To explore the fundamental concepts of Marketing
- To analyze application of marketing concepts in the fashion industry

COURSE LEARNING OUTCOMES

- Understand the dynamics of fashion market environment
- To apply the learning of marketing mix in the fashion industry
- Comprehend the retail promotional tools
- Understand consumer market segments

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Marketing

10

- Definition and scope of marketing
- Marketing concepts
- Marketing environment

Blythe.J. (2006) Sage publications India pvt.ltd.:New Delhi , Chapter2- Marketing Environment
Kotler, P., Keller, K.L., Koshy, A. and Jha, M. (2012). *Marketing Management 14thed.*: Pearson education Inc.,Prentice Hall Indian international ed. PART 1 Understanding Marketing Management Chapter 1- Defining Marketing for the 21st Century and PART 2 Assessing Market Opportunities and Customer Value; Chapter 3 Scanning the Marketing Environment, Forecasting Demand, and Conducting Marketing Research

UNIT II: Product and Pricing

18

- Product line, product mix and Product classification
- Product lifecycle and marketing strategies
- New product development
- Branding
- Methods of pricing
- Pricing strategies

Kotler, P., Keller, K.L., Koshy, A. and Jha, M. (2012). *Marketing Management 14thed.*: Pearson education Inc., Prentice Hall, Indian International Ed. Chapter 11- Setting Product Strategy and chapter 13- Developing Pricing Strategies and Programs

UNIT III: Promotion

12

- Advertising – forms of advertising
- Sales promotion – definition and types
- Personal selling
- Effectiveness of promotional tools at different stages of product life cycle

Belch,E.G. and Belch, A.M. (2003). *Advertising and Promotion- An integrated marketing communications perspective 6th ed.*: Tata McGraw-Hill publishing company ltd., Chapter 1, pg 3-23.

UNIT IV: Retail Formats

8

- Different types of brick & mortar stores
- Different types of online stores

Michael levy, Barton A Weitz and Ajay Pandit (2012) Retailing management 8th ed. Delhi; Tata McGraw Hill education, Chapter 2.

UNIT V: Market Segmentation

12

- Segmentation
- Targeting
- Positioning

Crane. F, (2010) Marketing for entrepreneurs: Concepts and Applications for new ventures. 2nd ed. Sage Publications Inc.: Unites States of America, Chapter 5, Page 83-95.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Case study of a fashion brand- signage, logo, tagline, positioning, target market, USP of the product
- SWOT analysis of the fashion brand
- Analysis of tangible and intangible brand elements
- Making of a positioning map
- Analysis of demographic segmentation on the basis of consumer groups and consumer generations

COMPULSORY READING

- Kendall, G.T., 2009, *Fashion Brand Merchandising*, Fairchild Books, USA, ISBN: 978-1-56367-561-4
- Kotler, P. & Lane, K., 2016, *Marketing Management, 15th edition*, Pearson India Education Services, ISBN: 978-93-325-5718-5
- Posner, H., 2011, *Marketing Fashion*, Laurence King Publishing, London, ISBN: 978-1-85669-723-1

ADDITIONAL RESOURCES

- Poloian, G.L. (2009), *Multichannel Retailing*, Fairchild Books, New York
- Robbins, P.S. and Coulter, M., (2008), *Management, 9th Edition*, Prentice Hall India Pvt. Ltd.
- Robbins, P.S. and Dcenzo, A.D. (2005), *Fundamentals of Management- Essential Concepts and Applications, 5th Edition*, Parson Education Inc. India

REFERENCES FOR PRACTICAL

- Belch, E.G. and Belch, A.M. (2003). *Advertising and Promotion- An integrated marketing communications perspective 6th ed.*: Tata McGraw-Hill publishing company ltd., ISBN 13:978-0-07-058194-4, ISBN 10:0-07-058194-0
- Kotler, P., Keller, K.L., Koshy, A. and Jha, M. (2012). *Marketing Management 14th ed.*: Pearson education Inc., ISBN 98-81-317-6716-0.
- Poloian, G.L. (2009). *Multichannel Retailing* : Fairchild Books-New York, ISBN 978-1-56367-630-7

- Robbins, P.S. and Coulter, M.(2008). *Management 9th ed.*: Prentice Hall India pvt. ltd., ISBN 81-203-3497-7

TEACHING LEARNING PROCESS

- Lectures
- Audio visual aids
- Videos of lectures by eminent marketing scholars’ and researchers
- Collaborating with marketing professionals
- Classroom Action Research
- Power Point Presentation
- Lab practicals

ASSESSMENT METHODS

Assessment will cover both theoretical and practical aspects of learning- Quiz, test and finding solutions to real life problems faced by marketers.

- Continuous evaluation system
- End chapter Quiz and MCQs
- Presenting solutions and strategies for real life situations such as
 - Designing brand strategy for a hypothetical brand
 - Effect of brand image/store image on consumer preference of any 2 brands etc.
- End semester exams

KEYWORDS

Apparel, Marketing, Merchandising, Product, Brand, Retail, Promotion

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.Introduction to Marketing	Understanding the importance and scope of marketing	Lecture mode and Group discussion	Presentation by students- relevant articles from Newspaper, magazine, online material etc.
2. Product and Pricing	-Have knowledge regarding the process of new product development and Branding strategies - Understanding price setting and price	-Lecture mode, video presentations and slide shows of various brands Lecture mode and relevant video lectures by eminent marketers	Assignment /presentation related to product life cycle oriented marketing strategies of any apparel or textile brand in various

	adjustment strategies		phases of PLC
3. Promotion	<p>Understanding the various tools for promotion such as Advertising, Sales promotion and Personal selling</p> <p>To evaluate the effectiveness of promotional tools at different stages of product life cycle</p>	<p>Lecture mode for theoretical component & promotional videos of various brands;</p> <p>Group discussions to understand competitive strategies</p>	<p>Presentation on promotional strategy of any brand/ retail outlet / company/ group of companies by students</p>
4. Retail formats	<p>To comprehend the various retail formats in the global environment – both conventional as well as upcoming and disruptive new formats</p>	<p>Lecture mode</p>	<p>Research to study new retail formats and marketing channels and submission of written report</p>
5. Market Segmentation	<p>Develop an understanding of concept of market segmentation, targeting and competitive positioning</p>	<p>Lecture mode for theoretical component & promotional videos highlighting positioning strategies of various brands;</p> <p>Group discussions to understand these competitive strategies</p>	<p>Presentation on STP strategy of any brand or / retail outlet.</p>

*** Assessment tasks listed here are indicative and may vary**

**DSE HH 18: APPAREL PRODUCTION
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To develop a keen eye for assessing fit in clothes
- To develop a level of proficiency in making patterns for simple garments
- To be able to independently lay patterns, cut fabric and sew a garment

COURSE LEARNING OUTCOMES

- Apply the knowledge of fabrics and fabric terminology to follow preparatory steps before garment cutting
- Use and apply the concept and techniques of pattern making, laying out and cutting
- Judicious application of knowledge for looking for producing quality in patterns, and processes thereafter till full garment assembly
- Have skill and command in basic pattern making for children and women's clothes
- Apply the learnt concept of fit evaluation

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to pattern making **12**

- Measurement on body and dress form
- Labeling and recording measurements
- Importance of patterns and pattern information
- Methods of pattern making
- Rules of pattern making
- Principles of pattern making

Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York.

Peplin, H., 1945, Modern Pattern Design, Funk & Wagnalls Company, Chapter 1, pg 12-42

UNIT II: Preparatory steps for garment construction **10**

- Fabric types: weights, widths and trade name
- Fabric terminology
- Preparatory steps- preshrinking, straightening and truing
- Layouts for patterns-general guidelines, basic layouts- lengthwise, partial lengthwise, crosswise, double fold, open, combination fold
- Layouts for special fabrics- Unidirectional, bold and large prints, plaids, stripes and checks, various widths of fabrics
- Pinning, marking and cutting
- Cutting tools and machines

Brown, P. and Rice, J. 1998, Ready-to-wear Apparel Analysis, Prentice Hall, Chapter 4, pg 89-96

Kallal, M. J., 1985, Clothing Construction, Macmillan Publishing Company, New York, Chapter, 9, 10 & 11, pg 106-127

Mansfield, E. A. & Lucas, E. L., 1953, Clothing Construction, Chapter 4, pg 88-112

UNIT III: Seams and finishing of raw edges **10**

- Sewing machines- components of a sewing machine,
- Types of industrial sewing machines- single needle lock stitch, overlock, blind stitching, button hole and button stitching, bartacking

- Seams defects and remedies
- Sewing needles and threads
- Relationship between needle, thread, stitch length & fabric weight
- Basic seam categories- super imposed seam, lapped seam, ridge seam, bound seam, flat seam and decorative seam
- Additional seam techniques: clipping, notching, grading, trimming, easing, under stitching, stay stitching, trimming a corner.
- Edge treatments of straight & curved edges- self finish, crossway strips and its importance, bias facing, bias binding, shaped facing, self-finishing, casings and finishing with trims

Brown, P. and Rice, J.1998, Ready-to-wear Apparel Analysis, Prentice Hall, Chapter 10, pg 248-258

Mansfield, E. A. & Lucas, E. L., 1953, Clothing Construction, Chapter 1 &2, pg 2-39

Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America, Chapter 2 & 9, pg 106-127 & 174-213

UNIT IV: Pattern development for children and women

20

- Child bodice block
- Design variations in frocks- A-line, yoked, short bodice, elongated bodice with gathers, pleats and flares
- Child's sleeve block
- Adapting to various sleeves- puffed and variations, flared, cap
- Developing design variations in collars-peter pan and its variations, mandarin, one piece stand and fall collar
- Adult women's bodice block and sleeve block
- Adult women's skirt block
- Developing design variations in bodice- dart terminology, dart manipulation, balancing, trueing and equalizing,
- Developing design variations in adult skirts- A-line, flared, gathered and pleated
- Plackets and appropriate fasteners

Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., Ney York, Chapter 10,14, 30 & 31, pg 178-200, 316-348 & 685-699

UNIT V: Design & Fit

8

- Body shapes
- Designing for different figure types
- Fit: Fitting area, fitting guidelines, fitting procedure, fitting problem and remedies
- Factors affecting fit, line, ease, grain, set and balance

Brown, P. and Rice, J.1998, Ready-to-wear Apparel Analysis, Prentice Hall, Chapter 6, pg 139-145

Mansfield, E. A. & Lucas, E. L., 1953, Clothing Construction, Chapter 3, pg 40-58

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

Drafting of child basic bodice and sleeve block

- Adaptation of three bodice-short waist, standard waist and low waist
- Adaptation of sleeves- cap, petal and puffed
- Developing collars- one piece stand & fall, peter pan, mandarin
- Adapting bodice to various frocks-A-line, yoked, short bodice, elongated bodice with gathers, pleats and flares

Drafting of adult basic bodice and sleeve block

- Adaptation of bodice with dart manipulation-curved dart, dart cluster, princess line and empire line
- Adaptation of skirt-A-line, flared, gathered and pleated

Sewing basics and construction

- Samples of -dart, dart tuck and dart equivalents
- Construction of plackets with suitable fastener- even hem with button and button hole, wrap & projection with hook & eye, concealed zipper
- Construction of any one frock with collar and sleeve

COMPULSORY READING

- Armstrong, H.J., 2009, *Pattern Making for Fashion Design*, Harper Collins Publishers Inc., Ney York.
- Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, *Fitting and Pattern Alteration: A Multimethod Approach*, Fairchild Publications, New York.
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, *Evaluating Apparel Quality*, Fairchild Publications, America
- Brown, P. and Rice, J.1998, *Ready-to-wear Apparel Analysis*, Prentice Hall.
- Mansfield, E. A. & Lucas, E. L., 1953, *Clothing Construction*
- Kallal, M. J., 1985, *Clothing Construction*, Macmillan Publishing Company, New York
- Peplin, H., 1945, *Modern Pattern Design*, Funk & Wagnalls Company

ADDITIONAL RESOURCES

- Carr H. & Latham B. (1994), *The Technology of Clothing Manufacture, 2nd edition*, Blackwell SC.
- Cooklin, G. (1991), *Introduction to clothing manufacture*, Blackwell publishing.

TEACHING LEARNING PROCESS

- Lecturing
- Audio visual aids
- Demonstrating
- Collaborating

- Classroom Action Research
- Evolution of teaching methods
- PPT
- Lab practical's

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Pattern making, garment construction, fit, seams, pattern development, design

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	Students will have gained knowledge of taking measurements, importance of patterns and rules, methods and principles of pattern making	Powerpoint assisted theory classes on measurements and pattern making	Multiple choice questions
2.	Students will have acquired in-depth knowledge of fabric types, terminology, preparation of fabric, layout and cutting	Theory classes on fabric widths, weight, fabric related terms, preparatory steps, Basic layouts, Preparing for and cutting tools and machines	Multiple choice questions
3.	Students will be acquainted with the process of product development and how market is segmented	Theory classes on how product development takes place and about market segments: women's, men's and children wear	Essay writing
4.	Students will be familiar with child's bodice block and sleeve block and women's skirt block; their adaptation to various designs, developing various	Interactive classes on how to adapt the basic blocks for child's frocks, collars, sleeves and skirts	Diagrammatic representation of designs and their adaptation techniques

	collar drafts		
5.	Students will become familiar with various body types, designing for body types, fitting, problems and remedies and factors affecting it and fitting area	Interactive discussion on body types, fitting problems and remedies and designing for them	Quiz, Match the following

* Assessment tasks listed here are indicative and may vary

DSE HH 19: ERGONOMIC DESIGN (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To sensitise students to the importance of ergonomics in design.
- To develop aptitude in identifying the product / space design problems at place of work.
- To understand interface of human element and the user's perspective in the evolution of product / space design.
- To develop skill in designing specific work - centres and products.

COURSE LEARNING OUTCOMES

- Understand concept, history and importance of ergonomics in designing.
- Develop skills in taking anthropometric measurements as applied to different work stations.
- Comprehend the inter-relationship between various components of different ergonomic models.
- Acquire competency in designing work stations for different types of work.
- Apprehend the techniques of conducting time and motion studies.
- Critically evaluate different utility products with respect to their functional effectiveness.
- Gain expertise in designing multipurpose furniture products.
- Recognise and appreciate the scope of ergonomics in the professional arena.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction

14

- Ergonomics – concept, significance, history and growth
 - Applications of Ergonomics in design and work efficiency
 - Anthropometric Measurements – History and its application in interior designing for different work areas and workers
 - The bio- mechanisms of work as related to the user, the work and the environment
- Salvendy, G. (Ed.) (2012). *Handbook of human factors and Ergonomics*. John Wiley and Sons. New Jersey. 4th Ed. Chapter 1: Human factors function, Chapter 2: Human factors fundamentals

UNIT II: The User**16**

- Components of worker input – affective, cognitive, temporal and physical (physical, physiological, psycho- physiological aspects of work.

Steidl and Bratton. (1968). *Work in the Home*. John Wiley and Sons. New York. Chapter 1: Concept of human costs of work, Chapter 2: The Affective component, Chapter 3: The Cognitive component, Chapter 4: The Temporal component, Chapter 5: Background for the physical component, Chapter 6: The Physical component

UNIT III: Work Environment**16**

- Functional design and arrangement of workplaces
- Indices of indoor comfort: ventilation, lighting, temperature, noise
- Work study
- Time and motion study
- Energy Studies

Salvendy, G. (Ed.) (2012). *Handbook of human factors and Ergonomics*. John Wiley and Sons. New Jersey. 4th Ed. Chapter 4: Equipment, workplace and environmental design

Steidl, R., and Bratton, E. (1968). *Work in the Home*. John Wiley and Sons. New York. Chapter 9: Description and analysis of work, Chapter 10: The content of the job, Chapter 11: The amount of work, Chapter 12: Functional design and arrangement of workplaces, Chapter 13: Design and arrangement of kitchen centers, Chapter 15: Motion study

UNIT IV: Product Design and Development**14**

- Concept, stages of design development
- Design communication - Specific product design features (controls and displays), socio-psychological aspect of product designs.

Salvendy, G. (Ed.) (2012). *Handbook of human factors and Ergonomics*. John Wiley and Sons. New Jersey. 4th Ed. Chapter 4: Equipment, workplace and environmental design

Steidl, R., and Bratton, E. (1968). *Work in the Home*. John Wiley and Sons. New York. Chapter 9: Description and analysis of work, Chapter 10: The content of the job, Chapter 11: The amount of work, Chapter 12: Functional design and arrangement of workplaces, Chapter 13: Design and arrangement of kitchen centers, Chapter 15: Motion study

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

- Basic anthropometry – space norms/ standards.
- Time and motion study.
- Designing products – furniture (multipurpose and modular, etc.).
- Space design – preparing floor and elevation plans - Kitchen, Workstation
- Equipment evaluation with respect to functional effectiveness.

COMPULSORY READING

- Baiche B. & Walliman N. (eds.). (2006). *Ernst and Peter Neufert Architects' Data, third edition*, Blackwell Science: Indian reprint.

- Dalela S. (1983). *Textbook of Work Study, 3rd Edition*, Standard Publishers Distributors.
- Steidl and Bratton. (1967). *Work in the Home*. John Wiley and Sons. New York.

ADDITIONAL RESOURCES

- Kromer, K. et al. (1994). *Ergonomics: How to design for ease and efficiency*. NJ: Prentice Hall.
- Tayyari, F. Smith, J.L. (2003). *Occupational Ergonomics*. London: Kluwer Academics.

TEACHING LEARNING PROCESS

- Lectures supported by group tutorial work
- Hands -on - training on Auto- Cad software
- Power Point Presentations
- Open-ended Project work
- Product design and creation/product modelling
- Laboratory Assignments

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Ergonomics, Anthropometric measurements, Affective component, Cognitive component, Temporal component, Physical component, Equipment design, Indoor comfort, Time and motion study, Design communication

Facilitating achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning Activities	Assessment tasks
1.	Understand concept, history and importance of ergonomics in designing.	Power point presentation	Assignment and quiz
1	Develop skills in taking anthropometric measurements as applied to different work stations.	Demonstration class on taking anthropometric measurements Students will be given hands-on experience in taking anthropometric measurements using an anthropometer.	Test - checking students taking anthropometric measurements of subjects

2	Comprehend the inter-relationship between various components of different ergonomic models.	Power point presentation of different ergonomic models.	Assignment on relevance of different ergonomic models in today's times, their scope and application.
3	Acquire competency in designing work stations for different types of work.	Power point presentation and discussion on various existing work stations	Power-point presentations on the solutions developed by the students for the design problems assigned during classroom activity.
3	Apprehend the techniques of conducting time and motion studies.	Interactive lectures to understand the concepts of time and motion studies. Videos showcasing different time and motion techniques.	Conducting time and motion study using any one or two techniques.
4	Critically evaluate different utility products with respect to their functional effectiveness.	Practical based discussion on evaluation criteria for utility product.	Project on evaluation of common utility product and redesigning it.
4	Gain expertise in designing multipurpose furniture products.	Interactive session on construction and design of multipurpose furniture	Designing/modelling and /or construction of multipurpose furniture
1	Recognize the scope of ergonomics in the professional arena.	Lectures by eminent ergonomists and visits to sites developed by them	Field visits and reports

***Assessment tasks listed here are indicative and may vary**

DSE HH 20: HUMAN RESOURCE MANAGEMENT (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To familiarize students with the concept of human resource management and development
- To comprehend functions of human resource development
- To sensitize students towards challenges of human resource managers

COURSE LEARNING OUTCOMES

- Understand human resource management & development.
- Comprehend functions of human resource development.
- Gain insight into challenges of human resource managers.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Human Resources Management

15

- Concept, functions, roles, skills and competencies.
- Changing environment of HRM – Globalization, corporate downsizing, cultural environment, work force diversity, changing skill requirement, technological changes.
- HRM support for improvement programs- re engineering processes, contingent work force, decentralised work sites.

Aswathappa. K, 2008, Human Resource and Personnel Management - Text and cases, Tata McGraw-Hill Publishing Company Ltd, New Delhi, Ch-1(3-46), Ch-2(47-73)

Gary Dessler, 2006, Human Resource Management, 11th edition Prantice Hall of India Pvt. Ltd, New Delhi, Ch-1(3-24), Ch-2(40-62)

UNIT II: Functions of HRD

30

- Human Resource Planning
- Job design and analysis: job description and job specification
- Recruitment, selection and placement
- Performance appraisal and development
- Basics of Employee compensation
- Training and Development:
- Motivation

Aswathappa. K, 2008, Human Resource and Personnel Management - Text and cases, Tata McGraw-Hill Publishing Company Ltd, New Delhi, Ch-4(99-135), Ch-5(136-189), Ch-6(190-219), Ch-7(220-250), Ch-8(253-320), Ch-9(321-367), Ch-11(389-419), Ch-12(422-440), Ch-13(444-460), Ch-14(463-480)

UNIT III: Human Resources Audit

15

- Concept, significance, components, process
- HRM as a strategic partner
- Work life balance.

Aswathappa. K, 2008, Human Resource and Personnel Management - Text and cases, Tata McGraw-Hill Publishing Company Ltd, New Delhi, Ch-24(743-759)

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

- Analysis of human resource management environment and HR audit in an organization through case studies.
- Simulations/Presentations :
 - Human resource planning.
 - Job design and analysis: job description and job specification.
 - Recruitment, selection and placement strategies.
 - Performance appraisal and development.
 - Employee compensation methods.
 - Training and development.
 - Maintaining work life balance.

COMPULSORY READING

- Aswathappa, K. (2008). *Human Resource and Personnel Management - Text and cases*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- DeCenzo, D. A., & Robbins, S. P. (2001). *Human Resource Management*. Wiley.
- Dessler, G. (2006). *Human Resource Management*. New Delhi: Prantice Hall of India Pvt. Ltd.

ADDITIONAL RESOURCES

- R Wayne Mondy, Rober M. Noe. (2006). *Human Resource Management*. Pearson.
- Subbaroo, R. (2007). *Personnel and Human Resource Management – Text and Cases*. New Delhi: Himalaya Publishing House.

TEACHING LEARNING PROCESS

- Lecture method
- Power point presentations
- Field visits
- Experiential learning through case studies

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Human Resource Management, Performance Appraisal

Facilitating achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching & learning activities	Assessment tasks
I	Understand and appreciate the concept of human resource management & development. Understand the changing environment of HRM	Interactive Lecture on the basic concepts of HRM and development, detailed discussion on renowned managers and their cases	Discussion, case study, Class test
II	Understand various functions of human resource development	Theory classes on concepts of Human resource planning, recruitment, selection, placement, performance appraisal, training & development. Discussion over various strategies used by diff organizations (practical examples)	Discussion, management games , quizzes
III	Gain insight into challenges of human resource managers	Interactive lecture on HR audit, its process, importance, work life balance and challenges of managers	Class tests, quiz in the class

*Assessment tasks listed here are indicative and may vary

DSE HH 21: SPACE PLANNING AND DESIGN (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To enable students to understand the structural components of a building and comprehend building bye-laws and their applications in designing residential units
- To develop proficiency in evaluation and presentation of plans or layout drawings for interior and exterior spaces
- To explore different of building materials and their characteristics for designing green buildings in context of sustainability

COURSE LEARNING OUTCOMES

- Understand various structural components of a building.
- Critically evaluate the different types of plans on the basis of principles of planning.
- Gain skill in preparing house plans
- Identify different types of building materials and their characteristics.
- Comprehend building bye-laws and their applications in designing residential units.
- Networking with professionals in the field of construction industry and design.
- Appreciate the importance of green building in context of sustainability.

UNIT I: Basic Concepts in Space Planning and Design **20**

- Concept of house, housing, architecture;
- Functions and concept of adequacy of space
- Characteristics of space, principles of planning spaces; planning and designing
- Types of house plans: floor, elevation, structural drawings and perspective plans
- Types of houses: Row, Semi-detached, detached, independent houses or flats/apartments, multi-storeyed buildings
- Basic norms and space standards in operation – National Building Code (NBC) and Master Plan Delhi (MPD)
- Structuring spaces: indoor and outdoor; space articulation: zones in spatial planning.
- Analysis of furniture needs of different zones in a house/workstations
- Green rating systems – GRIHA and LEED.

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Chapter 2, pg 14-19, chapter 3, pg 20-41, chapter 9, pg 102-111, chapter 10, pg 112-117, chapter 11-12, pg 118-147, chapter 15-16, pg 178-219

UNIT II: Structural components of a building- innovations and new materials **20**

- Conventional/greenbuilding materials, concept of pre-fabrication and modular construction
- Foundation – different types of foundations
- Damp-proofing and water-proofing methods
- Flooring - types
- Roofs- types
- Doors and Windows- types, purpose of lintels and arches
- Staircase - types
- Partitions and Paneling - types

Kumar, Sushil, 2010, *Building Construction*, Delhi: Standard publisher. Chapter 2, pg 14-15, 37-62; chapter 5, pg 150-173, chapter 11-14, chapter 17-18.

UNIT III: Interior Environment and Services: Climatic Considerations **20**

- Heating Ventilation and Air Conditioning (HVAC)
- Lighting: types of lighting systems, energy efficient lighting systems, user specific lighting for specific areas.
- Water and Plumbing systems: water supply system, waste water disposal, water harvesting.
- Insulation: sound and thermal – materials used and types of insulation
- Safety systems: fire protection – materials and systems used
- Security systems and automated building systems

Kumar, Sushil, 2010, *Building Construction*, Delhi: Standard publisher. Chapter 25, 28, 29

Rao, M.P. (2016). Interior Design: Principles and Practice. Delhi: Lomus offset press. Chapter 5, pg 26-28; chapter 6, pg 29-32; chapter 7, pg 33-36, chapter 8, pg 37-49; chapter 10, pg 57-62

PRACTICAL	CONTENT	DURATION: 60 HRS (Credits 2)
	<ul style="list-style-type: none">● Housing by-laws and symbols (architectural, plumbing, electrical, furniture), Steps in house planning, Different types of plans (site plan, layout plan, floor plan, elevation, section plan)● Critical Evaluation of independent houses and apartments.● Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness.● Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA and LEED.● Observe and prepare house plans for different income groups up to 100 sq.m area (Computer aided /manual).● Visits to live projects construction sites particularly the green building sites	

COMPULSORY READING

- Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).
- Kumar, Sushil, 2010, *Building Construction*, Standard publisher.
- Rao, M.P. (2016). Interior Design: Principles and Practice. Delhi: Lomus offset press.

ADDITIONAL RESOURCES

- Ernst, Neufert. P. (2000). *Neufert Architect's Data*. Blackwell Science Ltd.
- Mauree, Mitten & Courtney, Nystuen. (2011). *Residential Interior Design: A guide to Planning Spaces*. New York: Wiley and sons.

TEACHING LEARNING PROCESS

- Lecture method
- Power point presentations
- Demonstration
- Survey

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Space Planning
- NBC
- MPD
- Housing
- GRIHA
- LEED
- Foundation
- Flooring
- Lighting
- Insulation
- Safety systems
- By-laws
- Building materials

Facilitating achievement of course learning objectives

Unit	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
UNIT I	Comprehend the fundamentals of architecture and housing design principles	Theory classes on concept of housing, adequacy of space, characteristics of space, types of house plans, types of houses, basic norms and space standards, furniture needs of different zones, space articulation and green rating systems.	Class test focusing on definitions, short notes, match the following, true and false
UNIT II	Proficient in identifying, analyzing, and applying features that contribute to environmentally sustainable design	Discussion on conventional and non-conventional building materials, foundation, types of roofs, flooring doors and windows, staircase and partitions and paneling	Class test on definitions, multiple choice questions, short answer types, student presentation
UNIT III	Gain knowledge to investigate and integrate information concerning environmental	Theory classes on HVAC, lighting, insulation, water and plumbing systems, safety systems and security systems	Student presentations, and quiz

	services for different climatic zones		
PRACTICAL	Understand the use of various materials and finishes to create sustainable spaces.	Practical based teaching on housing by –laws, symbols, evaluation of houses and apartments, identification of building materials , evaluation of building materials on energy efficiency parameters using green rating systems, various house plans	Continuous evaluation of each practical by evaluation task, drawing of symbols, portfolio making, case study evaluation of green buildings using energy efficiency parameters, preparation of house plans for different income group

*Assessment tasks listed here are indicative and may vary

**DSE HH 22: PHYSIOLOGY AND PROMOTIVE HEALTH
(CREDITS: THEORY- 4, PRACTICAL- 2)**

COURSE OBJECTIVES

- To learn about the functional organisation of the human body.
- To understand the normal functioning of the organ systems and their interactions.
- To understand and interpret common medical diagnostic tests and reports.

COURSE LEARNING OUTCOMES

- To understand the current state of knowledge about the functional organization of the human body.
- To be able to correlate physiology with various disorders and their pathogenesis.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: PHYSIOLOGY

CARDIO- RESPIRATORY PHYSIOLOGY 10

- Blood -Composition and function, Anemia, Jaundice
- Blood circulations (systemic, pulmonary, coronary and portal)
- Cardiac cycle, Cardiac output, Blood pressure
- Structure of lungs and its function
- Lung volume and Capacities

GASTROINTESTINAL PHYSIOLOGY 10

- Structure of stomach, liver, gallbladder, pancreas and their functions
- Composition, function and regulation of GI secretions

NEUROMUSCULAR- ENDOCRINE PHYSIOLOGY 10

- Organization of nervous system, Neuromuscular junction and Muscle contraction

- Actions and disorders of Pituitary, Thyroid and Parathyroid, Adrenal and Pancreatic hormones

RENAL AND REPRODUCTIVE PHYSIOLOGY 10

- Structure of kidney and its function, Urine formation
- Overview of Male Reproductive System: Structure and Function
- Physiology of Menstruation and Menopause
- Physiology of Pregnancy and lactation

Bedi YP (1980). A Handbook of Social and Preventive Medicine, Atma Ram and Sons edition. M/s Banarsi Das Bhanot, Jabalpur.

Ganong WF (2003). Review of Medical Physiology, 21st ed. McGraw Hill.

Guyton, AC.and Hall, JE (2011). Textbook of Medical Physiology, XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company. Longman Group Ltd.

Marieb, E (1998). Human Anatomy and Physiology, IV Edition, Addison-Wesley.

Park JE and Park K (2009). Park's Textbook of Preventive and Social Medicine, 20th

Ross and Wilson (1973). Foundation of Anatomy and Physiology, Medical Division of

Singh HD (2010). Handbook of Basic human physiology for paramedical students.

UNIT II: PROMOTIVE HEALTH

CONCEPT OF HEALTH, DISEASE AND ITS PREVENTION 4

- WHO definition of Health, Basic concept of Disease and Disease transmission
- Definition of Public Health and Disease Prevention, Concept of Immunization and Immunization Schedule

COMMUNICABLE DISEASES 6

- Causative organism, Mode of transmission, Prevention and Control of Tuberculosis , Enteric Fever, Dengue fever, HIV/AIDS and Emerging health hazards

NON COMMUNICABLE DISEASES

- General risk factors and Prevention of Diabetes, Hypertension and Cancer

MENTAL HEALTH 6

- Psychosis, Neurosis, Drug abuse and Alcoholism

MATERNAL HEALTH 4

- Antenatal Care, Family Planning and contraception

Bedi YP (1980). A Handbook of Social and Preventive Medicine, Atma Ram and Sons edition. M/s Banarsi Das Bhanot, Jabalpur.

Ganong WF (2003). Review of Medical Physiology, 21st ed. McGraw Hill.

Guyton, AC.and Hall, JE (2011). Textbook of Medical Physiology, XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company. Longman Group Ltd.

Marieb, E (1998). Human Anatomy and Physiology, IV Edition, Addison-Wesley.

Park JE and Park K (2009). Park's Textbook of Preventive and Social Medicine, 20th

Ross and Wilson (1973). Foundation of Anatomy and Physiology, Medical Division of

Singh HD (2010). Handbook of Basic human physiology for paramedical students.

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

- Case study of Iron deficiency Anemia, investigations and diagnosis. Blood indices
- Measurement of Blood pressure by using sphygmomanometer.
- Demonstration of normal chest X ray
- Demonstration of procedures of clinical examination to see for pallor, jaundice, edema and dehydration and their importance.
- Latest imaging techniques like USG, CT, MRI the basic procedures
- Basic First aid procedures, CPR, Burns
- Visit to a DOTS center
- Preparation of a project on Menstrual Hygiene
- Preparation of a project on Antenatal Care for women
- Preparation of a project on various contraceptive devices and understanding their basic mechanism of action.

COMPULSORY READING

- Ganong WF (2003). Review of Medical Physiology, 21st ed. McGraw Hill.
- Park JE and Park K (2009). Park's Textbook of Preventive and Social Medicine, 20th edition. M/s Banarsi Das Bhanot, Jabalpur.
- Ross and Wilson (1973). Foundation of Anatomy and Physiology, Medical Division of Longman Group Ltd.
- Bedi YP (1980). A Handbook of Social and Preventive Medicine, Atma Ram and Sons.

ADDITIONAL RESOURCES

- Singh HD (2010). Handbook of Basic human physiology for paramedical students.
- Guyton, AC. and Hall, JE (2011). Textbook of Medical Physiology, XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
- Marieb, E (1998). Human Anatomy and Physiology, IV Edition, Addison-Wesley.

TEACHING LEARNING PROCESS

Lectures, PPT, Projects, Quiz and OPSE

ASSESSMENT METHODS

- Internal assignment is marked as per DU rules through test, assignments, projects, power point presentation and field visit reports.
- There is continuous evaluation of practical.

KEYWORDS:

Physiology, Promotive Health, Neuromuscular Physiology, Endocrine Physiology, Reproductive Physiology and Communicable Diseases.

Facilitating the achievement of course learning objectives

Unit No	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
Unit I	Understand the scope and definition of physiology and circulatory system.	Introduction to Human Body; Organs, tissues, cell structure, cellular organelles and their functions. Power point presentations and theory classes on; Composition and Functions of Blood and its components. Immunity : (Innate , acquired, humoral and cell mediated immunity)	Report reading and assignments related to significance of various blood constituents. Assignment on Anemia (types , etiology and diagnosis)
Unit I	Understand the Structural and Functional Organisation Of Cardiothoracic and Digestive System	Power point presentations and theory classes Use of relevant visual aids and videos to show functioning of ; Structure of heart, circulations (systemic, pulmonary and portal) Cardiac Output (definition and factors affecting) Blood Pressure (definition and factors affecting) Structure of lungs and its functions Structure and functions of; Stomach, Liver, Gallbladder, Pancreas and Intestines.	Diagrammatic representation of heart, lungs, stomach, liver, gallbladder, pancreas and intestines. Multiple choice questions and student presentations

Unit I	Understand the Structural and Functional organization of Genitourinary, Endocrine and Reproductive System	Power point presentations and theory classes; Use of relevant visual aids and videos to show functioning of; Structure and function of Kidney and Nephron Structure and functions of Pituitary , Thyroid and Endocrine part of Pancreas Structure and functions of the Uterus, ovaries and testes. Physiology of menstruation and menopause	Diagrammatic representation of; kidney, nephron, pituitary gland, thyroid gland, testes, ovaries and uterus. Multiple choice questions Project making on Menstrual Health Report reading and interpretation of kidney function tests. Application based case study reports
Unit I	Understand the Structural and Functional organization of Nervous System	Use of relevant visual aids and videos to show functioning of parts of the Nervous System (cerebrum, cerebellum, spinal cord , sympathetic and parasympathetic system.	Class presentations Class tests Assignments

***Assessment tasks listed here are indicative and may vary**

**DSE HH 23: ADVERTISING AND PUBLIC RELATIONS
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the concept, scope and relationship between advertising, Public Relations and Corporate Communications
- To evaluate the different types of advertising appeals, advertisements, campaigns and their impact on audience.
- To gain insight into audience segmentation and it's importance in advertising and Public Relations
- To learn the laws, standards, regulations and ethics of advertising and Public Relations

COURSE LEARNING OUTCOMES

- Understand the concept, scope and trends in advertising, Public Relations and Corporate Communications
- Critically evaluate the different types of advertising appeals, advertisements, campaigns and their impact on audience.
- Gain insight into audience segmentation and its importance in advertising and Public Relations
- Understand the scope and relationship between PR, Marketing, Publicity, Advertising and Corporate Communications
- Learn the laws, standards, regulations and ethics of advertising and Public Relations

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Advertising

15

- Definition and types of Advertising
- Appeals in Advertising
- History of Advertising
- Advertising Theories and Models-AIDA model, DAGMAR Model, Maslow's Hierarchy Model, communication theories applied to advertising
- Ethical and legal aspects in advertising
- Advertising agencies, their organizational structure and functions
- Apex bodies in advertising
- Role of Advertising in Marketing mix, PR
- Media Planning

Aggarwal, B.V. and Gupta, V.S. (2002) *Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company. Section 5.

Dominick, J and Wimmer. (2013). *Mass Media Research: An Introduction*. Cengage Learning; 10th edition. Chapter -14

UNIT II: Communication Research for advertising

10

- Approaches in advertising research
- Campaign assessment research
- Tools and techniques in advertising research and analysis

Dominick, J and Wimmer. (2013). *Mass Media Research: An Introduction*. Cengage Learning; 10th edition. Chapter -14.

Vivian J. V. (2011). *Public Relations in India, New Task and Responsibilities*. Sage Publication India Pvt. Ltd, New Delhi. Chapter 10.

UNIT III: Public Relations

5

- Definition, origin, growth and importance of Public Relations (PR)
- Growth of PR in India

- Relationship between PR, Marketing, Publicity and Advertising
- Principles of PR
- PR in government
- PR Industry, Practice and Application
- PR Research in India

Aggarwal, B.V. and Gupta, V.S. (2002) *.Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company. Section 5.

Dominick, J and Wimmer. (2013). *Mass Media Research: An Introduction*. Cengage Learning; 10th edition. Chapter -15

Sachdeva I. (2009). *Public Relations: Principles and Practices*. New Delhi. Oxford Higher Education, Part I, II.

UNIT IV: PR Tools and Techniques

15

- PR Tools and Techniques
- Functions of PR organizations
- Ethical and legal aspects in PR
- Apex bodies in PR

Jethwani, Verma, Sarkar (2015). *Public Relations: Concept, Strategies, Tools*. 3rd Edition, New Delhi: Sterling Press. Chapter 2.

Sachdeva I. (2009). *Public Relations: Principles and Practices*. New Delhi. Oxford Higher Education, Part III, IV, V

UNIT V: Foundation skills for Corporate Communication and PR

15

- Growth of new media and changing corporate media relations practices
- Corporate Communication: Concepts, structure and practice
- Crisis Communication: functions of organizational communication departments within a corporation
- The making of a PR and Corporate Communication professional
- Corporate branding and image building

Cornelissen, J. (2014). *Corporate Communication: A Guide to Theory and Practice*. Sage Publication. Chapter 1, 2, 4, 11,13, 14

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Analyzing advertisements in different media
- Developing print and video advertisements
- Analyzing and practicing public relations tools and techniques
- Building a Public Relations campaign

COMPULSORY READING

- Aggarwal, B.V. and Gupta, V.S. (2002) .*Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company.
- Banik, G.C. (2006).*PR and Media Relations*. Jaico Publishing House Delhi.
- Cornelissen, J. (2014). *Corporate Communication: A Guide to Theory and Practice*. Sage Publication
- Dominick, J and Wimmer. (2013). *Mass Media Research: An Introduction*. Cengage Learning; *10th edition*
- Jethwani, Jain Shruti (2012), *Advertising Management*, New Delhi: Oxford Higher Education
- Jethwani, Verma, Sarkar (2015). *Public Relations: Concept, Strategies, Tools*. 3rd Edition, New Delhi: Sterling Press

ADDITIONAL RESOURCES

- Cutlip and Centre (1982). *Effective Public Relation*. Newyork: Prentice Hall
- Kothari, CR (2012) *Research Methodology Methods & Techniques*, Published by New Age International (P) Ltd, New Delhi
- Oliver, S. (2004). *Handbook of Corporate Communication and Public Relations: Pure and applied*. UK: Routledge
- Podnar, K. (2015). *Corporate Communication: A Marketing Viewpoint*. Delhi : Routledge Publication
- Sachdeva I. (2005). *Public Relations: Principles and Practices*. New Delhi. Oxford Higher Education
- Sam Black, (2008). *Practical Public Relations*. Universal Book Stall, New Delhi.
- Vilanilan J. V. (2011). *Public Relations in India, New Task and Responsibilities*. Sage Publication India Pvt. Ltd, New Delhi

TEACHING LEARNING PROCESSES

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Advertising, Public Relations, Corporate Communications, Media, Research

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning activities	Assessment Tasks
1	<p>Students will be able to define advertising, learn various appeals, Theories and models and gain knowledge on types of advertising, its origin and about ethical and legal aspects in advertising.</p> <p>Students will have a broad perspective of Advertising Industries- its organizational structure and functions and its scope such as audience segmentation and media planning.</p>	Interactive lectures with the help of cards, with live examples and audio visual aids.	Students presentations
2	<p>Students will learn approaches in advertising research.</p> <p>Students will be able to perform campaign assessment research and apply various tools and techniques in advertising research and analysis.</p>	Interactive lectures using group discussions, case studies and audio visual aids.	Question and answers
3	Student will have in-depth knowledge of the field of Public Relations, its origin, scope, growth and importance with other aspects such as marketing, Publicity and Corporate Image Building.	Detailed discussions with pre worked on power point presentations and audio visual aids.	Test focusing on short notes and definitions
4	Students will be acquainted with the tools and techniques of Public Relations, functions of PR Organisations and legal and ethical aspects in Public Relations.	Workshop method based teaching	Preparation of a PR Kit
5	<p>Students will be able to examine growth of new media and changing corporate media relationship practices.</p> <p>Students will learn the concept of</p>	Detailed discussions, case studies, power point presentations and audio visual aids.	

	corporate branding and image building and will be able to demonstrate basics of crisis communication.		
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* **Assessment tasks listed here are indicative and may vary**

**DSE HH 24: NON FORMAL, ADULT AND LIFE LONG EDUCATION
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To enable the students to understand the need, concept and principles of non-formal, adult and lifelong education
- To impart theoretical and practical knowledge and skills of planning and management of non-formal education related programs as well as the need to strategize effective communication for success of the programs.
- To gain understanding and of various national and international programs in operation from time to time.
- To enable the students to appreciate and formulate appropriate monitoring and evaluation of non-formal education related programs.

COURSE LEARNING OUTCOMES

- The students will be able to grasp the concept, scope and significance of non-formal, adult and lifelong education.
- The students will develop a sound knowledge base of principles of planning, managing as well as monitoring and evaluation of non-formal education and related programs.
- They will be able to critically examine the causes of success and failure of national and international programs over a period of time.
- They will be able to use effective communication strategies for smooth operation and success of programs of adult education and lifelong learning.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Non Formal Education

15

- Difference between formal & Non-Formal Education, Significance of Non-Formal Education in India
- New education policy & NFE
- Scope of NFE in communities- Techniques of community study, Domains of Non-Formal Education
- Organizing NFE programmes- target group; physical aspects; organizing and implementation
- Publicity of Non-Formal Programme; Planning and implementing publicity plan

Chandra A., Shah A. 1987, *Non Formal Education for All*, Sterling Publishers, New Delhi. Chapter- 1- pages 1-13; Chapter- 3- pages 26-38.

UNIT II: Adult Education

15

- Meaning, concept and scope of Adult Education
- Adult Education programme in India
- Adult Education and Extension
- Characteristics of Adult Learners; Difference between Adult & Child learning
- Learning theories; Characteristics of Adult learning, developmental tasks of Adults
- Factors associated with Adult learning
- Motivating and sustaining Adult learners

Chandra, S.H. & Palue, G. *Adult Continuing Education & Continuing Education at a glance*. Daya Publications. Chapter- 1 and 2- pages 1-15; Chapter-5 & 6- pages 19-34.

Mohanty, J. (2002). *Adult Non-Formal Education*. Deep & Deep Publications Chapter 2 and 3- pages 23-56.

Singh N. K, 2010, *Adult Education*, Saurabh Publishing House, New Delhi. Chapter- 1- pages 1-51

UNIT III: Life Long Education

15

- Definition, meaning and concept of Life Long Education
- Life Long Education: Historical and contemporary perspectives
- Components and objectives of Life Long Education
- Significance of Life Long Education in contemporary society
- Forms and domains of Life Long Education
- Principles of Life Long Education

UNIT IV: Adult education and lifelong learning: Programmes and Tools and techniques

15

- International, National and State level programmes
- Monitoring and evaluation of programmes
- Scope of communication methods and materials
- Methods and approaches for organizing NFE programmes for different target groups

Chandra A., Shah A. 1987, *Non Formal Education for All*, Sterling Publishers, New Delhi. Chapter- 4, 5 and 6- pages 37-73

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Visits to different NGO's involved in Non Formal/Adult/Life Long Education
- Interaction with experts from Government/Universities/ NGO's to share their experience of Non Formal/Adult/Life Long Education.
- Reporting of Literacy news, events from periodicals and newspapers.
- Planning and organizing NFE/ continuing education programmes
- Monitoring and Evaluation of programmes

COMPULSORY READING

- Chandra A., Shah A. 1987, *Non Formal Education for All*, Sterling Publishers, New Delhi.
- Khajuria D. P., *New Trends in Indian Education*, Narendra Publishing House, Jalandhar.
- Mishra. L., *Adult Education, A study of the trials*, APH Publishing Corporation, New Delhi.
- Singh M., 2007, *New Companion to Adult Educators*, International Institute of Adult and Life Long Education, New Delhi.
- Singh N. K, 2010, *Adult Education*, Saurabh Publishing House, New Delhi.

ADDITIONAL RESOURCES

- Chandra, S.H. & Palue, G. *Adult Continuing Education & Continuing Education at a glance*. Daya Publications.
- Mohanty, J. (2002). *Adult Non-Formal Education*. Deep & Deep Publications.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games, Field visits, etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Non-formal education, adult-education, Lifelong education, Andragogy, Pedagogy

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	The students will be able to grasp the concept, scope and significance of non-formal, adult and lifelong education.	Classroom discussions, presentation, videos on the concept, scope and significance of non-formal education and lifelong learning.	Quiz, objective and subjective questions, reflection writing

2&3	The students will develop a sound knowledge base of principles of planning, managing as well as monitoring and evaluation of non-formal education and related programs.	Interactive lectures, Presentations, discussions on meaning, concept and scope of Adult Education, Difference between characteristics of Adult & Child learners and Learning theories	Group presentations, class tests, quiz, visit reports
4	They will be able to critically examine the causes of success and failure of national and international programs over a period of time.	Lectures by in house faculty as well as practitioners and academicians from allied areas, power point presentations, seminars and group discussion on International, National and State level programmes of Adult and lifelong education ; Monitoring and evaluation of programmes as well as role of communication for organizing NFE programmes for different target groups	Assignments, presentation by students, quiz/open book test, objective and subjective tests

*Assessment tasks listed here are indicative and may vary

DSE HH 25: BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To enable students to understand basic concepts and presentation of design solutions applicable to interior spaces in hospitality industry
- To undertake aesthetic and sustainable maintenance of interior and exterior surfaces

COURSE LEARNING OUTCOMES

- Comprehend the concept of design applicable to interior spaces in hospitality industry
- Proficiency in presentation drawings to be used in hospitality management
- Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Introduction to foundation of art and design		10
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- Objectives of design : Beauty, Functionalism and Expressiveness
 - Types of Design: Structural and decorative(Naturalistic, stylized, abstract and geometric; modern and traditional design)
 - Elements of design: Line, Shape and form, Space, Pattern, Texture, Light, Color
 - Principles of design: Balance, Harmony, Scale, Proportion, Rhythm, Emphasis
- Premavathy and Pannu (2005). Interior Design and Decoration. Chapter 1, 2

UNIT II: Components of Interior Design		25
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- Surface in Interior: wall finishes, floor finishes, ceiling finishes
 - Types of Furniture and furnishings
 - Types of accessories
 - Sustainable interior design
- Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Chapter 11, 12, 16
- Rao, M.P.(2016), Interior Design: Principles and Practice , Delhi: Lomus offset press. Chapter 11

UNIT III: Functions of Hospitality Industry		25
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- Importance & functions of housekeeping department in hospitality industry
 - Functions and management of Food Service Department
 - Introduction to front office department and personal management
 - The functions of linen room and laundry
 - Eco-tourism concept and management of facilities using organic methods and techniques
- Arora, R. K. (2010). *Professional Housekeeping*. A. P. H. Publishing Corporation, New Delhi. Chapter 1, 2, 3, 7
- Sudhir, Andrews (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi. Chapter 2, 3

PRACTICAL	CONTENT	DURATION: 60 HRS (Credits 2)
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- Making drawing sheet on the following
- Types of lines
- Patterns
- Textures
- Color
- Designs-Types
- Making Accessories: Application of elements and principles of design in creating
- Visit to Architect Offices/ Interior Designs/ Sites/ ongoing completed projects Exhibitions/House design by project.

- Elements of decoration for hospitality industry.
- Table setting for Restaurants & Banquettes.
- Visit to various departments of hotels to learn to prepare facility maintenance records.
- Collect information regarding eco-tourism in India.
- Plan an eco-tourism trip (schedule, budget, implementation, challenges or meeting emergency situations) for a specific target group with specific objectives

COMPULSORY READING

- Arora, R. K. (2010). *Professional Housekeeping*. A. P. H. Publishing Corporation, New Delhi
- Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).
- Premavathy and Pannu (2005). *Interior Design and Decoration*.
- Rao, M.P.(2016), *Interior Design: Principles and Practice*, Delhi: Lomus offset press.
- Sudhir, Andrews (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi

ADDITIONAL RESOURCES

- Andrew Sudhir (1985), *Hotel Housekeeping- training manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
- Andrews,S. (2000), “*Food and Beverage Management*,” Tata McGraw Hill Publishing Co. Ltd, New Delhi..
- Bhatt Pranav and Goenka Shanita (1990), *The Foundation of Art and Design*, Lakhani book Depot, Bombay.
- Charavarti, B.K. (2014). *A technical guide to Hotel Operation*, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
- Lawrence M (1987). *Interior decoration*. New Jersey: Chartwell Books
- Riley & Bayern (2003). *The elements of design*. Mitchell Beazley

TEACHING LEARNING PROCESS

- Classroom lectures
- Power point presentations
- Experiential learning through demonstrations
- Project works
- Field visits

ASSESSMENT METHODS

- As per University of Delhi norms. As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical

- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Interior Design
- Hospitality Management
- Eco-tourism
- Hospitality Industry

Facilitating achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	Comprehend the concept of design applicable to interior spaces in hospitality industry	Classroom lectures with sketches and pictorial presentations showing examples of types of design. A PowerPoint presentation will be used on discussion of elements and principles of design.	Class test/quiz on types of design and elements and principles of design.
2	Proficiency in presentation drawings to be used in hospitality management	Classroom lectures with PowerPoint presentations showing examples of various presentation drawing used in hospitality management. Experiential learning of the presentation drawings through demonstrations.	Sketches of the various presentation drawings. Project on survey of types of accessories, surface finishes, furniture and furnishing.
3	Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors	Field visit of hospitality industries to learn about the various hospitality management departments and their functioning. Classroom lecture and discussion on maintenance of materials and finishes.	Report of field visits – departments of hospitality industry and their functions. Preparation of chart on maintenance of materials and finishes.

*Assessment tasks listed here are indicative and may vary

**DSE HH 26: BASICS OF NUTRITION EPIDEMIOLOGY AND ANTHROPOLOGY
(CREDITS: THEORY- 4, PRACTICAL- 2)**

COURSE OBJECTIVES

- To enable the students to understand the epidemiology of various nutritional problems as well as relevance of anthropology in health, disease and nutrition.
- To encourage the application of epidemiology and anthropology in prevention of disease and promotion of health through nutrition.

COURSE LEARNING OUTCOMES

- Describe major methods and indicators in the context of epidemiology in nutrition
- Explain epidemiology of major public health problems specifically relating to under nutrition, over- nutrition and micronutrient deficiencies
- Demonstrate knowledge of anthropology as applied to health, disease and nutrition
- Understand effect of cultural, ecological, geographical and other variations on malnutrition

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Epidemiology in Nutrition 10

- Definition and scope of epidemiology , Health and Nutritional epidemiology
- Determinants of MCH & indicators commonly used to track maternal/ child health & nutrition
- Definitions of commonly used epidemiological indicators like Crude death rate, IMR, U5MR, Birth rate, Fertility rate, , Maternal mortality rate/ratio etc..
- Disease frequency, causes and prevention - population at risk, Incidence and its comparison.
- Epidemiological Methods and Types
 - a. Observational, Experimental, and Potential errors.
 - b. Case fatality, Mortality.

Moon G, Gould M (2000). *Epidemiology: An Introduction*. Philadelphia, Open University Press. Chapter 2, Page 13-31, Chapter Chapter 3, page 32-52, Chapter 4 page 53-69, Chapter 5 Page 70-83

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th ed*. Jabalpur M/s. Banarsidas Bhanot. Chapter 3 Page 57-144

UNIT II: Epidemiology of Major public Health and Nutrition Problems in India 14

- Status of maternal & child nutrition/health, under-nutrition and over-nutrition as per latest surveys

- Prevalence and utilization rates of key indicators/interventions for women, children, adolescence: globally and in India
- Studying the progress of key indicators of vulnerable age groups based on disaggregated data rural vs urban, male vs female, SC, ST, OBC and Wealth quintiles. (NNMB, SRS, DLHS,CES, MICS,NFHS I, II and III data) and calculating per annum progress/deterioration.
- Vital statistics and Causes of IMR, NMR, MMR, Under 5 Mortality rates & its relationship with nutrition.
- Emergence of evidence based interventions for improving Maternal and Child Health and under- nutrition and over-nutrition from global and National epidemiological data base.

Bonita R., Beaglehole R., Kjellström T (2006). Basic Epidemiology, 2nd Edition, WHO, 2006 http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf. Chapter 2, Page 15-38.

Lal S (2009). Textbook of Community Medicine. CBS Publication. Chapter 4, page 74-116.

UNIT III: Epidemiology of Major Micronutrient deficiencies

10

- Status of micronutrient deficiencies in mothers and children as per latest surveys
- Prevalence and utilization rates of key indicators/interventions to improve micronutrient deficiencies for women, children, adolescence: globally and in India;
- Studying the progress of key indicators of vulnerable age groups based on disaggregated data rural vs urban, male vs female, SC, ST, OBC and Wealth quintiles. (NNMB, SRS, DLHS,CES, MICS,NFHS I, II and III data) and calculating per annul progress/deterioration.

Langseth L (1996). Nutritional Epidemiology: Possibilities and Limitations. Washington DC, ILSI Press. Page 6-35

UNIT IV: Introduction of Anthropology and Its Relevance to Nutrition

14

- Definition and Application of the Discipline of Anthropology as applied to:
 - a. Health and Disease
 - b. Nutrition and Nutritional Status
- Historical development of Nutritional Anthropology: Evolution from a biomedical to a socio cultural view of nutrition.
- Emic vs Etic Perspective.
- Factors Affecting Food choices and household level practices
 - a. Ecological and Geographical
 - b. Poverty, economic status
 - c. Socio cultural; education, ethnic and religious factors.
 - d. Sensory Qualities of Foods and culture
 - e. Girl child and women
 - f. Intra Household Distribution of Food

Pelto GH, Pelto RJ and Masser E (1989). *Research Methods in Nutritional Anthropology*, Tokyo, Japan: The United Nations University. Chapter 1-5.

UNIT V: Cultural Interpretation of Malnutrition and Rural Urban differences 12

Community beliefs about cause prevention and treatment of under nutrition, micronutrient deficiencies (PEM,IDA, VAD, IDD) in children and women, over-nutrition in developed and developing countries.

- Ethno-physiology: cultural perceptions of body physiology in different stages of the life cycle (child, adolescent, adult) and its impact on home level nutrition and health care.
- Comparing rural vs urban differences as regards :
 - a. Time and activity patterns; workload of men and women and its impact on food intake and nutritional status (especially vulnerable groups)
 - b. Health care seeking behaviors – treatment of illness.
 - c. Complementary feeding and breast feeding practices; family support.
 - d. Seasonal variations in malnutrition and morbidity.

Lawrence M , Worsley T (2007). *Public Health Nutrition: From Principles to practice*. Allen and Unwin, Australia.Chapter 2

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Assessing the epidemiology of a nutrition and health problems in vulnerable groups of the population & tracking progress in the last decade
- Comparing the frequency of occurrence/exposure of nutrition and health
- Study of Nutrition Anthropology/Research Tools and Methods
- Brief overview of QL tools (purpose and technique):
 - Focus Group Discussion
 - Open ended Interviews - In depth Interviews & Key Informant Interviews
 - Various Types of observation methods.
 - Importance of integrating qualitative and quantitative methods (QL and QN);
 - Overview of concept of participatory Research (PR) as distinct from Qualitative Research
- Principles of PR
- Features of good PR
- Introduction of few PR methods (eg. Community mapping, preference ranking, Venn Diagrams, seasonality diagram)
 - Data collection in the area of health and Nutrition using above methods

COMPULSORY READING

- Bonita R., Beaglehole R., Kjellström T (2006). *Basic Epidemiology, 2nd Edition*, WHO, 2006 http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf

- Koblinsky M (1993). *The Health of Women : A Global Perspective*. (1993) NCIH, Washington, DC, USA.
- Lal S (2009). *Textbook of Community Medicine*. CBS Publication
- Langseth L (1996). *Nutritional Epidemiology: Possibilities and Limitations*. Washington DC, ILSI Press.
- Lawrence M , Worsley T (2007). *Public Health Nutrition: From Principles to practice*. Allen and Unwin, Australia.
- Moon G, Gould M (2000). *Epidemiology: An Introduction*. Philadelphia, Open University Press.
- Mother Care (1990). *Behavioural Determinants of Maternal Health Care Choices in Developing Countries*, Mother Care, USA.
- Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th ed*. Jabalpur M/s. Banarsidas Bhanot
- Pelto GH, Pelto RJ and Masser E (1989). *Research Methods in Nutritional Anthropology*, Tokyo, Japan: The United Nations University

ADDITIONAL RESOURCES

- Vir, S (2011). *Public health nutrition in developing countries*, Woodhead Publishing India limited.

TEACHING LEARNING PROCESS

- Lecture
- Power point presentations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Nutritional epidemiology, nutritional anthropology, epidemiology of public health, maternal and child nutrition

Facilitating the achievement of Course Learning Objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tools
1	Describe major methods and indicators in the context of epidemiology in nutrition and select an appropriate	Lecture, Presentations, Discussion	Review of reports and research articles for identification of different study

	design for addressing a study question.		designs and indicators related to health and nutrition, Class test
2	Explain epidemiology of major public health problems specifically relating maternal and child nutrition	Lecture, Presentations, graphical representation of data to measure progress/ deterioration of various indicators Discussion	Review of related data bases and its analysis, Assignments for exploring evidence based interventions for improving Maternal and Child Health
3	Explain epidemiology of major public health problems specifically relating to under nutrition, over-nutrition and micronutrient deficiencies	Lecture, Presentations, graphical representation of data to measure progress/ deterioration of various indicators Discussion	Review of related data bases and its analysis, Quiz
4.	Demonstrate knowledge of anthropology as applied to health, disease and nutrition	Lectures, Presentations, Discussion	Secondary data analysis and class presentations
5.	Understand effect of cultural, ecological, geographical and other variations on malnutrition	Lectures, Interpretation of data using different data sets, Discussion,	Review of articles and related data bases, class test

* Assessment tasks listed here are indicative and may vary

DSE HH 27: COMMERCIAL CLOTHING (CREDITS: THEORY-4 PRACTICAL-2)

COURSE OBJECTIVES

- To have knowledge of the essentials of the apparel industry
- To judiciously select quality raw material for design and garment making
- To have clear understanding of steps in garment assembly

COURSE LEARNING OUTCOMES

- Awareness of organization and working of the apparel industry
- Have a keen eye for selection of raw materials for garment making
- Conceptualize design for product development
- Presentation skills for the showcasing end-of-term in a professional manner

THEORY**CONTENT****DURATION: 60 HRS (Credits 4)****UNIT I: Garment industry essentials 20**

- Overview of the garment industry- brief history, manufacturers, contractors, wholesalers, retailers, branded vs Private label <advantages and disadvantages of private labels, vertical integration.
- Organization of Apparel manufacturing unit- function of various departments
- Global trade: Imports and Exports- advantages and disadvantages
- Stitches, seam classes
- Labeling: manufacturer and product information, certification, care and care symbols, voluntary label information
- Sizing: Numbered, lettered, children's wear, women's wear, men's wear

Brown, P. and Rice, J.1998, Ready-to-wear Apparel Analysis, Prentice Hall, Chapter 1, 2 & 6, pg 1-28 & 132-133

Cooklin, G., 1991, Introduction to clothing manufacture, Blackwell, Chapter 1, pg 1-12

UNIT II: Selection of Fabric & Accessories 15

- Recognizing body shape and type
- Selection of appropriate apparel fabrics for girls, women, boys and men's wear
- Fabric: essential quality indicators and physical features of fabric
- Use of trimmings in clothing for value addition
- Accessories – types, materials, and use

Brown, P. and Rice, J.1998, Ready-to-wear Apparel Analysis, Prentice Hall, Chapter 7 & 8, pg 157-202

Kallal, M. J., 1985, Clothing Construction, Macmillan Publishing Company, New York, Chapter, 1 & 2, pg 1-14

UNIT III: Sourcing, Spec Sheets and procurement 15

- Sourcing of Fashion materials
- Preparation of specification sheet
- Procurement of Fashion Materials
- Costing of garments

Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York, Chapter 1, pg 2-22.

Brown, P. and Rice, J.1998, Ready-to-wear Apparel Analysis, Prentice Hall, Chapter 4, pg 75-80

Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America, Chapter 1, pg 6

UNIT IV: Garment Assembly and assessing quality 10

- Parts, panels, pieces and product
- Assessing Apparel quality-Quality feature, price, consumer, perception of quality,

- Value: relating price and quality, Quality processes in apparel industry
- Testing and inspection

Brown, P. and Rice, J.1998, *Ready-to-wear Apparel Analysis*, Prentice Hall, Chapter 11 & 12, pg 275-320

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Designing a line for women's wear based on a theme
- Developing patterns for selected designs
- Construction of any two garments from the above patterns
- Design presentation

COMPULSORY READING

- Brown, P. and Rice, J.1998, *Ready-to-wear Apparel Analysis*, Prentice Hall.
- Burns leslie, Nancy B. 1997, *The Business of Fashion- Designing Manufacturing and Marketing*, Fairchild publications. USA.
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, *Evaluating Apparel Quality*, Fairchild Publications, America

ADDITIONAL RESOURCES

- Armstrong, H.J., 2009, *Pattern Making for Fashion Design*, Harper Collins Publishers Inc., Ney York.
- Cooklin, G., 1991, *Introduction to clothing manufacture*, Blackwell.
- Kallal, M. J., *Clothing Construction*, 1985, Macmillion Publishing Company, New York, Chapter, 1 & 2, pg 1-14

TEACHING LEARNING PROCESS

- Lecturing
- Audio visual aids
- Demonstrating
- Collaborating
- Classroom Action Research
- PPT
- Lab practical's

ASSESSMENT METHODS

- Continuous evaluation system
- An open-ended question that gets them writing/talking
- Ask students to reflect
- Pictorial quiz/ MCQ's
- End semester exams

KEY WORDS

Apparel industry, fabric, accessories, sourcing, spec sheet, procurement, garment assembly, garment construction, patterns

Facilitating the achievement of course learning objectives

Unit no.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Awareness of organization and working of the apparel industry	Interactive lectures on Apparel Industry essentials which provides information orally and supported by slides with short interactions such as asking students to respond to a related question	Quiz match the following, identification of various stitches, seams classes, labels and sizes
2.	Have a keen eye for selection of raw materials for garment making	Theory classes which involve student interaction and exposure to various fabric accessories. Typically, students are more likely to retain information presented in these ways if they are asked to interact with the material in some way. For example to create exercises for identification of fabric samples	Multiple choice questions and student presentations
3.	Conceptualize design for product development	Provide students with access to a design (e.g., magazine, fashion shows and market etc.). Accompany the design with complete specification which will help guide students' focus as they engage with the functionality of design.	Drawing with spec sheets
4.	Presentation skills for the showcasing end-of-term in a professional manner	Practical example based teaching on Garment Assembly and assessing quality and its construction	Constructing the garment and its assessment and quality assessment

* Assessment tasks listed here are indicative and may vary

**DSE HH 28: PATTERN MAKING AND DRAPING
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To learn the techniques of pattern making and to judiciously decide the technique required for various designs
- To be able to develop pattern making skills for various garment components
- To be proficient in making patterns in a variety of styles for women's garments

COURSE LEARNING OUTCOMES

- Use and apply the knowledge of tools and terminology used in pattern making the various pattern making tools and its terminology
- Apply the principles of pattern making for basic upper and lower slopers, sleeves, collars and dresses
- Manipulate the basic slopers to create design variations
- Assemble and complete a dress with all its components

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Pattern Making: Tools and methods

20

- Terms and tools for pattern making
- Various software for pattern making
- Draping: dress-form, tools and materials used, fabric preparation, steps in creating basic upper and lower body slopers
- Drafting
- Flat pattern making
- Dart manipulation
- Added fullness
- Contouring
- Rules of pattern making

Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York. Chapter 1 pg. 1-22; Chapter 4, 5, 6, 7, 8 & 9

Kopp, E., Rolfo, V., Zelin, B. & Gross, L. (1982), How to Draft Basic Patterns, Fairchild Publications, New York. Chapter 1 pg. 1-13

UNIT II: Design development in bodices and upper garment component

18

- Bodice variations
- Sleeve variations
- Collar variations
- Placket variations

Armstrong, H.J. (2009), *Pattern Making for Fashion Design*, Harper Collins Publishers, INC, New York. Chapter 10, 14, 15 & 17

MacDonald, Nora M. (2010), *Principles of Flat-Pattern Design*, Fairchild Books, New York. Chapter 5 & 6 pg. 117-182; Chapter 9 & 10 pg. 229-282

UNIT III: Design development in skirts and lower garment component **12**

- Skirt variations
- Waist band variations
- Pocket variations
- Zipper attachments

Armstrong, H.J. (2009), *Pattern Making for Fashion Design*, Harper Collins Publishers, INC, New York. Chapter 13 & 17

UNIT IV: Dresses without waistline seams **10**

- Developing the torso block
- Sheath dresses- boxy, fitted & semi fitted
- Princess lines
- Empire lines
- Panelled dress
- Tent dress

Armstrong, H.J. (2009), *Pattern Making for Fashion Design*, Harper Collins Publishers, INC, New York. Chapter 18

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

Draping:

- Developing Adult women's bodice block
- Developing an adult women's skirt block

Flat Pattern making:

- Developing variations in bodices
 - Double darts & multiple darts
 - Dart cluster
 - Princess line
 - Empire line
- Yoke variations
- Sleeve variations
 - Leg-o-mutton
 - Petal
 - Bell
 - circular

- Collar variations
 - Flat and raised Peter pan on altered neckline
 - Partial peter pan
 - Mandarin
 - One piece stand and fall
- Adult skirt variations
 - A-line
 - Flared
 - Gathered
 - Pleated
 - Waist bands and waist facing
- Construction: Garment and its components
 - Plackets- shirt plackets, continuous wrap, zipper attachments
 - Pockets- inseam, slit, single welt
 - Construction of a dress with collar & sleeve

COMPULSORY READING

- Armstrong, H.J. (2009), *Pattern Making for Fashion Design*, Harper Collins Publishers, INC, New York.
- Kiisel K. (2013), *Draping: The Complete Course*, Laurence King Publishing.
- Kopp, E., Rolfo, V., Zelin, B. & Gross, L. (1982) *How to Draft Basic Patterns*, Fairchild Publications, New York.
- MacDonald, Nora M. (2010), *Principles of Flat-Pattern Design*, Fairchild Books, New York.

ADDITIONAL RESOURCES

- Liechty, E.G., D.N. Potterberg, and J.A. Rasband (2010), *Fitting and Pattern Alteration; A Mutimethod approach*, Fairchild Publication, New York.
- Pepin, H., 1947, *Modern Pattern Design*, Funk and Wagnalls, USA
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, *Evaluating Apparel Quality*, Fairchild Publications, America

TEACHING LEARNING PROCESS

- Lecturing
- Audio visual aids like PPT and videos
- Demonstration
- Group discussion
- Lab practical's

ASSESSMENT METHODS

- Continuous evaluation system
- An open-ended question that gets them writing/talking
- Pictorial quiz and MCQ's

- Class test and end semester exams

KEYWORDS

Pattern making, sloper, dresses without waistline seams, draping, flat pattern, sleeve, collars, skirts

Facilitating the Achievement of Course Learning Outcomes

Unit no.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Use and apply the knowledge of various tools and terminology used in pattern making	Interactive lecture along with power-point presentation on tools, terminology, softwares and methods of pattern making. Detailed discussion along with demonstration to explain principles and rules of pattern making.	pictorial quiz /MCQ's to assess the level of basic understanding
2	Apply the principles of pattern making for design development in bodices, sleeves, collars and plackets	Demonstrative lecture on design development in upper garments. Practical exercises will further help in better understanding.	Class test focusing on short notes and definitions
3	Apply the principles of pattern making for design development in skirts, waistbands, pockets and zipper attachments	Demonstrative lecture on design development in lower garments. Practical exercises will further help in better understanding.	Style reading of various designs projected in classroom
4	Manipulate dresses without waistline seam and create design variations	Detailed discussion along with demonstration to develop variation in dresses without waistline seam	Project on step by step manipulation of a given design

* Assessment tasks listed here are indicative and may vary

**DSE HH 29: CHILD RIGHTS IN INDIA
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the meaning of child rights and rights based approach to providing services and programmes for children
- To identify groups of children who are in need of care and protection and situational analysis of the child in India
- To acquire knowledge of constitutional and legal provisions in India for care and protection of the children.

COURSE LEARNING OUTCOMES

- Students will acquire a conceptual understanding of child rights.
- The students will acquire knowledge of vulnerable groups of children in India and status of children in India.
- Students will learn about constitutional and legal provisions in India for care and protection of the children.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Understanding child rights	16
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- Definitions of a child
- Concept of child rights
- Models for understanding child rights
- Factors of exclusion
- Situational analysis of children in India
- Child protection

Bajpai, A. (2006). Child Rights in India: Law, policy and practice. New Delhi: Oxford University Press. Chapter 1.

Census. <http://censusindia.gov.in/>

Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer. Chapter 1, Chapter 2.

UNIT II: Children in need of care and protection	24
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- Street and working children
- Neglected and homeless children
- Child-trafficking and child abuse
- Orphan and destitute children
- Children in conflict with law
- Children in conflict zones, disabilities
- Girl child

Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press. Chapter 4, Chapter 5, Chapter 6.

Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer. Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9.

Ministry of Women and Child Development, Government of India. (n.d.). *Sub group report Child protection in the Eleventh Five Year Plan (2007- 2012)*. Retrieved from <http://wcd.nic.in/wgchilprotection.pdf>

UNIT III: Framework for Social Action

20

- Constitutional provisions for children in India
- National policies, programs
- Laws for children (CLPRA, POCSO, HAMA, GAWA, PC-PNDT, RPwD, JJ acts)
- UNCRC, NCPCR
- Role of family, community, state and child herself in protecting rights
- Services for children-institutional and non-institutional

Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press. Chapter 7, Chapter 8.

Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer. Chapter 1, Chapter 2.

The gazette of India. The Child Labour (Prohibition and Regulation) Amendment Act, 2016. [http://uphome.gov.in/writereaddata/Portal/Images/The-Child-Labour\(Prohibition_and_Regulation\)Amendment-Act,2015.pdf](http://uphome.gov.in/writereaddata/Portal/Images/The-Child-Labour(Prohibition_and_Regulation)Amendment-Act,2015.pdf)

The Hindu Adoptions and Maintenance Act, 1956. <http://egazette.nic.in/WriteReadData/1956/E-2176-1956-0073-99264.pdf>

The Hindu Minority and Guardianship Act, 1956. <http://egazette.nic.in/WriteReadData/1956/E-2177-1956-0043-99277.pdf>

The Juvenile Justice (Care and Protection of Children) Act, 2015. <http://cara.nic.in/PDF/JJ%20act%202015.pdf>

The National Policy for Children. <https://childlineindia.org.in/pdf/The-National-Policy-for-Children-2013.pdf>

The protection of children from sexual offences act 2012. <https://wcd.nic.in/sites/default/files/childprotection31072012.pdf>

The Rights of Persons With Disabilities Act, 2016. <http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20of%20PwD%20Act%202016.pdf>

COMPULSORY READING

- Bajpai, A. (2006). *Child rights in India: Law, policy and practice*. New Delhi: Oxford University Press.

- Chopra, G. (2015). *Child rights in India: Challenges and Social Action*. New Delhi: Springer.

ADDITIONAL RESOURCES

- Bhargava, V. (2005). *Adoption in India: Policies and experiences*. New Delhi: Sage.
- Indian Journal of Social Work
- Virani, P. (2000). *Bitter chocolate: Child Sexual abuse in India*. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). *Born unfree: Child labour, Education, and the state in India*. New Delhi: Oxford University Press.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Visits to institutions working for vulnerable children.
- Exploring and analysis of child rights issues through audio-visual sources and workshops.
- Interaction with children in difficult circumstances.
- Preparing stories and awareness materials on child rights
- Case profile of a child in difficult circumstances.
- Programme planning

REFERENCES

- Bajpai, A. (2006). *Child rights in India: Law, policy and practice*. New Delhi: Oxford University Press.

TEACHING LEARNING PROCESS

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Field visits
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEY WORDS

- Child rights
- Child protection
- Children in need of care and protection
- Child labour

- Child abuse
- Child trafficking
- Children in conflict with law
- Adoption

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
UNIT I	Students will acquire a conceptual understanding of child rights.	Classroom lectures and discussions	Quiz Survey to explore understanding of Child Rights amongst general public
UNIT II	The students will acquire knowledge of vulnerable groups of children in India and status of children in India.	Use of audio visual resources (films, documentaries) to gain an insight into lives of children in difficult circumstances Classroom discussion Workshop/talks	Assignment on documenting learnings from movies/documentaries Report writing for workshops/talks Survey on living conditions of street children/working children PPT presentation
UNIT III	Students will learn about constitutional and legal provisions in India for care and protection of the children.	Classroom lectures Power point presentations Research and newspaper articles	Assignment on collecting newspaper and research articles on issues related to children Test

*Assessment tasks listed here are indicative and may vary

**DSE HH 30: UNDERSTANDING GENDER IN CONTEMPORARY INDIA
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To learn about key concepts with reference to sex and gender.
- To acquire knowledge of issues and concerns of women and girl child in India.
- To gain insights about the history of women's movement in India and the existing legislations.
- To gain skills to interact with diverse social groups and advocate for gender equity.

COURSE LEARNING OUTCOMES

- The students will learn about key concepts and contemporary terminology with reference to sex and gender.
- The students will gain insights into the social and cultural determinants of gender.

- The students will develop an understanding of the dimensions of gender discrimination, diversity and equity.
- The students will acquire knowledge about relevant policies and legislation for gender justice.
- The students will develop a nuanced perspective on gender issues through extensive interactions with diverse social groups.
- The students will gain skills to participate in and develop programmes to advocate for gender equity.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Introducing Gender: Key Concepts 15

- Sex and gender, masculinity and femininity
- Biological and cultural determinants of gender
- Gender fluidity: LGBTQ communities

Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.
 Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.
 Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited, Raj Press.
 Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.

UNIT II: Social Construction of Gender 12

- Socialization for gender
- Gender roles, stereotypes and identity
- Media and popular culture

Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.
 Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.
 Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.

UNIT III: Gender and Society 15

- Patriarchy and Social Institutions
- Obligation and subordination: Being male and female
- Perspectives on feminism
- The girl child and women in India

Bhasin, K. (1986). Feminism and its relevance in South Asia. New Delhi: Kali for Women, R. S. Printers.
 Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.
 Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.
 Bradley, H. (1991). Men's Work, Women's Work. UK: Polity
 Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.

UNIT IV: Gender and Discrimination 18

- Power and violence in gender relations
- Gender and work
- Sexual harassment, Domestic violence and intimate partner violence

- Gender rights, Laws and Policies
 - Programmes for gender equity
- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women, Raj Press.
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women, Raj Press.
- Bradley, H. (1991). *Men's Work, Women's Work*. UK: Polity
- Mohanty, M. (2008). *Class, caste and gender*. New Delhi: Sage.
- Saikia, N. (2008). *Indian women: A socio-legal perspective*. New Delhi: Serials publications.

COMPULSORY READING

- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women, Raj Press.
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women, Raj Press.
- Menon, N. (2008). *Sexualities: Issues in contemporary Indian feminism*. New Delhi: Sage.
- Mohanty, M. (2008). *Class, caste and gender*. New Delhi: Sage.
- Saikia, N. (2008). *Indian women: A socio-legal perspective*. New Delhi: Serials publications.

ADDITIONAL RESOURCES

- Bhasin, K. (1986). *Feminism and its relevance in South Asia*. New Delhi: Kali for Women, R. S. Printers.
- Bhasin, K. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited, Raj Press.
- Bradley, H. (1991). *Men's Work, Women's Work*. UK: Polity

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Preparing and using interview schedules and field visits to understand gender realities in diverse social situations.
- Visits to organizations working in the area of women's empowerment and justice.
- Workshops by resource persons and organizations on gender issues.
- Placements/internships to learn programme planning, advocacy, training and awareness of women's issues.
- Use of audio visual material, films and documentaries.

REFERENCES

- Feature films (Dor, Astitva, Mirch Masala, Parched)
- Documentaries (Skin Deep, Goddess of Food, Unlimited girls, Blood on my hands)
- Episodes of Satyamev Jayte on:
 - Female foeticide <https://www.youtube.com/watch?v=u1vASMBEEQc>
 - Masculinity <https://www.youtube.com/watch?v=vuo4wbREE4U>
 - Accepting alternative sexualities <https://www.youtube.com/watch?v=ZOicOppaqnk>
 - Domestic violence <https://www.youtube.com/watch?v=Ws4whMNVhWA>
- Gulati, R., Gugnani, A., Chopra, G., & Wadhwa, V. (1994). *Child Development: A Practical Manual*. Phoenix Publishing House Pvt Ltd.

TEACHING LEARNING PROCESS

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Documentation of narratives
- Field visits
- Internship
- Community outreach
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEY WORDS

- Sex
- Gender
- Society
- Patriarchy
- Gender socialization
- Gender diversity
- Empowerment

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
UNIT I	The students will learn about key concepts and contemporary terminology with reference to sex and gender.	Classroom lectures and discussions Audio visual resources (films, documentaries) Documentation of narratives	Discussion on key concepts related to gender Survey of how terms are commonly understood: Sex, Gender, Male, Female, Masculine, Feminine, Man, Woman Documentation of narratives on experiences of growing up in Indian

			society
UNIT II	The students will gain insights into the social and cultural determinants of gender.	Use of audio visual resources (films, documentaries) to study social construction of gender Guided observations and classroom discussion Workshop/talks	Assignment on portrayal/images of women in media Documentation of observations followed by classroom discussions
UNIT III	<ul style="list-style-type: none"> The students will develop an understanding of the dimensions of gender discrimination, diversity and equity. The students will develop a nuanced perspective on gender issues through extensive interactions with diverse social groups. 	Classroom discussion Workshop/talks Field visits Internship Community outreach	Assignment on documenting perceptions/experiences of males and females from different settings Documentation of community outreach and presenting internship report
UNIT IV	<ul style="list-style-type: none"> The students will acquire knowledge about relevant policies and legislation for gender justice. The students will gain skills to participate in and develop programmes to advocate for gender equity. 	Classroom lectures Power point presentations Research and newspaper articles	Assignment on collecting newspaper and research articles on issues related to women

***Assessment tasks listed here are indicative and may vary**

SKILL ENHANCEMENT COURSES (SEC)

SEC HH 01: HOME BASED CATERING (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To comprehend fundamentals of menu planning through management of resources in a food service establishment.
- To develop insight for recipe standardization and to apply acquired skills in menu planning and quantity food production.
- To use knowledge of preliminary steps for starting a home based catering unit.

COURSE LEARNING OUTCOMES

- Comprehend fundamentals of menu planning through management of resources in a food service establishment.
- Develop insight for recipe standardization and quantity food production.
- Use knowledge of preliminary steps for starting a home based catering unit.
- Apply acquired skills in menu planning and quantity food production.

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I: Introduction to food service

- Kinds of food service establishments
 - a. Market survey of various food products raw and processed in different kind of markets.
 - b. Survey of a nearby home based catering unit.

UNIT II: Food Production

- Menu planning: Importance of menu, Factors affecting menu planning, Menu planning for different kinds of food service units
 - a. Planning menus within specified budget for the following:
 - i. Menu for a birthday party/ nursery school.
 - ii. Packed tiffin lunch for MNC employees.
 - iii. Cyclic menu for catering breakfast, lunch and dinner for PG/ hostel girls.
- Food purchase and storage
- Quantity food production: standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control
 - a. Standardization of a recipe
 - b. Scaling up of recipe for large number of customers

- c. Food stall/ Event catering
 - d. Demonstration of a specialized cuisine
- Hygiene and Sanitation
 - a. Develop a checklist for good hygiene practices

UNIT III: Planning of a Food Service Unit

- Preliminary Planning Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up:
 - a. Identifying resources (money, manpower, time, facilities and equipment, utilities)
 - b. Developing Project plan
 - c. Determining investments
 - d. Project Proposal
- FSSAI regulations & licences

COMPULSORY READING

- Knight, J.B. &Kotschevar, L.H. (2000). *Quantity Food Production Planning & Management. 3rd edition* John Wiley & Sons.
- Mohini, S. (2005) *Institution Food Management* New Age International Publishers.
- West, B.B.& Wood, L. (1988) *Food Service in Institutions 6th Edition* Revised By Hargar FV, Shuggart SG, &Palgne Palacio June, Macmillian Publishing Company New York.

ADDITIONAL RESOURCES

- Payne-Palacio, J. &Theis, M. (2011) *Foodservice Management: Principles and Practices 12th ed.*
- Taneja, S. & Gupta, S.L. *Entrepreneur Development- New Venture Creation.* Galgotia Publishing Company.

TEACHING LEARNING PROCESS

- Lecture method
- Power point presentations
- Experiential learning through planning and demonstration

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Department of Food and Nutrition
- Catering
- Standardization of recipes
- Quantity food production
- Business

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Students will be acquainted with the historical account and kinds of food service establishments.	Detailed talk on the history and various kinds of food service establishment. Interactive session with class discussing how to conduct a survey of any home based catering unit and market survey of various products from different kind of markets.	Class test and assignment on kinds of food service establishment. Preparation of market survey report and presentation of practical records.
2.	Students will gain knowledge about menu planning and factors affecting it; food purchase and storage; quantity food production; Hygiene and sanitation.	Detailed discussion of different types of menu and factors affecting menu planning, different purchasing methods, storage conditions and store room records. Discussion on standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control. Demonstration of a specialized cuisine.	Evaluation will be done on the assignments on menu planning for different food service units. Standardization of a recipe Scaling up of recipe for large number of customers Organising a Food stall/ Event catering Developing a checklist for good hygiene practices
3.	Students will be able to use knowledge of preliminary steps and resources for	Demonstrative lecture on preliminary planning survey of types of units, identifying clientele, menu, operations	Students will be developing project plan, determining investments and writing project/business proposal.

	planning and development of a business proposal in order to start a home based catering unit.	and delivery and writing project proposal. Food licences and FSSAI regulations	Group discussions and presentations.
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*Assessment tasks listed here are indicative and may vary

SEC HH 02: MATERNAL & CHILD HEALTH NUTRITION (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To understand the nutritional needs during pregnancy, lactation, infancy and preschool years
- To understand the relationship between maternal health and birth outcome
- To understand the concept of infant and young child feeding practices
- To gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes

COURSE LEARNING OUTCOMES

- Understand the nutritional needs during pregnancy, lactation, infancy and preschool years
- Understand the relationship between maternal health and birth outcome
- Understand the concept of infant and young child feeding practices
- Gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I:

- Nutritional needs during pregnancy, common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension, Gestational diabetes), relationship between maternal diet and birth outcome.
- Maternal health and nutritional status, maternal mortality and issues relating to maternal health.

Activities:

1. Gathering and analysing data on maternal nutrition/health indicators
2. Preparation of educational aid on adequate care and nutrition during pregnancy.
3. Preparation of an educational aid for dietary management of anemia during pregnancy
4. Conducting interview and planning nutrition education games for college going adolescent girls on importance of adequate nutrition and health during adolescence.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 15, pg 234-250.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India., Chapter 10, pg 555-645.

UNIT II:

Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight, Breastfeeding biology, Breastfeeding support and counselling

Activities:

1. Preparation of educational aid on adequate care and nutrition for nursing mothers.
2. Planning counselling sessions for nursing mothers for different breastfeeding related problems.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 15, pg 234-250.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India., Chapter 10, pg 555-645.

UNIT III:

- Infant and young child feeding and care - Current feeding practices and nutritional concerns, guidelines for infant and young child feeding, Breast feeding, weaning and complementary feeding.
- Growth monitoring, Assessment and management of moderate and severe malnutrition among children, Micronutrient malnutrition among preschool children
- Child health and morbidity, neonatal, infant and child mortality, IMR and U5MR; link between mortality and malnutrition

Activities:

1. Gathering and analysing data on child nutrition/health indicators
2. Preparation of educational aid on importance of exclusive breast feeding.
3. Preparation of educational aid on importance of timely initiation of complementary feeding.
4. Preparation of educational aid on prevention and management of diarrhoea.
5. Preparation of educational aid on Importance and schedule of immunization.
6. Preparation of educational aid on importance of hygiene and sanitation.
7. Conduct activity to demonstrate age specific complementary food preparation for infants and young children (7 months, 10 months and 1.5 years).
8. Plotting and interpretation of growth charts for children below 5 years.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 17, pg 268-283.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India, Chapter 10, pg 555-645.

UNIT IV:

Overview of nutrition concerns and existing maternal and child nutrition policies and programmes

Activities:

1. Preparation of case study from field observations related to any one nutrition problem among mothers and/ or infants
2. Preparation of case study from field observations related to any ongoing programmes on maternal and child nutrition and health in India.
3. Preparation and presentation of information card about various schemes related to maternal and child nutrition
4. Preparation and presentation of information card about various the national/international

organizations working in the field of maternal and child health and nutrition.

Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi, Chapter 32, pg 537-549.

Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India, Chapter 7, pg 432-503, Chapter 10, pg 555-645, Chapter 23, pg 958-965.

COMPULSORY READING

- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Park K (2017). *Park's Textbook of Preventive and Social Medicine, 24th Edition*. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
- Wadhwa A and Sharma S (2003). *Nutrition in the Community-A Textbook*. Elite Publishing House Pvt. Ltd. New Delhi.

ADDITIONAL RESOURCES

- Relevant IEC material from Government of India (including Ministry of Health and Family Welfare, Ministry of Women and Child Development, and other ministries working in nutrition) and Non-Governmental Organizations working in the area of health and nutrition.
- National Guidelines on Infant and Young Child Feeding (2006). Ministry of Women and Child Development, Government of India.
- Vir, S.C (2011) *Public Health Nutrition in developing Countries Part1*. Woodhead Publishing India Limited
- Vir, S.C (2011) *Public Health Nutrition in developing Countries Part2*. Woodhead Publishing India Limited
- Ministry of Women and Child Development (MWCD), Government of India. (2019). POSHAN Abhiyaan [online]. Available at: <https://icds-wcd.nic.in/nnm/home.htm> (Accessed: July 12, 2019).
- Ministry of Health and Family Welfare (MoHFW), Government of India. (2019). National Health Mission, Ministry of Health and Family Welfare, Government of India [online]. Available at: <https://nhm.gov.in/> (Accessed July 12, 2019).
- Ministry of Health and Family Welfare (MoHFW), Government of India. (2019). Departments of Health and Family Welfare, Ministry of Health and Family Welfare, Government of India [online]. Available at: <https://mohfw.gov.in/about-us/departments/departments-health-and-family-welfare> (Accessed: July 12, 2019)

TEACHING LEARNING PROCESS

- Power point presentations
- Class Discussions / Demonstrations
- Class activities / assignments
- Field Visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Maternal Nutrition
- Infant and Young Child Feeding
- Preschool Nutrition
- National Programmes to improve Maternal and Child Nutrition

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcome	Teaching and Learning Outcome	Assessment Tasks
Unit I	<ol style="list-style-type: none"> 1) Understand the nutritional needs during pregnancy 2) Understand the relationship between maternal health and birth outcome 	<ul style="list-style-type: none"> • Power point presentations • Class Discussions / Demonstrations • Class activities / assignments • Field Visits 	<ol style="list-style-type: none"> 1. Gathering and analysing data on maternal nutrition/health indicators 2. Preparation of educational aid on adequate care and nutrition during pregnancy. 3. Preparation of an educational aid for dietary management of anemia during pregnancy
Unit II	<ol style="list-style-type: none"> 1) To understand the nutritional needs during lactation 2) To understand the relationship between maternal health and birth outcome 	<ul style="list-style-type: none"> • Power point presentations • Class Discussions / Demonstrations • Class activities / assignments • Field Visits 	<ol style="list-style-type: none"> 1. Preparation of educational aid on adequate care and nutrition for nursing mothers. 2. Planning counselling sessions for nursing mothers for different breastfeeding related problems.
Unit III	<ol style="list-style-type: none"> 1) To understand the nutritional needs during infancy and preschool years 2) To understand the concept of infant and young child feeding practices 	<ul style="list-style-type: none"> • Power point presentations • Class Discussions / Demonstrations • Class activities / assignments • Field Visits 	<ol style="list-style-type: none"> 1. Gathering and analysing data on child nutrition/health indicators 2. Preparation of educational aid on importance of exclusive breast feeding. 3. Preparation of educational aid on importance of timely initiation of complementary feeding. 4. Preparation of educational aid on prevention and management of diarrhoea. 5. Preparation of educational aid

			<p>on Importance and schedule of immunization.</p> <p>6. Preparation of educational aid on importance of hygiene and sanitation.</p> <p>7. Conduct activity to demonstrate age specific complementary food preparation for infants and young children (7 months, 10 months and 1.5 years). 8. Plotting and interpretation of growth charts for children below 5 years</p>
Unit IV	1) To gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes	<ul style="list-style-type: none"> ● Power point presentations ● Class Discussions / Demonstrations ● Class activities / assignments ● Field Visits 	<p>1. Preparation of case study from field observations related to any one nutrition problem among mothers and/ or infants 2. Preparation of case study from field observations related to any ongoing programmes on maternal and child nutrition and health in India. 3. Preparation and presentation of information card about various schemes related to maternal and child nutrition 4. Preparation and presentation of information card about various the national/international organizations working in the field of maternal and child health and nutrition.</p>

*Assessment tasks listed here are indicative and may vary

SEC HH 03: EARLY CHILDHOOD CARE AND DEVELOPMENT (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To study the contemporary emergence and positioning of Early Childhood Care and Education
- To provide analytical framework for pedagogy and curricular framework
- To understand effective implementation and assessment of early childhood development programmes for fostering optimal growth of young children

COURSE LEARNING OUTCOMES

- The student will acquire skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts

- They can delineate the significance of stimulating environment for fostering holistic development and assess developmental indicators using tools and checklists.
- The students will develop skills in planning and creating development and programmatic activities with respect to all domains of development for children in first six years of life.
- The student will develop skills in creating learning materials and use them in family and community in multiple contexts

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I: Children’s developmental needs from birth-6 yrs 24

- To prepare, conduct, analyse and document (using rights- based approach) various aspects of child’s environment based on developmental needs in two different contexts using observation method.

Aggarwal, J. C. (2007). *Early Childhood Care and Education: Principles and Practices*. Shipra: New Delhi.

Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep and Deep Publication, New Delhi.

Morrison, G. S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall: Virginia

Swaminathan, M. (1998). *The First five Years*. Sage Publications.

Theory and Practice in Early Childhood Care and Education. Managing Children’s Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material. <http://www.ignouhelp.in/ignou-dece-study-material/>

UNIT II: Development Indicators in different domains 24

- To study development indicators in three developmental age groups birth-2 years; 2-4 years; 4-6 years. (videos and field observations)
- To document these three observations of the children

Aggarwal, J. C. (2007). *Early Childhood Care and Education: Principles and Practices*. Shipra: New Delhi.

Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep and Deep Publication, New Delhi.

Morrison, G. S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall: Virginia

Swaminathan, M. (1998). *The First five Years*. Sage Publications.

UNIT III: Fostering development in children birth-6 yrs 24

- To collect and create learning material for children in different age groups and domains
- To plan and conduct any two activities in an ECCE setting (storytelling, puppet show etc.).

Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.

Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material. <http://www.ignouhelp.in/ignou-dece-study-material/>

RomilaSoni, R. (2015). Theme Based Early Childhood Care and Education Programme: A Resource Book. National Council of Educational Research and Training. Chapter 1, Chapter 2.

Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.

Swaminathan, M. (1998). The First five Years. Sage Publications.

Theory and Practice in Early Childhood Care and Education. Managing Children's Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material. <http://www.ignouhelp.in/ignou-dece-study-material/>

UNIT IV: ECCE programme: components, curriculum and assessment 48

- To prepare a checklist to study major components of ecce programme and then visit two ECCE settings and conduct the checklist.
- To plan a curriculum for a programme in any one ECCE setting
- To acquire skills to design spaces for different ECCE programmes which would include setting, resources, material, equipment, toys and books for children
- To write a plan for setting up of an ECCE programme, consolidate data for previous practical
- To conduct workshop in any of the following area that will enhance skills of an ECCE worker -

Nutrition and health for young children

Drama, music and dance children

Classroom activities and worksheets

Developing projects and themes for ECCE

Aggarwal, J. C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra: New Delhi.

Arni, K. and Wolf G. (1999). Child Art with Everyday Materials. TARA Publishing.

Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material. <http://www.ignouhelp.in/ignou-dece-study-material/>

CLASSICAL READING

Swaminathan, M. (1998). *The First five Years*. Sage Publications.

COMPULSORY READING

- *Organizing a Child Care Centre*. Indira Gandhi National Open University DECE Study Material
- *Play Activities for Preschoolers – 1 and 2*. Indira Gandhi National Open University DECE Study Material
- RomilaSoni, R. (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training.

- *Theory and Practice in Early Childhood Care and Education. Managing Children's Programmes: Some Perspectives.* Indira Gandhi National Open University DECE Study Material

ADDITIONAL RESOURCES

- Aggarwal, J. C. (2007). *Early Childhood Care and Education: Principles and Practices.* Shipra: New Delhi.
- Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials.* TARA Publishing.
- Morrison, G. S. (2003). *Fundamentals of early childhood education.* Merrill/Prentice Hall: Virginia
- Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education.* M. S. Swaminathan Research Foundation.
- Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education.* Deep and Deep Publication, New Delhi.

TEACHING -LEARNING PROCESS

Field visits, workshops, lecture, classroom discussion, guided observation

ASSESSMENT METHODS

For each 4 period practical there will be:

10 marks for attendance

10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).

Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEY WORDS

- Early years
- ECCE
- Early childhood
- Early development
- Development indicators

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
UNIT I	The student will acquire skills in observing and documenting the developmental needs of children from birth to 6 years of age in	Field visits and guided observation followed by classroom discussion to understand developmental	Discussion on developmental needs of young children Documentation of

	different contexts	needs of children till 6 years of age	observations from different context
UNIT II	The students will be able to delineate the significance of stimulating environment for fostering holistic development and assess developmental indicators using tools and checklists	Use of audio visual resources and field visits to study developmental indicators among young children Guided observations and classroom discussion	Assignment on listing development indicators of age groups birth-2 years; 2-4 years; 4-6 years Documentation of observations followed by classroom discussions
UNIT III	The students will develop skills in planning and creating development and programmatic activities with respect to all domains of development for children in first six years of life	Workshops, Lecture and Classroom discussion	Assignment on planning and preparing activities to foster development in children Conducting activities in ECCE setting
UNIT IV	The student will develop skills in creating learning materials and use them in family and community in multiple contexts	Field visits, Workshops, Lecture and Classroom discussion	Preparing checklist to study major components of ECCE programme Planning curriculum for ECCE setting Assignment on designing an ECCE space

***Assessment tasks listed here are indicative and may vary**

**SEC HH 04: SELF-DEVELOPMENT AND WELLBEING
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- To enable students to understand the concept of selfhood and parameters of well-being in the contemporary Indian context
- To help students demonstrate skills in developing and using culturally appropriate methods to promote well-being

COURSE LEARNING OUTCOMES

- Develop an understanding of selfhood and be able to define parameters of wellbeing.
- Acquire skills in developing and using culturally appropriate methods to promote wellbeing.
- Be able to introspect as well as investigate the concept of selfhood in the contemporary everyday Indian context.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I: Components of self and wellbeing 32

- Understanding the self – Theatre approach, Art, Literature
- Interview of two adolescents –1 male, 1female, about his/her sense of self
- An exercise in self-reflection from early childhood to adolescence
- Organize small group discussions to arrive at indicators of sense of well-being

Kakar, S. (1978). The inner world. Delhi: Oxford University Press. (Chapter 6: Conclusion: Childhood and Social Change)

Rice, F. P. (2007). The Adolescent: Development, Relationship and Culture. (Chapter 1: Adolescents in social context , Chapter 8: Self-concept, identity, ethnicity and gender)

UNIT II: Methods to study self and wellbeing 48

- Case profile of an adolescent using multiple methods
- Learning about assessment of well-being using a standardized test Analysing images in media to understand the self
- Diagrammatic representation of the self
- Narrative analysis: self and others; biographies and autobiographies
- Subjective and objective scales of measuring wellbeing

Kakar, S. and Kakar, K. (2007). The Indian: The portraits of a people. London: Penguin/Viking. (Chapter 1: The hierarchical man: page 13- Indian culture and authority; Chapter 3: Indian women: Traditional and modern: pages 52-70)

Santrock, J. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill. (Chapter 4: Socioemotional processes and development)

UNIT III: Activities to promote wellbeing 40

- Workshop on self-development
- Basics of counselling, visit to a counselling centre
- Selected exercises to promote wellbeing: Music, dance, literature, poetry, art, yoga, meditation, play, and theatre

Film: An Education (https://en.m.wikipedia.org/wiki/An_Education)

Getting stuck in the negatives (and how to get unstuck)|Alison Ledgerwood|TEDxUCDavis (<https://youtu.be/7XFLTDQ4JmK>)

Happiness is all in your mind: Gen Kelsang Nyema at TEDxGreenville2014 (<https://youtu.be/xnLoToJVQH4>)

How to multiply your time|Rory Vaden|TEDxDouglasville (<https://youtu.be/y2X7c9TUQJ8>)
<https://www.ted.com/talk> :

Living in flow-the secret of happiness with Mihaly Csikszentmihalyi
(<https://youtu.be/TzPky5Xe1-s>)

Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage. (Chapter 4: Classifications and measures of human strengths and positive outcomes -page 51; Chapter 5: Developing strengths and living well in a cultural context- page 99; Chapter 8: Making the most of emotional experiences: emotion focused coping, emotional intelligence, socioemotional selectivity and emotional story telling- page 149)

The art of being yourself|Caroline McHugh|TEDxMiltonKeynesWomen
(<https://youtu.be/veEQQ-N9xWU>)

Victory beyond the mountain|IAS officer|Tina Dabi|TEDxHamsrajCollege
(<https://youtu.be/md4wAywgDEw>)

COMPULSORY READING

- <https://www.ted.com/talk>
- Kakar, S. (1978). *The inner world*. Delhi: Oxford University Press.
- Kakar, S. and Kakar, K. (2007). *The Indian: The portraits of a people*. London: Penguin/Viking.
- Rice, F. P. (2007). *Adolescent: Development, Relationship and Culture*.
- Santrock, J. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

- Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

TEACHING LEARNING PROCESS

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

ASSESSMENT METHODS

For each 4 period practical there will be:

10 marks for attendance

10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).

Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEY WORDS

- Self
- Selfhood
- Self-Development
- Wellbeing
- Counselling

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Develop an understanding of selfhood and be able to define parameters of wellbeing	Introspection, Discussion, reference work, Ted talks and lectures and planned worksheets for self-reflection	Assignment on diagrammatic/creative representations of self, emotions and processes of wellbeing identified by the student
2.	Acquire skills in developing and using culturally appropriate methods to promote wellbeing	Case studies, narratives, standardized tests and scales to assess wellbeing	Designing and processing case study using multiple methods of exploration and assessment of wellbeing in identified/selected contexts
3.	Be able to introspect as well as investigate the concept of selfhood in the contemporary everyday Indian context	Workshop on self-development and counselling, visit to guidance and counselling centre, and wellbeing exercises using music, dance, literature, poetry, art, yoga, meditation, and films	Report of workshop and visit, mock counselling sessions organized by student, workshop by students using creative processes to promote wellbeing, review of contemporary Indian film reflecting topical issues related to selfhood and wellbeing

*Assessment tasks listed here are indicative and may vary

**SEC HH 05: TRAINING AND CAPACITY BUILDING
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- To understand the importance and scope of training for development
- To learn the different training approaches and methodologies for various development goals.
- To understand the roles and functions of different phases of the training process
- To develop skills in planning and executing training programmes for different stakeholders

COURSE LEARNING OUTCOMES

- Importance and scope of training for development.
- Understand and critically evaluate the different training approaches and methodologies for various development goals.
- Understand the roles and functions of different phases of the training process.
- Develop skills in planning and executing training programmes for different stakeholders

PRACTICAL	CONTENT	DURATION: 120 HRS (Credits 4)
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UNIT I: Concept of Training	40
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- Training and learning
- Types of training
- Role of training and capacity building in HRD

Agochiya D. (2002). *Every trainer's handbook*. New Delhi, Sage publisher. Chapter – 1 pp – 1-23

Dhama, O.P. and Bhatnagar, O.P. (2003). *Education and Communication for Development*. New Delhi. Chapter – 46, 47

PRIA. (1998). *A Manual for Participatory Training Methodology in Development*. New Delhi: Society for Participatory Research in Asia. Chapter – 1 & 2

UNIT II: Methods and Techniques of Training	40
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- Tools and techniques for training
- Designing and evaluation of Training Programs for different stakeholders (grassroot functionaries, managers, policy makers)

Agochiya D. (2002). *Every trainer's handbook*. New Delhi, Sage publisher. Chapter – 4, 6, 8, 9

Dhama, O.P. and Bhatnagar, O.P. (2003). *Education and Communication for Development*. New Delhi. Chapter – 46, 47

PRIA. (1998). *A Manual for Participatory Training Methodology in Development*. New Delhi: Society for Participatory Research in Asia. Chapter – 3, 5 & 6

UNIT III: Training Methods and Techniques: Practice

40

- Training modules: Development and Analysis for specific target groups with different learning outcomes and learning goals
- Agencies involved in training and development- NGOs, GOs and Corporate

Agochiya D. (2002). *Every trainer's handbook*. New Delhi, Sage publisher. Chapter – 3

Dhama, O.P. and Bhatnagar, O.P. (2003). *Education and Communication for Development*. New Delhi. Chapter – 46, 47

COMPULSORY READING

- Agochiya D. (2002). *Every trainer's handbook*. New Delhi, Sage publisher.
- Dhama, O.P. and Bhatnagar, O.P. (2003). *Education and Communication for Development*. New Delhi.
- PRIA. (1998). *A Manual for Participatory Training Methodology in Development*. New Delhi: Society for Participatory Research in Asia.

ADDITIONAL RESOURCES

- Lyton R and PareekU. (1990). *Training for Development*. New Delhi, Vistaar Publications.
- Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual. International*

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Training, Participatory Training, Training methods, Capacity buildings, Training of trainers

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
Unit I	Importance and scope of training for development.	Concept of training, training and learning, types of training, role of training and capacity	MCQs on concept of training, Quiz on roles and responsibility of training, games – types

		building in HRD	of training
Unit II	Understand and critically evaluate the different training approaches and methodologies for various development goals. Understand the roles and functions of different phases of the training process.	Methods and techniques of training, tools and techniques for training, designing and evaluation of training programs for different stakeholders (grassroot functionaries, managers, policy makers)	Mood meter – methods and techniques of training, evaluation grids –training program design, students group presentations – analysis of training programs for different stakeholders
Unit III	Develop skills in planning and executing training programmes for different stakeholders	Training methods and techniques: practice, training modules: development and analysis for specific target groups with different learning outcomes and learning goals, agencies involved in training and development- ngos, gos and corporate	Quiz on Training methods, group discussion and group presentations on training modules developed in class

***Assessment tasks listed here are indicative and may vary**

SEC HH 06: ADVERTISING AND SOCIAL MARKETING (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To learn and understand the basic concepts, terminology, trends and importance of advertising and social marketing.
- To understand and effectively utilize creative elements in advertising to develop an advertising campaign and also understand the factors and importance of reaching the target audience through the development of effective media coverage planning.
- To develop foundational social marketing skills

COURSE LEARNING OUTCOMES

- Understand the concept, scope and trends in advertising and social marketing
- Evaluate the different types of advertisements and their impact on audience.

- Develop skills in media planning and message design for various media- print, audio and video
- Understand the key components of social marketing, marketing strategies, approaches and marketing campaigns

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I: Advertising

60

- Concept, types appeals and role of advertisements
- Analysis of advertisements in media- print, audio and video
- Designing advertisements for media- print, audio and video
- Audience segmentation and its importance in advertising
- Laws, Standards & Regulations and Ethics

Aggarwal, B.V. and Gupta, V.S. (2002) *.Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company. Section 5.

Dominick, J and Wimmer. (2013). *Mass Media Research*. Chapter -14.

UNIT II: Social Marketing

60

- Concept of social marketing
- Social marketing and advertising
- Innovative strategies in Social Marketing

Jethwani, Verma, Sarkar (2015). *Public Relations: Concept, Strategies, Tools*. 3rd Edition Chapter –2.

Kotler, P. (2013). *Social Marketing*.

COMPULSORY READING

- Aggarwal, B.V. and Gupta, V.S. (2002) *.Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company.
- Banik, G.C. (2006). *PR and Media Relations*. Jaico Publishing House Delhi.
- Jethwani, Jain Shruti (2012), *Advertising Management*, New Delhi: Oxford Higher Education

ADDITIONAL RESOURCES

- Kothari, CR (2012) *Research Methodology Methods & Techniques*, Published by New Age International (P) Ltd, New Delhi

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key

- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Advertising, Social Marketing

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning activities	Assessment Tasks
1	<p>Students will be able to define the concept, scope and trends in advertising.</p> <p>Students will learn various appeals, gain knowledge on types of advertising and its impact on audience.</p> <p>Students will be able to critically analyse advertisements in different media.</p> <p>Students will understand audience segmentation, its importance in advertising and media planning.</p> <p>Students will be aware of ethical and legal aspects in advertising.</p>	<p>Interactive lectures with the help of cards, power point presentations, case studies with live examples in print and audio visual aids, Discussion, Role Play, Games.</p>	<p>Student's presentations on analysis of different types of advertisements.</p>
2	<p>Students will be able to explain concept and key components of social marketing and how it is different from other types of advertisements.</p> <p>Students will be able to analyse marketing strategies, approaches and various marketing campaigns.</p> <p>Students will also be able to demonstrate innovative strategies and techniques in Social marketing.</p>	<p>Interactive lectures with the help of cards, power point presentations, case studies with live examples in print and audio visual aids, Discussion, Role Play, Games.</p>	<p>Development of a Social Digital Marketing advertisement for Print and Radio</p>

*Assessment tasks listed here are indicative and may vary

**SEC HH 07: SURFACE ORNAMENTATION
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- To understand the importance of surface decorations
- To learn various techniques of fabric manipulation and fabric layering
- To gain knowledge of embroideries, tie and dye, painting and printing as value addition on apparels and home textiles
- To develop a product by using various design exploration techniques

COURSE LEARNING OUTCOMES

- Identify different methods of surface decoration
- Create fabric manipulations by various methods
- Explore designing through colour application
- Describe an over view of surface layering

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

- Fabric manipulation-cuts, pleats, tucks and removal of threads

Juracek, A. Judy, 2000, Soft Surface, Thames & Hudson Ltd

Milne D'Arcy Jean, 2006, Fabric Leftovers, Octopus Publishing Group Ltd

Singer Margo, 2007, Textile Surface Decoration-Silk & Velvet, A&C Black Ltd

- Surface decoration
 - ❖ Embroidery stitches-running, stem, herringbone, bullion knot, french knot, blanket, satin and mirror attachment
 - ❖ Embellishments-sequin, dabka, beads, lace attachment, tassels and Swarovski

Blake, J. & Fisher, J. 1975, The complete book of handicrafts, Octopus books, pg 7-33

Campbell, J. & Bakewell, A., 2006, The Complete Guide to Embroidery Stitches: Photographs, diagrams, and instructions for over 260 illustrated stitches, Reader's Digest Association

Stradal, M., 1971, Needlecraft with beads and crystals, Mills & Boon London, pg 13

- Design through colour application
 - ❖ Painting
 - ❖ Printing- block, stencil and screen
 - ❖ Dyeing- Tie and dye

Colton, V., 1979, Reader's Digest Complete Guide to Needlework, Reader's Digest Association

Irwin, K. A., 2015, Surface Design for Fabric, Fairchild Books, Chapter 1, 3, 4, 5 & 6, pg 1-32, 65-185

Ratcliffe, M. E., 1988, Fabric Painting, Salamander Books Ltd., pg 8-30

- Surface layering
 - ❖ Applique-simple, cut and felt
 - ❖ Quilting- hand and machine
 - ❖ Burning
 - ❖ Layering, stitching and cutting

Beal,M., 2013, New ideas in fusing fabric, Batsford, Chapter 1, pg1-14

Blake, J. & Fisher, J. 1975, The complete book of handicrafts, Octopus books, pg 74

Linda & Kemshall, L.,2007, The painted quilt, Chapter 1& 2, pg 2-28

Singer, R., 2013, Fabric Manipulation, David & Charles Publishers

- Product development using the above design exploration techniques

COMPULSORY READING

- Juracek, A. Judy, 2000. *Soft Surface*, Themes &Hodson Ltd.
- Milne D'Arcy Jean, 2006, Fabric Left Overs, Octopus Publishing Group Ltd.
- Singer Margo, 2007, *Textile Surface Decoration- Silk & Velvet*, A & B Black Ltd.

ADDITIONAL RESOURCES

- Campbell, J. & Bakewell, A., 2006, *The Complete Guide to Embroidery Stitches: Photographs, Diagrams, and Instructions for Over 260 Illustrated Stitches*, Reader's Digest Association.
- Colton, V., 1979, *Reader's Digest Complete Guide to Needlework*, Reader's Digest Association.
- Singer, R., 2013, *Fabric Manipulation*, David & Charles Publishers.

TEACHING LEARNING PROCESS

- Demonstrating
- Collaborating
- Classroom Action Research
- Evolution of teaching methods
- Lab practicals

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEY WORDS

- Fabric manipulation
- Surface decoration
- Design
- Surface layering

Facilitating the achievement of course learning objectives

Experiment no.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1	Identify different methods of surface decoration	Interactive lectures on surface decoration techniques which provides information visually and supported by slides with short interactions such as asking students to identify the techniques of surface decoration	MCQ's, match the following
2	Create fabric manipulations by various methods	Practical classes based on demonstration of various fabric manipulation methods which involve students in samples preparation in classroom. Typically, students are more likely to retain information presented in these ways.	Samples preparation
3	Explore designing through colour application	Provide students with practical access to various methods of colour application on fabric through dyeing, printing and batik.	Samples preparation
4	Describe an over view of surface layering	Practical example based teaching on surface layering and samples preparation by using different innovative methods	Samples preparation
5	Create an article by using various techniques	Product development helps students to visualise their imagination. For example making an article by creative use of any surface decoration techniques	Article preparation

* Assessment tasks listed here are indicative and may vary

**SEC HH 08: CAD IN TEXTILES AND APPAREL
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- Acquire and demonstrate competency in graphic designing skills.
- Demonstrate the ability to create and develop original designs and concepts and be able to prepare a portfolio to enter the working force.

COURSE LEARNING OUTCOMES

- Understand and use various features and tools of CorelDraw and Photoshop and their applications.
- Applying CAD to complement design skills
- Communicate a concept visually using graphic displays to meet the computer graphics need of various applications.

PRACTICAL CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I: Basics of Design Software

- CorelDraw
- Adobe Photoshop

Jain, S. & Geetha M., *CorelDraw Training Guide*, BPB Publications, India

Lazear.M.Susan, 2007, *Adobe Photoshop for Fashion Design*, Pearson Publishing

UNIT II: Applications of Design Software

Corel Draw

- Create vector art and illustrations for
 - Logos
 - Brochures
 - Invites
 - Advertisements/Posters
- Create and manipulate objects and text
- Motif development and placement
- Technical drawings of fashion details

Photoshop

- Image editing through
 - Adjusting image luminance
 - Selections
 - Masking
 - Retouching
- Creation of Mood boards/Theme boards - Working with Layers, Colours, Brushes etc.

CorelDraw tutorial: <https://www.youtube.com/watch?v=89VZfov7p8Q>

Photoshop tutorial: <https://helpx.adobe.com/in/photoshop/tutorials.html>

COMPULSORY READING

- Aldrich, W., 1994, *CAD in Clothing and Textiles*, 2nd Edition, Wiley- Blackwell Publishing, USA
- Jain, S. & Geetha M., *CorelDraw Training Guide*, BPB Publications, India
- Lazear.M.Susan, 2007, *Adobe Photoshop for Fashion Design*, Pearson Publishing

ADDITIONAL RESOURCES

- CorelDraw tutorial: <https://www.youtube.com/watch?v=89VZfov7p8Q>
- Photoshop tutorial: <https://helpx.adobe.com/in/photoshop/tutorials.html>
- Shufflebotham, R., 2014, *Photoshop cc*, In Easy Steps Limited, UK

TEACHING LEARNING PROCESS

Classroom lectures and demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

CAD, Photoshop, CorelDraw, Textile design, Image editing, Motif, Designing, Mood boards

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	Understand and use various features and tools of CorelDraw and Photoshop and their applications.	Discussion on the design softwares - CorelDraw and Photoshop - understanding the differences between the two. Explanation of the user interface and the various tools used in the two softwares through demonstration and practical exercises.	Continuous comprehensive evaluation which includes assessment of class work and assignments given for every class activity.
2	Applying CAD to complement design skills.	Understanding of the application of the various tools of CorelDraw and Photoshop in designing of brochures, invitation cards, book covers, logos, visiting cards, digital portraits, 3-D images etc. through demonstration and hands on training.	Continuous comprehensive evaluation which includes assessment of class work and assignments given for every class activity.
3	Communicate a concept visually using graphic displays to meet the computer graphics need of various applications.	Discussion on the concept of mood board; making of mind maps; Developing the color palette; creation of silhouettes and development of related textures. Explanation of technical drawings and accessories by discussion and showing pictures and drawing the same using design software tools.	Continuous comprehensive evaluation which includes assessment of class work and assignments given for every class activity.

* Assessment tasks listed here are indicative and may vary

SEC HH 09: RESOURCES AND SUSTAINABLE DEVELOPMENT (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To build an inter-disciplinary perspective on understanding environmental concerns, sustainable development and its challenges
- To familiarize students with current debates and perspectives in analyzing constraints and opportunities for sustainable development
- To familiarize students with the concepts of ecological footprint, sustainable consumption and SDGs

COURSE LEARNING OUTCOMES

- Build an understanding of environmental concerns, sustainable development and its challenges.
- Understand the concept of ecological footprint, sustainable consumption and SDGs.
- Gain an understanding of the concept of green buildings and green building guidelines.
- Develop skills in energy, water and waste management.

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

- **Sustainable development**
 - Environmental concerns and sustainable development
 - Challenges: Population explosion, urbanization, globalization, economic development
 - Sustainable consumption
 - Ecological/Carbon footprint calculation
 - Sustainable Development Goals (SDGs)

Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications. Chapter-9 (Introduction to Sustainable Development, Pg 177-196), Chapter-10 (Resources and development issues, Pg 197-215).

- **Resources and Sustainable Approaches I**
 - Energy management: Understanding electricity bills, BEE star labels, energy auditing
 - Green buildings and green building guidelines
 - Portfolio on renewable sources of energy, survey on solar products etc.

Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications. Chapter-11 (Environmental management of key resources, Pg 216-236), Chapter-12 (Sustainability and management of key resources, Pg 237-252).

- **Resources and Sustainable Approaches II**
 - Water management: Rain water harvesting, water auditing, water testing

- Waste management: Waste to energy plants, waste water recycling, waste to wealth (paper recycling, composting, biogas, solid waste management etc.)
- Air/noise/lighting testing
- Sustainable practices by industry

Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications. Chapter-11 (Environmental management of key resources, Pg 216-236), Chapter-12 (Sustainability and management of key resources, Pg 237-252), Chapter-13 (Sustainable business practices, Pg 253-266).

COMPULSORY READING

- Goel, S. (Ed.). (2016). *Management of Resources for Sustainable Development*. New Delhi: Blackswan Publications.
- Somayaji, G., & Somayaji, S. (2009). *Environmental concerns and sustainable development: some perspectives from India*. New Delhi: TERI Publication.
- Sundar, I. (2006). *Environment and Sustainable Development*. New Delhi: APH Publishing Corporation.

ADDITIONAL RESOURCES

- UN Millennium Project. (2005). *Innovation: Applying Knowledge in Development*. Science, Technology and Innovation Task Force Report.
- World Bank. (2006). *Enhancing Agricultural Innovation: How to go beyond the strengthening of research systems*. World Bank: Agriculture and Rural Development

TEACHING LEARNING PROCESS

- Power point presentations
- Field visits
- Case study approach
- Survey method
- Experiential learning through demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Sustainable development
- Ecological/carbon footprint
- Sustainable Development Goals (SDGs)
- Energy management

- Green buildings
- Green building guidelines
- Renewable sources of energy
- Water management
- Waste management

Facilitating achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and learning activities	Assessment tasks
Practical	Build an understanding of environmental concerns, sustainable development and its challenges	Discussion on environmental concerns and sustainable development, Challenges: Population explosion, urbanization, globalization, economic development, Sustainable consumption	Case studies
Practical	Understand the concept of ecological footprint, sustainable consumption and SDGs	Ecological/Carbon footprint calculation and discussion on Sustainable Development Goals (SDGs)	Calculation of ecological/carbon footprint for self and family using different websites
Practical	Gain an understanding of the concept of green buildings and green building guidelines	Practical example based discussion on green buildings and green building guidelines	Student presentations on green buildings with special emphasis on case studies
Practical	Develop skills in energy, water and waste management	Discussion on renewable sources of energy, Understanding electricity bills, reading BEE star labels, conducting energy auditing, water management practices	Portfolio on renewable sources of energy, survey on solar products etc., reading electricity bills and BEE star labels, conducting energy auditing for given appliances, calculation of rain water harvesting potential, conducting water auditing and water testing. Case studies on Waste to energy plants, waste water recycling, waste to wealth (paper recycling, composting, biogas, solid waste management etc.),

			conducting Air/noise/lighting testing, presentations on Sustainable practices by industry.
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*Assessment tasks listed here are indicative and may vary

SEC HH 10: AUTOCAD AND SPATIAL PLANNING (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To understand the fundamentals of house planning and space articulation
- To acquire knowledge regarding materials, building construction techniques and technologies
- To understand the basics of Computer Aided Designing (2D/ 3DS MAX)
- To develop skills in AUTOCAD/ manual drawings for designing spaces

COURSE LEARNING OUTCOMES

- Comprehend building bye-laws and their applications in designing residential units.
- Critically evaluate the different types of plans on the basis of principles of planning.
- Understand various structural components of a building such as flooring, foundation, etc.
- Identify different types of building materials and their characteristics.
- Gain skill in the use of Auto-cad software for preparing house plans.
- Network with professionals in the field of construction industry and design.
- Appreciate the importance of green building in context of sustainability.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

- Basic Concepts in Space Planning and Design: Concept of house, housing, architecture; Functions and concept of adequacy of space; Characteristics of space, principles of planning spaces; planning and designing; Types of house plans: floor, elevation, structural drawings and perspective plans; Types of houses – Row, Semi-detached, detached, independent houses or flats/apartments, multi-storeyed buildings

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).

Chapter 1, 2, 3, 4, 5, 6, 9, 10

- Structural components of a building- innovations and new materials: Foundation; Flooring; Roofs; Doors and Windows; lintels and arches; Staircase; Partitions and Panelling
- Autodesk AutoCAD 2D tutorial - <https://images-na.ssl-images-amazon.com/images/I/C1BxaOC0-IS.pdf>

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Chapter 15

- Housing by-laws and symbols (architectural, plumbing, electrical, furniture), Steps in house planning, Different types of plans (site plan, layout plan, floor plan, elevation, section plan)
Autodesk AutoCAD 2D tutorial - <https://images-na.ssl-images-amazon.com/images/I/C1BxaOC0-IS.pdf>

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Chapter 9,10,11,12,13, 14

- Critical Evaluation of independent houses and apartments.
- Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness - Survey

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Unit 15

- Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA and LEED – Portfolio/ Field visit/ Case study

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Unit 16

- Introduction to basics of Computer Aided Designing (2D/ 3DS MAX)

Autodesk AutoCAD 2D tutorial - <https://images-na.ssl-images-amazon.com/images/I/C1BxaOC0-IS.pdf>

Autodesk 3DS Max tutorial - <http://www.ptisd.org/page/open/32404/0/Basic-Skills-Binder%20book.pdf>

- Observe and prepare house plans for different income groups up to 100 sq.m area (Computer aided/ manual).

Autodesk 3DS Max tutorial - <http://www.ptisd.org/page/open/32404/0/Basic-Skills-Binder%20book.pdf>

Autodesk AutoCAD 2D tutorial - <https://images-na.ssl-images-amazon.com/images/I/C1BxaOC0-IS.pdf>

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed). Chapter 13,14

COMPULSORY READING

- Autodesk 3DS Max tutorial - <http://www.ptisd.org/page/open/32404/0/Basic-Skills-Binder%20book.pdf>

- Autodesk AutoCAD 2D tutorial - <https://images-na.ssl-images-amazon.com/images/I/C1BxaOC0-IS.pdf>

- Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).

ADDITIONAL RESOURCES

- AutoCAD (2016). *Manual Imprescindible/Essential Manual*. Antonio Manuel Reyez Rodriguez
- Dodsworth, Simon. (2009). *The Fundamentals of Interior Design*. AVA Academia.
- Mauree, Mitten & Courtney, Nystuen. (2011). *Residential Interior Design: A guide to Planning Spaces*. New York: Wiley and sons.
- Sushil Kumar (2010). *Building Constructions*. Standard Publishers.

TEACHING LEARNING PROCESS

- Classroom lectures
- Hands-on training using AutoCAD software
- Project Work
- Power Point Presentations
- Field Visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, AutoCAD Plans, 2D-Drawings, One - room Apartment, Studio Apartments, Building materials, Building Symbols, Principles of House Planning

Facilitating achievement of course learning objectives

Practical Assignment	Course learning outcome	Teaching and Learning Activities	Assessment tasks
1	Critically evaluate the different types of plans on the basis of principles of planning.	Practical example of different types of house plans for placement of interior elements based on principles of planning a house.	Evaluation of diagrammatic 2D plans.
2	Understand various structural components of a building such as flooring,	Discussion on the various aspects of structural components of a house	Quiz, class test focussing on short notes and

	foundation, etc.	including foundation, flooring, roofs, doors and windows, lintel and arches, staircase, partition and panelling with the help of visual aids and practical examples.	definitions.
3	Comprehend building bye-laws and their applications in designing residential units.	Discussion on housing bye-laws based on the building norms as well as energy efficiency parameters using green rating systems like GRIHA and LEED	Portfolio/ Field visit/ Case study on selected buildings using green rating systems
4	Critically evaluate the different types of plans on the basis of principles of planning.	Practical example of different types of house plans for placement of interior elements based on principles of planning a house.	Evaluation of diagrammatic 2D plans.
5	Identify different types of building materials and their characteristics.	Interactive learning on identification of building materials and their characteristics, uses and applications, cost and environment friendliness.	Survey on different building materials – features, availability, application and costing.
6	Comprehend building bye-laws and their applications in designing residential units.	Discussion on housing bye-laws based on the building norms as well as energy efficiency parameters using green rating systems like GRIHA and LEED	Portfolio/ Field visit/ Case study on selected buildings using green rating systems
6	Networking with professionals in the field of construction industry and design.	Discussions on construction industry vis-à-vis energy efficiency parameters and green rating systems.	Portfolio/ Field visit/ Case study
6	Appreciate the importance of green building in context of sustainability.	Detailed discussion on the general parameters of a green buildings and their	Evaluation of existing buildings for their sustainable characteristics/

		rating systems.	Case profiling of the buildings
7	Gain skill in the use of Auto-cad software for preparing house plans	Interactive lectures on computer aided software – AutoCAD 2D to design house plans.	Preparing house plans for different income groups (up to 100 sq. m. area)
8	Gain skill in the use of Auto-cad software for preparing house plans	Practical lessons on preparing house plans using computer software as well as manually	AutoCAD 2D and hand drawings

***Assessment tasks listed here are indicative and may vary**

SEC HH 11: UNDERSTANDING PSYCHOLOGY (CREDITS: THEORY-4)

COURSE OBJECTIVES

- To develop a basic understanding of the discipline of Psychology
- To develop an appreciation of the relevance of Psychology in the study of Human Development
- To become conversant with conceptual models of human behavior

COURSE LEARNING OUTCOMES

- The students will acquire understanding of fundamental psychological processes in human beings
- The students will demonstrate understanding of psychology as a discipline and its core concepts
- The student will have a grasp of selected models of behavior, perception, memory and motivation

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction

14

- Psychology as a discipline
- Perspectives on behavior
- Scope and major subfields of psychology
- Biological, social and cultural basis of behavior
- Psychology in modern India

Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). *Brief Introduction to Psychology* Tata McgrawHill, Chapter 1, pg 1-34, Chapter 2, pg 35-

78

UNIT II: Learning

10

- Meaning and nature
- Types
- Theories: Classical conditioning, Operant conditioning, Social learning
- Learning strategies
- Learning in a digital world

Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). *Brief Introduction to Psychology* Tata McgrawHill, Chapter 4, pg 137-179

Woolfolk, A., Misra, G., & Jha, A. K. (2012). *Fundamentals of Educational Psychology*. Pearson, Chapter 6, 231-250

UNIT III: Perception and Memory

16

- Perceptual processes, role of attention in perception
- Perceptual organization; perception of depth, distance and movement; illusions
- Models of memory: Levels of processing, Parallel Distributed Processing model
- Information processing, Reconstructive nature of memory; Forgetting, Improving memory

Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). *Brief Introduction to Psychology* Tata McgrawHill, Chapter 3, pg 80-135, Chapter 5, pg 81-223

UNIT IV: Cognition, Emotion and Motivation

20

- Role of cognition in emotion and motivation
- Components of emotions: Expression, regulation and emotional intelligence
- Intrinsic and extrinsic motivation
- Mental health and well-being

Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). *Brief Introduction to Psychology* Tata McgrawHill, Chapter 7, pg 265-306, Chapter 8, pg 307-337

Woolfolk, A., Misra, G., & Jha, A. K. (2012). *Fundamentals of Educational Psychology*. Pearson, Chapter 7, pg 269-290, Chapter 10, pg 383-408

COMPULSORY READING

- Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). *Brief Introduction to Psychology* Tata McgrawHill
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). *Fundamentals of Educational Psychology*. Pearson

ADDITIONAL RESOURCES

- Baron, R. & Misra. G. (2013). *Psychology*. Pearson.
- Ciccarelli , S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and*

TEACHING LEARNING PROCESS

- Lectures
- Videos/documentaries
- Power point presentations
- Field visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Learning psychology
- Memory
- Perception

Facilitating the achievement of course learning objectives

S.No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The students will acquire understanding of fundamental psychological processes in human beings	Interactive classroom lectures Discussions	Essay type questions Group presentations by students
2.	The students will demonstrate an understanding of psychology as a discipline and its core concepts	Interactive classroom lectures Audio- Video resources	Multiple Choice Quiz Term Papers
3.	The student will have a grasp of selected models of behavior, perception, memory and motivation	Interactive Classroom lectures Discussions Audio- Video resources	Presentations by students- Individual Assignment

***Assessment tasks listed here are indicative and may vary**

**SEC HH 12: COMPUTER APPLICATIONS IN COMMUNICATION AND MEDIA
DESIGN
(CREDITS: THEORY-2, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the concept of visual media
- To learn different software for media designing
- To design media project using computer software

COURSE LEARNING OUTCOMES

- Understand the scope of visual communication and application of computer enabled systems and software for media designing.
- Grasp the underlying factors defining effective visual media creation.
- Develop familiarity with different software used for media designing.
- Design media using selected computer software.

THEORY	CONTENT	DURATION: 30 HRS (Credits 2)
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UNIT I: Introduction to Media and Design	15
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- Historical analysis of visual communication, technological, cultural and aesthetic influences on visual media design
- Introduction to Design, Design elements and principles in context of media design, use of colour and surfaces in design
- Terminology and technology used in media design

Kihrwadkar A, Pushpanadan, (2006), *Information and Communication Technology in Education*, Sarup and Sons, Delhi. Chapter- 1,2,3

Sampath K (1998), *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd. Chapter – 1,2

UNIT II: Media Design and Development	15
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- Computer applications used in graphic designing for media
- Integrating text with images, text layout for enhancing communication,
- Process of media designing- conceptualizing, creativity, ideation development, representing abstract ideas through symbols
- Digital illustrations, page layout, image manipulation, typography and digital printing process

Kihrwadkar A, Pushpanadan, (2006), *Information and Communication Technology in Education*, Sarup and Sons, Delhi. Chapter- 9

Sampath K (1998), *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd, Chapter – 4,12,13

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

- Exercises in elements and principles of design
- Practical exercises using different computer software
- Ideation of communication material (poster, brochure, leaflets) and development using select image editing and designing software for computer aided designing

COMPULSORY READING

- Kihrwadkar A, Pushpanadan, (2006), *Information and Communication Technology in Education*, Sarup and Sons, Delhi
- Sampath K (1998), *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd

ADDITIONAL RESOURCES

- Sagar Krishna (2007), *ICTs and Teacher Training*, Authors Press, Delhi
- Valerie Q (1998), *Internet in a nutshell*, Shroff Publishers and Distributors Pvt. Ltd, Delhi

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, Computer Applications, Digital Designing, Media Design

Facilitating the achievement of Course Learning Objectives:

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Understand the scope of visual communication and application of computer enabled systems and software for media designing.	Presentation on historical analysis of visual communication, technological, cultural and aesthetic influences on visual media design, terminology and technology used in media design	Quiz, match the following

1	Grasp the underlying factors defining effective visual media creation.	Presentations on Introduction to Design, Design elements and principles in context of media design, use of colour and surfaces in design	Quiz, class test, media evaluation exercise
2	Develop familiarity with different software used for media designing.	Presentations and group discussion on Computer applications used in graphic designing for media, integrating text with images, text layout for enhancing communication	Assignments, quiz, MCQs
3	Design media using selected computer software.	Presentation on process of media designing- conceptualizing, creativity, ideation development, representing abstract ideas through symbols, digital illustrations, page layout, image manipulation, typography and digital printing process, agency visits	Agency visit report, creation of media (poster, brochure, leaflet), quiz

*Assessment tasks listed here are indicative and may vary

**SEC HH 13: INFORMATION, EDUCATION AND COMMUNICATION
MATERIALS FOR DEVELOPMENT
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- To learn about various types of IEC material
- To understand the usage of IEC material for development.
- To evaluate different types of IEC material.
- To apply the principles and techniques of developing IEC material

COURSE LEARNING OUTCOMES

- Learn about various types of IEC material
- Understand the usage of IEC material for development.
- Evaluate different types of IEC material.
- Apply the principles and techniques of developing IEC material

PRACTICAL CONTENT

DURATION: 120 HRS (Credits 4)

- Content analysis of various IEC material for development messages.
- Designing layouts for various IEC materials
- Writing scripts on selected developmental issues for radio, and T.V programmes.
- Viewing and recording various types of television and radio programmes
- Preparation of various graphic (IEC) materials
- Identifying various IEC materials used by NGO's and GO's for development work.

Bernice Hurst (1996). *The handbook of communication skills*, Kogan Page Limited, London. Chapter 1,2,3,4,5

Chandra A, Shah A, Joshi U (1989). *Fundamentals of teaching Home Science*. New Delhi: Sterling publishers. Chapter1,2

Enderson (1972). *Introduction to communication theories and practices*, Cummings publishing house, California. Chapter 1-4

Kumar, J.K. (2010). *Mass communication in India*. Ahemdabad: Jaico publishing house. Chapter 1-4

Wittich and Schuller. (1967). *Audio visual materials*. London: Havper & Row publications. Chapter 1-3

COMPULSORY READING

- Bernice Hurst. (1996). *The handbook of communication skills*, Kogan Page Limited, London.
- Enderson (1972): *Introduction to communication theories and practices*, Cummings publishing house, California

ADDITIONAL RESOURCES

- Chandra A, Shah A, Joshi U (1989) :*Fundamentals of teaching Home Science*. New Delhi: Sterling publishers.
- Kumar, J.K. (2010) :*Mass communication in India*. Ahemdabad: Jaico publishing house.
- Wittich and Schuller. (1967). *Audio visual materials*. London: Havper& Row publications,

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, Communication systems, Mass media, IEC.

Facilitating the achievement of Course Learning Objectives

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
UNIT I	Concept of IEC Material	<ul style="list-style-type: none"> ● Meaning of IEC Material ● Importance and scope of IEC material for development ● Different types of IEC materials for development ● Role of IEC materials for development 	<p>MCQs on importance, scope and role of IEC material</p> <p>Group presentations on different types of IEC material</p>
Unit II	Guidelines for Development of IEC Materials	<ul style="list-style-type: none"> ● Selection of IEC material <ul style="list-style-type: none"> - Strength and Limitations of Various IEC materials - Criteria for selecting IEC material - IEC materials for combining for greater impact ● Developing a creative brief <ul style="list-style-type: none"> - Importance of creative brief - Elements of creative brief ● Preparing prototype IEC material <ul style="list-style-type: none"> - Guidelines for developing new IEC material - Qualities of effective IEC material ● Pretesting the prototype of IEC material <ul style="list-style-type: none"> - Assessing the pretested results and revising IEC materials - Monitoring the use and impact of IEC materials. 	<p>Focused group discussion and group presentations – preparing guidelines for the prototype of IEC material and its pre-testing</p>
Unit III	Various Types of IEC Materials for Development	<ul style="list-style-type: none"> ● Graphics and audio visual charts, posters, flashcards, flexes, flip books, pamphlets, leaflets, brochures, booklets, modules, manuals ● Mass Media: IEC materials 	<ul style="list-style-type: none"> ● Project & presentation <ul style="list-style-type: none"> - development of any one prototype of IEC material- Graphics and audio visual charts / posters/ flashcards/

		for radio, television, newspapers and magazines - Radio scripts writing - T.V. programme scripts writing - News paper, magazine article writing	flexes/ flip books/ pamphlets/ leaflets/ brochures/ booklets/ modules/ manuals ● Project & group presentation - development of any one prototype of IEC material for radio/ television/ newspapers/ magazines
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*Assessment tasks listed here are indicative and may vary

SEC HH 14: HOUSE KEEPING (CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the role of housekeeping in the hospitality industry, vis-à-vis, the services and facilities offered.
- To comprehend the operations management in cleaning and maintenance activities of the hospitality sector.
- To acquire knowledge about the kind of accidents and safety systems in the hospitality institutions.

COURSE LEARNING OUTCOMES

- Appreciate the need for maintenance of facilities and services.
- Understand operations management in cleaning and safety systems.
- Develop competence for professional practice in housekeeping.

THEORY CONTENT

DURATION: 30 HRS (Credits 2)

UNIT I: Housekeeping: Facilities and Services

7

- Role of housekeeping in hospitality industry
- Organizational chart of housekeeping department
- Planning, organization & communication of housekeeping activities
- Co-ordination with other housekeeping departments
- Roles and responsibilities of personnel in the housekeeping department

Arora, R. K. (2010). *Professional Housekeeping*. A. P. H. Publishing Corporation, New Delhi.
 Chapter 1: pp 1-14; Chapter 2: pp 15-66; Chapter 3: pp 67-76

Sudhir, Andrews (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi. Chapter 2: pp 47-64; Chapter 3: pp 69-89; Chapter 6: pp 143-156

UNIT II: Cleaning

18

- Cleaning Activity and Pest Control
 - Cleaning agents - selection and use for different surface
 - Cleaning equipment - selection, care and maintenance
 - Cleaning techniques - Daily, weekly, yearly; procedure for cleaning of guest room and public area
 - Types of common pests and effective methods of control
- Linen and uniform room
 - Layout plan and physical features of linen and uniform room
 - Types of linen and uniform, their selection
 - Storage procedure for linen and uniforms
 - Stock determination, control and distribution, record keeping, inventory taking
 - Linen and uniform room, staff and their duties
- Laundry
 - Types of laundry systems - In house, contracted out and linen on hire
 - Layout plan and physical features of a laundry
 - Laundry procedure: Collection, sorting & making, stain removal and washing preparations, extractions and drying, ironing & folding, inspection, packaging, storage delivery
 - Laundry supplies and materials: Water, Soaps, Detergents, Bleaches, Laundry blues, Stiffening agents and Iron
 - Dry cleaning procedure

Schneider, Madelin, Tucker, Georgina and Scoviak, Mary (1998). *The Professional Housekeeper*. John Wiley & Sons, Inc., New York. Chapter 6: pp 113-124; Chapter 11: pp 207-228

Sudhir, Andrews (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi. Chapter 7: pp 159-179; Chapter 9: pp 247-251; Chapter 10: pp 259-286

UNIT III: In House accidents, Fire safety and First Aid

5

- Types of accidents commonly occurring in hospitality institutions, methods to avoid and/or reduce accidents, differences between major and minor accidents in the hospitality institutions.
- Fire safety measures in the institution
- First aid for commonly occurring health problems.

Schneider, Madelin, Tucker, Georgina and Scoviak, Mary (1998). *The Professional Housekeeper*. John Wiley & Sons, Inc., New York. Chapter 13: pp 247-262

Sudhir, Andrews (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi. Chapter 11: pp 304-319;

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Room cleaning procedures, List down the daily, weekly and yearly tasks.
- Cleaning procedure and care of glass articles.
- Cleaning procedure and care of metals like brass and silver articles.
- Procedure of cleaning wash basin (ceramic) and sinks (stainless steel).
- Method of cleaning lampshades, fans and other electrical fixtures.
- Method of bed making.
- Method of bathroom cleaning.
- Method of setting maid cart (trolley).
- Procedure of preparing room inspection check list.
- Method of laundering cotton, woollen, silk and synthetic garments.
- Methods of removing stains from various linens and uniforms.
- Method of starching linens and uniforms from different types of starches.
- Method of bleaching linens and uniforms.

COMPULSORY READING

- Andrews, Sudhir (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
- Arora, R. K. (2010). *Professional Housekeeping*. A. P. H. Publishing Corporation, New Delhi
- Schneider, Madelin, Tucker, Georgina and Scoviak, Mary (1998). *The Professional Housekeeper*. John Wiley & Sons, Inc., New York

ADDITIONAL RESOURCES

- Adler. (1970). *Management of Hospitality Operations*, Bobbs Merrill, London.
- Charavarti, B.K. (2014). *A technical guide to Hotel Operation*, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
- David, M.Allen (1983). *Accommodation and cleaning service, Vol. 1 & 2*. Hutchinson Publishing Group 17-21 Conway street, London.
- Gladwell Derek (1963). *Practical Maintenance of equipment for hoteliers*, Licenses and caterers, Hutchinson and Co. Pvt. Ltd.

TEACHING LEARNING PROCESS

- Lecture supported by group tutorial work.
- Project Work
- Power -point Presentations
- Field Visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Organizational chart, Planning Facilities, Services, Record keeping, Layout plan, Accidents, Safety measures

Facilitating achievement of course learning objectives

Unit no.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1	Appreciate the need for maintenance of facilities and services.	Discussion on role of housekeeping in hospitality industry; organizational chart of housekeeping department; planning, organization & communication of housekeeping activities; co-ordination with other housekeeping departments; roles and responsibilities of personnel in the housekeeping department.	Class test and student presentations
2	Understand operations management in cleaning and safety systems.	Interactive sessions on cleaning activity and pest control; discussion on linen and uniform room including layout plan of linen and uniform room; types of linen and uniform, their selection, storage procedure, stock determination, inventory taking interactive session on types of laundry systems	Field visits and project work
2	Develop competence for professional practice in housekeeping.	Demonstration and hands-on learning in the use of cleaning agents, cleaning equipment and techniques, laundry procedure and dry cleaning procedure.	Practical tests
3	Understand operations management in cleaning and safety systems.	Theory class on in house accidents, fire safety and first aid operations involved in housekeeping including commonly occurring, methods to avoid and/or reduce accidents,	Multiple choice questions/ Quiz

		differences between major and minor accidents in the hospitality institutions, fire safety measures in the institution, first aid for commonly occurring health problems.	
PRACTICAL			
Unit no.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1	Appreciate the need for maintenance of facilities and services.	Discussion on room cleaning procedures, list down the daily, weekly and yearly tasks.	Prepare maintenance plan
2	Understand operations management in cleaning and safety systems.	Demonstration and practical work of cleaning procedure and care of glass articles.	Class test
3	Develop competence for professional practice in housekeeping.	Practical in cleaning procedure and care of metals like brass and silver articles.	Practical test
4	Understand operations management in cleaning and safety systems.	Demonstration of the procedure of cleaning wash basin (ceramic) and sinks (stainless steel).	Practical test
5	Develop competence for professional practice in housekeeping.	Practical in the method of cleaning lampshades, fans and other electrical fixtures.	Practical test
6	Develop competence for professional practice in housekeeping.	Demonstration and practical In method of bed making.	Practical test
7	Understand operations management in cleaning and safety systems.	Demonstration on the method of bathroom cleaning.	Quiz
8	Develop competence for professional practice in housekeeping.	Practical in the method of setting maid cart (trolley).	Quiz

9	Develop competence for professional practice in housekeeping.	Practical in preparing room inspection check list.	Test on preparing checklist
10	Develop competence for professional practice in housekeeping.	Discussion on method of laundering cotton, woolen, silk and synthetic garments.	Class test
11	Develop competence for professional practice in housekeeping.	Demonstration and practical in methods of removing stains from various linens and uniforms.	Practical test
12	Develop competence for professional practice in housekeeping.	Demonstration and practical in method of starching linens and uniforms from different types of starches.	Class test
13	Develop competence for professional practice in housekeeping.	Practical in method of bleaching linens and uniforms.	Practical test

***Assessment tasks listed here are indicative and may vary**

**SEC HH 15: TRAVEL AND TOURISM
(CREDITS: THEORY-2, PRACTICAL-2)**

COURSE OBJECTIVES

- To enable students to understand basic concepts and presentation of design solutions applicable to interior spaces in hospitality industry
- To undertake aesthetic and sustainable maintenance of interior and exterior surfaces

COURSE LEARNING OUTCOMES

- Understand the operation and legislations of the travel and tourism industry
- Ability to plan and schedule the travel itinerary along with costing
- Appreciate the importance of eco-tourism in present scenario for educational interests

THEORY

CONTENT

DURATION: 30 HRS (Credits 2)

UNIT I: Introduction to Travel and Tourism: Organisation and Legislations 15

- Meaning, Significance and History of travel & Tourism
- The Tourism industry its systems, components, infrastructure
- Types of Tourism (Ecotourism, Heritage tourism, Medical tourism, Educational tourism etc.)

- Impact of tourism
- Tourism Organization & Legislation
 - Tourism organization
 - Needs for Tourism Organization
 - International Organization
 - Government Organizations in India
 - Private Sector Organization in India
 - Non-Government Organization
 - Other important organization
 - Tourism legislation
 - Laws pertaining to trans-board movements such as visa regulation, customers, foreign exchange, immigration.
 - Laws related food and beverages
 - Laws related to transport
 - Laws related to accommodation
 - Consumer protection laws related to health, hygiene quality
 - Travel & tourism Department of Government- Central & states: Programmes and policies

Sharma, K. (2004). *Introduction to Tourism Management*. McGraw Hill Education (India) Private Limited, New Delhi.

Chapter 1: Travel through ages.

Chapter 2: Modern tourism & tourism phenomenon.

Chapter 3: Typology and forms of tourism.

Chapter 5: Constituents of tourism.

Chapter 6: Tourism policy and planning.

Chapter 7: Organisation of tourism.

Chapter 10: Tourism legislation.

Chapter 22: Impacts of tourism.

UNIT II: Travel Agent And The Tour Operator

10

- Travel Agent: Types of travel agencies, Functions of travel agency, How to setup travel agency, sources of income for a Travel Agency
- The tour operator: Types of tour operators, packages tour, guides and escorts.
- Formalities and regulations for tourism: Passport And Visa, Health Regulations For International Travel, Customs Regulations, Emigration And Immigration, Taxes Paid By Travelers & Travel Insurance
- Customer service skills: Importance of customer satisfaction, Telephone Skills/etiquettes Phonetic Alphabet, City codes, Airport names and code of India and abroad, country codes and currency codes, Products Knowledge, Handling Customers Complaints

Holland, J., and Leslie, D. (2018). *Tour Operators and Operations: Development, Management and Responsibility*. CAB International. Chapter 2: The package holiday and the rise of the tour

operator, Chapter 5: Small and medium-sized tour operators, Chapter 8: Tour operators and key travel regulations.

Sharma, K. (2004). *Introduction to Tourism Management*. McGraw Hill Education (India) Private Limited, New Delhi. Chapter 8: Role of travel agencies in tourism, Chapter 9: Formalities of travel, Chapter 16: Human Resource Management in tourism industry.

UNIT III: Itinerary planning & Tourism Marketing

5

- Itinerary planning: Basic Information planning the itinerary Resources for planning itinerary, Calculation of Tour Cost
- Tourism marketing: Tourism Market segmentation, Designing a Tour Brochure, E-marketing, Guidelines for tourist
- Places of Tourist Interest: Places of tourist interest at International and National level for various purposes, Guidelines for tourist.

Dasgupta, D. (2011). *Tourism Marketing*. Dorling Kindersley (India) Private Limited. Chapter 1: Tourism market environment scanning, Chapter 4: Services marketing issues in tourism.

Sharma, K. (2004). *Introduction to Tourism Management*. McGraw Hill Education (India) Private Limited, New Delhi. Chapter 11: Important landmarks of Indian history, Chapter 14: Architecture of India, Chapter 15: Tourism Market, Chapter 17: Marketing in tourism.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Learn to read railway time table.
- Learn to see railway time table, flight's time table etc on internet and how to do booking, ticketing.
- Prepare a list for places of interest in India and abroad under each type of tourism.
- Prepare a list of tour operators working at local, National and International level.
- Visit various tour organizers and study their set up, management and functioning.
- Prepare brochure for places of tourist interest at local and National level. Prepare one-one brochure for at least one place falling under each type of tourism.
- Visit airports to understand the functioning of local and International air travel.
- Prepare itinerary for tour organization.
- Visit hotels to see various types of accommodation facilities.
- Prepare a brochure to express Do's and Don'ts for a tourist.
- Visit places of tourist interest; assess their present status for their maintenance, aesthetics, services, security and expectations from the visitors and other such factors.

COMPULSORY READING

- Dasgupta, D. (2011). *Tourism Marketing*. Dorling Kindersley (India) Private Limited.
- Holland, J., and Leslie, D. (2018). *Tour Operators and Operations: Development, Management and Responsibility*. CAB International.

- Sharma, K. (2004). *Introduction to Tourism Management*. McGraw Hill Education (India) Private Limited, New Delhi.

ADDITIONAL RESOURCES

- Dharmarajan.S. and R. Seth (1994). *Tourism in India: Trends and Issues*. Har Anand Publications Pvt. Ltd. New Delhi, First edition.
- Gupta. S (2006). *World Tourism in the New Millennium*. ABD Publishers, Jaipur, First edition.
- Puri M. and G.Chand (2006). *Tourism Management*. Pragun Publications, New Delhi. First Edition.

TEACHING LEARNING PROCESS

- Classroom lectures
- Power point presentations
- Experiential learning through demonstrations
- Project works
- Field visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Travel and tourism, Itinerary planning, Tourism marketing, Tourism legislation, Tourism organization

Facilitating achievement of course learning objectives

Unit No.	Course Learning outcomes	Teaching and learning activities	Assessment Tasks
1, 2	Undertand the operation and legislations of the travel and tourism industry.	Classroom lectures and power-point presentations for understanding operation and legislations of the travel and tourism industry.	Test on laws and legislations governing tourism in India Assignment on setup of travel agencies
3	Ability to plan and schedule	Classroom discussion on	Project work on

	the travel itinerary along with costing.	itinerary planning and tourism marketing. Demonstration on planning and scheduling travel itinerary and related costs.	planning and scheduling travel itineraries
1,2	Appreciate the importance of eco-tourism in present scenario for educational interests.	Students will be made aware about the relevance of eco-tourism through surveys and field trips.	Assignment and power-point presentations on eco-tourism (summary of student's field visits and surveys)

***Assessment tasks listed here are indicative and may vary**

SEC HH 16: NUTRITION HEALTH COMMUNICATION (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To enable the students to acquire skills to plan, implement and evaluate behavior change communication for promotion of nutrition and health among the community.
- Familiarize the students to various national public health issues and the government programs to combat them.

COURSE LEARNING OUTCOMES

- Understand basic concepts and processes of nutrition and health communication.
- Comprehend nutrition and health communication in Indian and global perspective.
- Apply acquired knowledge to community through development and use of different communication strategies and tools for promotion of nutrition and health among the vulnerable groups.

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I: Concepts and Theories of Communication in Nutrition – Health

15

- Definitions of various concepts related to communication
- Theories of NHC
- History and relevance of NHC in India

Activities:

- Gathering data on key health and nutrition indicators.

- List the main nutrition and health concerns of the community.

Indra Gandhi National Open University School of Continuing Education, *Public Nutrition (MFNL – 006)*, Chapter 15, pg 332-338

Vir S.C. (Ed). (2012). *Nutrition-Health education and communication for improving women and child nutrition. Public Health and Nutrition in Developing Countries (Part II)*. Woodhead Publishing India Pvt. Ltd, Chapter 39, pg1085-1089

UNIT II: The Components and Processes of NHC **15**

- Concept of Behavior Change Communication (BCC) from imparting information to focusing on changing practices
- Components of BCC: Sender, Message, Channel, Receiver
- Various types of communication – interpersonal, mass media, visual, verbal/ non-verbal, formal, non-formal, participatory communication
- Features of successful BCC
- Barriers to effective communication
- Nutrition health education – Methods, Aids

Activities:

- Develop nutritional messages/ slogan on health and nutrition issues for vulnerable groups in the community.
- Selecting and developing appropriate aids for different health and nutrition issues for various vulnerable groups in the community – chart, poster, leaflet, flipbook/flashcard.
- Development of nutritional games on health and nutrition issues for vulnerable groups in the community.
- Developing and presenting power point slides on important nutrition and health issues.

Maibach E. and Parrott R.L.(1995). *Designing health messages: Approaches from Communication Theory and Public Health Practice*. Sage Publications, Inc, Chapter 5, 6, 7, pg 81 – 96, 99-109, 114-130.

Vir S.C. (Ed). (2012). *Nutrition-Health education and communication for improving women and child nutrition. Public Health and Nutrition in Developing Countries (Part II)*. Woodhead Publishing India Pvt. Ltd, Chapter 39, pg 1095 – 1103

UNIT III: Programs and Experiences of NHC global and Indian perspective **15**

- NHC in developed and developing nations: some examples
- Evolution of NHC in India: traditional folk media to modern methods of communication
- Traditional folk media and its influence on NHC
- Communication for urban and rural environment; for target specific audience

Activities:

- Planning and conducting of demonstration of nutritious recipe for the vulnerable groups.
- Planning and conducting of Skit/ Role play/ puppet show etc for dissemination of important nutrition/health related messages.

- Evaluation of the available BCC aids.

Facts for Life (1990). *A Communication Challenge*. UNICEF / WHO / UNESCO / UNFPA, UK, https://www.unicef.org/publications/files/pub_ffl_en.pdf

Vir S.C. (Ed). (2012). *Nutrition-Health education and communication for improving women and child nutrition. Public Health and Nutrition in Developing Countries (Part II)*. Woodhead Publishing India Pvt. Ltd, Chapter 7, 39, pg 203-206, 212- 216, 1110 – 1112.

UNIT IV: Nutrition - Health – Communication in Government Programs and NGOs 15

- Evolution of NHC/ IEC in Government nutrition health programs - shift in focus from knowledge gain to change in practices
- Overview of NHC/IEC in government programs i.e ICDS, IDA,IDD,VAD (Activities, strengths and limitations)
- Strengths and limitations of NHC imparted in NGO programs
- Steps in formulating nutrition health programs

Activities:

- Preparation and presentation of information card regarding nutrition health programs.
- Development of questionnaire – for assessment of knowledge attitude and practices and other important health and nutrition related concerns among the vulnerable groups.
- Development of a Nutrition Health Education program for the vulnerable groups.

Field guide to designing communication strategy (2007). WHO publication, <http://ccp.jhu.edu/documents/A%20Field%20Guide%20to%20Designing%20Health%20Comm%20Strategy.pdf>

Vir S.C. (Ed). (2012). *Nutrition-Health education and communication for improving women and child nutrition. Public Health and Nutrition in Developing Countries (Part II)*. Woodhead Publishing India Pvt. Ltd, Chapter 16, 29, 39, Page 451-460, 549-559, 791- 793, 1108 – 1110.

COMPULSORY READING

- Maibach E. and Parrott R.L.(1995). *Designing health messages: Approaches from Communication Theory and Public Health Practice*. Sage Publications, Inc.
- Vir S.C. (Ed). (2012). *Nutrition-Health education and communication for improving women and child nutrition. Public Health and Nutrition in Developing Countries (Part II)*. Woodhead Publishing India Pvt. Ltd.

ADDITIONAL RESOURCES

- Indra Gandhi National Open University School of Continuing Education, *Public Nutrition (MFNL – 006)*
- Behavior change consortium summary (1999-2003) www1.od.nih.gov/behaviourchange.
- Facts for Life (1990). *A Communication Challenge*. UNICEF / WHO / UNESCO / UNFPA, UK.
- Favin M. and Griffiths M. (1999). *Nutrition tool kit-09 Communication for Behaviour*

- change in Nutrition projects*. Human Development Network-The World Bank.
- *Field guide to designing communication strategy* (2007). WHO publication.
 - Hubley J (1993). *Communicating Health*. London: Teaching Aids at Low Cost, London, UK.
 - O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P. (2003). *A Field Guide to Designing a Health Communication Strategy*, Baltimore, MD. Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs.
 - Ray E.B. and Donohew L. (1990). *Communication and Health: Systems and Applications*. Lawrence Erlbaum Associates, Inc.

TEACHING LEARNING PROCESS

- Lectures
- Discussion
- Power point presentation
- Demonstration
- Project
- Field visit

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Department of food and nutrition
- Communication
- Health
- Education
- Behavior change communication
- Folk media
- Program
- Government
- Media
- Nutrition

Facilitating achievement of course learning objectives

Unit No	Course learning outcomes	Teaching and learning process	Assessment methods
1	Students will gain a broad perspective regarding the history and concepts of nutrition health communication (NHC)	Interactive lectures on the various concepts of communication, theories of NHC, history of NHC in India, key health and nutrition indicators	<p>Assignments</p> <p>Identification on the main nutrition and health concerns in the community</p> <p>Class test focussing on short notes and definitions</p>
2	Students will acquire fundamental knowledge of the components and processes of Nutrition health communication and Behaviour Change Communication (BCC)	<p>Detailed discussions on the concepts and components of BCC, barriers of effective communication and features on successful BCC. Group discussions on various types of communication</p> <p>Power point presentations discussing the various methods and aids used for imparting nutrition health education</p>	<p>Development of slogans and messages on nutrition and health issues</p> <p>Charts</p> <p>Poster</p> <p>Leaflet</p> <p>Flipbook/ Flashcards</p> <p>Power point presentation on important nutrition and health issues</p>
3	Students will be aware of the various program and experiences of NHC in global and Indian perspective	<p>Lecture Method on the evolution of NHC in India - traditional folk media, modern methods of communication, communication in rural and urban set up.</p> <p>Example based teaching on NHC in developed and developing nation</p>	<p>Demonstration</p> <p>Skit Play</p> <p>Puppet show etc for dissemination of important nutrition and health related messages</p> <p>Evaluation of the</p>

			available BCC aids
4	Students will acquire knowledge on the nutrition health communication in government programs, NGOs and steps in formulating the nutrition health program.	Lecture method on evolution and overview of NHC in government programmes, strengths and limitation of NHC in NGO programs Detailed discussion on the various steps in formulating a nutrition health program	Preparation and presentation of information card regarding nutrition health programs Development of questionnaire Development of nutrition health programme

*Assessment tasks listed here are indicative and may vary

SEC HH 17: BIOPHYSICS (CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES

- To develop the understanding of basic physical concepts and to use them in different biophysical phenomenon.
- To enhance their experimental skills and their ability to handle different scientific equipment.

COURSE LEARNING OUTCOMES

- Understand the basic aspects of biophysics.
- Understand different biophysical phenomenon and their applications in the field of nutrition.
- Understand the principle and working of basic and advanced scientific equipment.
- Gain knowledge of common clinical equipment.
- Apply acquired skill in using the equipment effectively and efficiently.

THEORY CONTENT

DURATION: 30 HRS (Credits 2)

10

UNIT I: Basic aspects of biophysics

- Systems of unit
- Fundamental and Derived units
- Mass and Weight
- Density and Specific gravity
- Pressure
- Energy and units
- Molarity, Normality
- Three states of matter and its conversion

- Heat and temperature
- Thermometer and Scales
- Expansion
- Specific heat
- Latent heat
- Modes of transfer of heat
- Electromagnetic radiations and its properties
- Ohm's law and units
- Calculation of cost of using electrical energy
- Alternate and direct current
- Fuses and circuit breakers
- Sound– Periodic motion, Oscillatory motion, Vibration, Oscillation, Time period, Frequency, Amplitude, Wave motion and Wave length.
- Electromagnetic radiations and their properties

Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, University Press (India) Pvt. Ltd. Chapter 2

Gaur R.K. and Gupta S.L. (2008) *Engineering Physics*. New Delhi: Dhanpat Rai Publications. Chapter 9, 10, 16,37,46,50

Gomber K.L., Gogia K.L. (2015). *Fundamental Physics* Jalandhar: Pradeep publications. Chapter 1

Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons. Chapter 4, 6

UNIT II: Biophysical Phenomena: concepts and application in the field of nutrition

5

- Viscosity
- Surface tension
- Adsorption
- pH and buffer
- Colloids
- Definition of Capillary and Capillarity, practical applications of Capillarity in everyday life

Gaur R.K. and Gupta S.L. (2008) *Engineering Physics*. New Delhi: Dhanpat Rai Publications. Chapter 8

Mendham J, Denney R.C. (2011) Vogel's textbook of Quantitative chemical analysis. New Delhi: Pearson Education. Chapter 2

Puri, Sharma and Pathania. (2016). *Principles of Physical Chemistry*. New Delhi: Vishal Publishing Company. Chapter 2

UNIT III: Principle and Working of basic instruments

10

- Balances
- pH-meter
- Centrifuge
- Ovens

- Muffle furnace
- Vacuum pumps
- Pressure cookers and autoclaves
- Viscometer

Gaur R.K. and Gupta S.L. (2008) *Engineering Physics*. New Delhi: Dhanpat Rai Publications. Chapter 8, 17'

Mendham J, Denney R.C. (2011) *Vogel's textbook of Quantitative chemical analysis*. New Delhi: Pearson Education . Chapter 13

Pomeranz Y and Meloan CE (1996). *Food Analysis: Theory and Practice (3rd ed.)*. New Delhi: CBS. Chapter 25, 34

UNIT IV: Principle and Working of advanced instruments 3

- Colorimeters
- Spectrophotometers
- Fluorimeters
- Chromatography

Srivastava A.K. and Jain P.C. (1986). *Chemical Analysis: An Instrumental Approach (2nd Ed.)* New Delhi: S.Chand and Sons. Chapter 4,5, 16, 22,26

UNIT V: Principle and Applications of clinical instruments 2

- DEXA
- Ultrasound and Sonography
- CT Scan
- MRI

Recent Journal references

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- To determine the surface tension of water by capillary rise method and to study the effect of different emulsifiers and oils on the surface tension.
- To study the effect of different solvents on UV-Vis absorption spectra of proteins.
- To study the structural changes of proteins at different pH using UV-Vis spectrophotometry.
- To study the structural changes of proteins at different temperatures using UV-Vis spectrophotometry.
- To determine the pH of different food samples.
- To separate different amino acids using paper chromatography.
- To study the effect of temperature on the viscosity of different food samples.
- To study the effect of adding emulsifiers on the viscosity.
- To determine the frequency of a tuning fork using a sonometer.
- To determine the specific gravity of different food samples.
- Assignments and Presentation on different topics related to the syllabus.

COMPULSORY READING

- Gaur R.K. and Gupta S.L. (2008) *Engineering Physics*. New Delhi: Dhanpat Rai Publications
- Gomber K.L., Gogia K.L. (2015). *Fundamental Physics* Jalandhar: Pradeep publications.
- Mendham J, Denney R.C. (2011) Vogel's textbook of Quantitative chemical analysis. New Delhi: Pearson Education
- Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons.
- Puri, Sharma and Pathania. (2016). *Principles of Physical Chemistry*. New Delhi: Vishal Publishing Company.
- Srivastava A.K. and Jain P.C. (1986). *Chemical Analysis: An Instrumental Approach (2nd Ed.)* New Delhi: S.Chand and Sons.

ADDITIONAL RESOURCES

- Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, University Press (India) Pvt. Ltd.
- Pomeranz Y and Meloan CE (1996). *Food Analysis: Theory and Practice (3rd ed.)*. New Delhi: CBS.
- Raghuramulu N, Nair M and Kalyanasundaram K S (1983). *A manual of laboratory techniques*. New Delhi: ICMR.

TEACHING LEARNING PROCESS

- Power point presentations
- Experiential learning through demonstrations
- Practical learning through experiments

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Department of Food and Nutrition
- Biophysics

Facilitating the achievement of Course Learning Objectives

Unit No	Course Learning Outcomes	Teaching and learning activities	Assessment tasks
1.	Students will gain knowledge of the different systems of units and their inter conversion. They will be acquainted of the elementary	Detailed theory classes on the mentioned topics. Interactive	Multiple choice questions, quiz, short questions on conversion of units

	knowledge of electromagnetic radiations, sound, heat, electricity, fuses, cost of electricity etc.	discussions and small questionnaire	from one system to another
2.	Students will be aware of the basic concepts of biophysics like viscosity, surface tension, adsorption, colloids, capillarity etc in the field of nutrition	Detailed discussion on the basic concepts with the help of visual aids	Class tests on the short notes and definitions
3.	Students will be acquainted with the principle and working of the basic instruments like balances, pH meter, ovens, viscometer, etc	Detailed interactive discussions on the principle and working of the different basic instruments. Practical example based teaching on the working of these instruments	Students presentations and class tests
4.	Students will gain knowledge of the principle and working of advanced research instruments.	Theory class on the topics and hand on experiments in the practical class.	Students presentations and class tests
5.	Students will have the broad perspective of the principle and applications of the clinical instruments.	Detailed discussion on the basic concepts with the help of visual aids and field trip to the clinical laboratory	Students presentations and class tests

***Assessment tasks listed here are indicative and may vary**

SEC HH 18: LIFE SKILLS EDUCATION (CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES

- To develop social and interpersonal skills to cope with the demands of everyday life
- To build self-confidence and critical thinking for effective communication
- To inculcate skills to improve interpersonal relations and manage stress

COURSE LEARNING OUTCOMES

- Develop social and interpersonal skills to cope with the demands of everyday life.
- Build self-confidence, encourage critical thinking to help communicate effectively.
- Inculcate listening skills and handle stress.

THEORY

CONTENT

DURATION: 30 HRS (Credits 2)

UNIT I: Concept and Meaning of life skills

10

- Definitions and concept of life skills and life skills education.
- Importance in daily living; Criteria for using life skills.
- Evolution of Life Skills
- Core Life Skills- classification and concept
- Theoretical perspectives and models to understand life skills education.

Dakar Framework for Action,(2000).*Education for All: Meeting our Collective Commitments*,
Dakar, Senegal. Chapter - 1

Peace Corps, OPATS.2001, *Life Skills Manual*. Chapter 1 & 2

UNIT II: Components for Planning & Organizing Life Skills Programs

10

A. Understanding group characteristics and needs

- Life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas.
- Focusing on cultural practices that govern everyday life.
- Analyzing the gender nuances that exist within the group.
- Self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills, etc.

B. Importance of communication in imparting life skills education

- Concept and Importance of communication
- Aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)

C. Core Approaches and Strategies to Implement Life Skills Program

- Understanding and developing self-skills/potential: self-awareness, self-esteem self-confidence, creative thinking, interpersonal skills, etc.
- Use of participatory techniques and methods: Individual exercises, Group activities, games etc.
- Communicating with the audience: receiving feedback, handling questions, etc.

D. Organizing a Life Skills Program

- Planning a need based viable life skills program (select components)
- Determining the purpose, collecting materials, organizing content.
- Getting prepared for the presentation: psychological level

- Delivering the presentation

E. Life Skills Assessment

- Scales and quantitative techniques
- Qualitative approaches

Dakar Framework for Action,(2000).*Education for All: Meeting our Collective Commitments*, Dakar, Senegal. Chapter - 2, 3 & 4.

Peace Corps, OPATS.2001, *Life Skills Manual*. Chapter – 3, 4 5 & 6

UNIT III: Life Skills and Youth Development

10

- Adolescence and Youth- Definitions, Conception- socio cultural perspectives
- Youth demographics and role in society
- Challenges of adolescence and youth development
- Formal and Non formal approaches to youth development
- Positive Youth Development

Agochiya D. 2010, life competencies for adolescents. *Training manual for facilitators, teachers and parents*. Sage Publications. Chapter 1, 2, 4, 7 & 9

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

Students may be given several in house experiences to observe and evaluate existing life skills programs. They may also get experiences to interact with experts in the discipline through panel discussions and similar organized experiences.

- Visiting and observing Life skills education programme
- Critique formal and non-formal life skills programmes
- Evaluate approaches and activities of life skills education for different target groups

COMPULSORY READING

- Agochiya D. 2010, life competencies for adolescents. *Training manual for facilitators, teachers and parents*. Sage Publications.
- Dakar Framework for Action,(2000).*Education for All: Meeting our Collective Commitments*, Dakar, Senegal
- Peace Corps, OPATS.2001, *Life Skills Manual*.

ADDITIONAL RESOURCES

- Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership* , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour* , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- National Aids Control Orgnization, 2008, *Adolsecence Education Programme, Life Skills Development*.
- Robbins S.P, Hunsaker P.L, *Training in Interpersonal Skills (5th eds)*, PHI Learning Pvt. Ltd.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, Life Skills, Life Skills Development, Life Skills Enhancement, Life Skills Program

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
Unit I	Develop social and interpersonal skills to cope with the demands of everyday life.	Concept and meaning of life skills, · definitions and concept of life skills and life skills education, importance in daily living; criteria for using life skills, evolution of life skills, core life skills- classification and concept, theoretical perspectives and models to understand life skills education.	Quiz/ test - life skills education: concept and theory
Unit II	Build self-confidence, encourage critical thinking to help communicate effectively.	Components for planning & organizing life skills programs - a. Understanding group characteristics and needs · life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas. · focusing on cultural practices that govern everyday life. · analyzing the gender nuances that exist within the group. · self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills, etc. B. Importance of communication in imparting life skills education	MCQs on planning & organizing life skills programs, Group presentations - Components for planning & organizing life skills programs

		<ul style="list-style-type: none"> · concept and importance of communication · aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities) c. Core approaches and strategies to implement life skills program <ul style="list-style-type: none"> · understanding and developing self-skills/potential: self-awareness, self-esteem self-confidence, creative thinking, interpersonal skills, etc. · use of participatory techniques and methods: individual exercises, group activities, games etc. · communicating with the audience: receiving feedback, handling questions, etc. D. Organizing a life skills program <ul style="list-style-type: none"> planning a need based viable life skills program (select components) determining the purpose, collecting materials, organizing content. Getting prepared for the presentation: psychological level delivering the presentation e. Life skills assessment <ul style="list-style-type: none"> · scales and quantitative techniques · qualitative approaches 	
Unit III	Inculcate listening skills and handle stress.	<p>Life skills and youth development</p> <ul style="list-style-type: none"> · adolescence and youth- definitions, conception- socio cultural perspectives · youth demographics and role in society · challenges of adolescence and youth development · formal and non-formal approaches to youth development · positive youth development 	Quiz on <i>Life skills and youth development</i>

***Assessment tasks listed here are indicative and may vary**

SEC HH 19: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT– I
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To enable the students to understand the nature, aims and objectives of activities for fostering development during Infancy and Toddlerhood
- To enable students to develop skills in working with child during Infancy and Toddlerhood and creating appropriate play materials.

COURSE LEARNING OUTCOMES

- The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood.
- The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

1 Infancy and Toddlerhood

Development during the first two years is rapid and hence the topic is subdivided in four parts. Each part focuses on a particular age group that would enable caregivers to understand the specific needs of growing children. Knowledge of needs would help them to plan appropriate activities.

Introduction

- Characteristics of human childhood.
 - (from state of helplessness to gradual control over body and development of understanding of immediate environment).
- Development through interaction of maturation and stimulation from environment, exploration.
- Importance and ways of meeting child's psychological needs to promote feelings of security, trust and acceptance.
 - Activities according to developments for various age groups.
 - 0 – 6 months
 - Activities for stimulation and sensory motor experiences with emphasis on seeing, hearing, touching, feeling sensation and movements.
 - 7 – 12 months
 - Integration of experiences involving more than one sense to deepen sensory – motor experiences. Promote manipulation, concept formation, communication and perceptual discrimination.

- 13 – 24 months
- Promotion of co-ordination and control of body movements, gross and fine motor skills. Strengthening concept formation, imagination and communication through language. Promotion of problem solving, environment to explore and satisfy curiosity and develop confidence.
- 25 – 36 months
- Improvement in body movement and communication skills, social skills and concept formation.

2 **Creativity** Concept of creativity and highlights of the role of creative expressions in overall development of children.

- Creative expressions, Meaning and definition of creativity expressions.
- Role of teacher in planning and fostering creative expressions.
- Creative expressions through a variety of media i.e. painting, printings, modeling, cutting, pasting, blocks puppetry, music movement, drama and language.

3 **Art Activities**

- Painting and graphics
 - Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting. (Some special characteristics of this medium).
 - Values, materials required, use of substitutes from indigenous materials.
 - Teacher's role in conducting activities.
 - Stages in child art.
- Tearing, cutting, pasting and collage, mural
 - Values, materials required and Teacher's role in conducting activities.
 - Development stages.
- Modelling
 - Values, special characteristics of this medium.
 - Techniques used, rolling, pressing, pinching, pasting, folding.
 - Materials required i.e. clay, dough, plasticine, thick paper folding, stocking paper on hollow objects i.e. balloon cardboard cartoons, paper machine, wire, rope.
 - Teacher's role.
- Printing
 - Types of printing i.e. block, string, leaf stencils, spray, crumpled paper, different textured surfaces.
 - Values, materials required techniques.
 - Teacher's role stages in printing.
- Blocks
 - Some special features of this medium.

- Types of blocks: hollow large blocks, unit blocks and small blocks.
- Stages in block play.
- Values, materials and accessories for block play.
- Teacher’s role.

4 Other materials

- Sand
 - Characteristics of the medium.
 - Values, materials required and teacher’ role.
- Water
 - Characteristics of the medium.
 - Values, materials required and teacher’ role.

5 Music and Rhythm

- Importance of music in child’s life and teacher’s role in providing appropriate experiences.
 - Criteria for selection of songs.
 - Creating environment for musical growth.
 - Developmental stages in musical activities.
 - Rhythmic movements body and with simple musical instruments.

6 Puppetry and Creative Drama

- Puppetry
 - Characteristics of puppetry as a medium.
 - Values of puppetry
 - Kinds of puppets : finger, glove, stick, and string puppets etc.
 - Basic staging techniques, use of lights, and simple sound affects in puppetry.
- Creative Drama
 - Meaning and values.
 - Techniques involved in creative drama e.g. rhythmic movements, pantomime, characterization, improvisation story building.
 - Process of scripting for puppet plays and creative drama.

Learning Experiences

- Infancy and Toddlerhood
 - A file to be prepared to list activities appropriate for age groups – 0 – 6 months, 7 – 12 months, 13 to 20 months and 25 – 36 months.
 - Students be encouraged to observe materials available in the locality.
 - Develop play materials suitable for each age group.
 - List activities, which can be used for working with different age groups :
- 0 – 6 months

- Prepare materials and design activities for seeing, hearing touching and feeling.
- Sensation and movement for soothing movements and exercises.
- 7 – 12 months
 - Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
- 13 – 14 months
 - Identify activities for gross motor development and prepare play materials available in the locality.
 - Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.

Art Activities

- A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.
- Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.
- Difficulty level of each activity be considered and decide its suitability for different age groups.
- Painting and graphics :
- Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.
- Where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paint with starch, paste etc.
- Painting with different brushes, crayon design given a paint wash, etching, blow painting, block painting, finger painting, Painting on wet paper, painting masks.
- Drawing with crayons, dry and wet chalk.

6 to 8 years.

- Wet paints, painting masks brush music.

Tearing cutting and pasting

- 3 – 5 years

Tearing with all fingers, tearing with thumb and two fingers and used in holding pencil, tearing on straight line, curved line.

- 6 – 8 years

Tearing circular rings starting from one corner of the page till center of page, Making designs.

- 3 – 5 cutting and pasting

Cutting a design, pasting, please of paper, cloth, sticks leaves collage, mosaic.

- 6 – 8 years

Tearing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

Modeling

- 3 – 5 years

Modeling with clay, dough, plastacine, saw dust, providing accessories.

- 6 – 8 years

Besides above medium. Modeling with straw, match sticks rope, wire, thick paper fold and clot sculpture.

- Plasting papers on a balloon, when dry remove air and colour to create accessories for clay sculpture/crumbled paper pasting designs.

Printing

- Printing with strings, leaf, blocks, stencil printing, thumb, finger, spray painting.
- Keeping coins, leaves with veins below paper and gently colouring with crayon.
- Older children to make their own stencils.
- Printing on large pieces of paper (group activity).
- Decorating empty plastic bottles, boxes masks etc.

Music and movements

- Learning to sign rhymes songs with actions.
- Folk songs.
- Making simple musical instruments.
- Rhythmic body movements according to different beats and sounds.
- Dancing according to rhythm.
- Musical instruments from waste like old pots, tins, sticks.
- Older children to form an orchestra.

Puppetry and Creative Drama

- Puppetry stick, singer, table top, rhythm, puppets glove puppets.
- Learning basic manipulation skills.
- Use of music, voice modulation and sound effects.
- Making sets and backgrounds.
- Scripting for short puppet play.
- Creative drama
- Body movements and co-ordination.
- Games like mirroring, blind fold and moving etc.
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emotions or making simple caps and paper clothes for characters.
- Scripting simple dramatic presentation.

COMPULSORY READING

- Beaty, J.J. (1996). *Preschool Appropriate Practices*. London : Harcourt Brace College Publishers.
- Carol, S. & Barbour, N. (1990). *Early Childhood Education : An Introduction : IInd Edition*.
- Contractor, M. (1984). *Creative drama and puppetry in education*, Delhi : National Book trust of India.
- Johnson, A.P. (1998). *How to use creative dramatics in the classroom*. Childhood Education, 2– 6.
- Kaul, V. (1991). *Early Childhood Education Programme*. New Delhi: NCERT.

ADDITIONAL RESOURCES

- Lasky, L. & Mukerjee, R. (1980). *Art Basic for Young Children*, Washington, D.C., NAEYC.
- Moomaw, S. (1984). *Discovering Music in Early Childhood*. Boston : Allyn and Bacon, Inc.
- Swaminathan, M. (1984). *Play activities for young children*, New Delhi : UNICEF.
- Swaminathan, M. (1991). *Play Activities for Young Children* . UNICEF.
- Taylor, B.J. (1985). *A Child Goes Forth* Minneapolis : Burgess Publishing Co. (6th Ed.).

TEACHING -LEARNING PROCESS

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

ASSESSMENT METHODS

For each 4 period practical there will be:

10 marks for attendance

10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).

Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEY WORDS

Developmentally appropriate activities and resources, infancy, toddlerhood, Child Development.

Facilitating the achievement of course learning objectives

S. No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The student will understand the developmental needs and	Field visits and guided observation followed by classroom discussion to	Discussion on developmental needs of young children

	activities for holistic development during Infancy and Toddlerhood.	understand developmental needs of children	documentation of observations from different context
2.	The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.	Use of audio visual resources and field visits to study developmental indicators among young children Guided observations and classroom discussion Workshops, Lecture and Classroom discussion	Assignment on listing development indicators of age groups birth-2 years; 2-4 years; 4-6 years Documentation of observations followed by classroom discussions Assignment on planning and preparing activities to foster development in children Conducting activities in ECCE setting

***Assessment tasks listed here are indicative and may vary**

**SEC HH 20: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT II
(CREDITS: PRACTICAL-4)**

COURSE OBJECTIVES

- To enable the students to understand the nature, aims and objectives of activities for fostering development during 3- 8 years
- To enable students to develop skills in working with child during 3years- 8years and creating appropriate play materials

COURSE LEARNING OUTCOMES

- The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood.
- The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

1 Communication – Language Arts

- The unit emphasizes role of communication and experiences to be provided for language development.
- Importance of communication.
- Promotion of language skills : listening, speaking, reading and writing.

- Experiences for language development :
 - Infants and toddlers: sound games, talking, picture books, simple instructions, singing, finger plays and experiences.
 - Children from 3 – 8 years.
- Listening: Information, appreciative and critical or analytical.
- Conversation in group.
- Picture, object discussion.
- Reading and storytelling.
- Narration of stories, events in proper sequence.
- Describing observations.
- Poems, riddles.
- Following teacher's instructions.
- Opportunities for interaction with peer group.

2 Literature for Children

- Understanding need for literature for children.
- History of children's literature in India.
- Types of literature, appropriateness and criteria for selection.
- Toddlers: picture books.
- Books for preschoolers: picture books, story books, information and concept books, number and alphabet books, poems.
- Books for 6 – 8 years: Story books – fables, folk tales, fairy tales and modern fantasy. Information and concept books, i.e. how it works, tell me why, encyclopedias, poems.
- Physical characteristics of good books.
- Characteristics of good story.
- Values of storytelling.
- Techniques of storytelling: reading of story books, narration without aids but with help of modulation of voice and gestures, flash cards, flannel board, puppets.
- Criteria for selecting poems.

3 Mathematics

- Material to promote mathematical concepts :
 - Infancy and toddlerhood
Use of number vocabulary in informal, incidental learning situations e.g. more, less big small, less more, many etc. singing rhymes and action songs.
 - 3 – 5 years
- Counting: concept of cardinality, use of number rhymes, action songs and number readiness vocabulary.
- Concept of relative location.
- Concept of relative sizes.

- Concept of classification: formation of sets : objects pictures or according to other characteristics.
- Duplicating pattern, series.
- Concept of seriation – ordering objects, on any criterion, size, weight, volume etc.
- Comparison of sets of one Vs many, more Vs few or more Vs less etc. as well as equal sets.
- Identification and description of shapes.
- Using ordinals to name position in a series.
- Introducing numbers through concrete materials, oral work activities and worksheets, 1 – 9 only.
- Understand additions and subtraction using manipulative and concrete objects to illustrate simple stories.
 - 6 – 8 years
 - Recognizing and reading numerals 1 – 9.
 - Place value formation of tens, hundreds using manipulatives.
 - Ordinals 1st to 20th.
 - Operations of addition, subtraction and multiplication.

4 Environmental Science and Social Studies

- Social structures – Family – School – Community.
- Social Relationships within family and in the community with special emphasis on gender equality and self.
- Various communities – their traditions and festivals – significance of celebrating festivals.
- Importance of conservation – pollution – water, food, air.
- Role of transport in modern living – brief history of transportation – use of animals for transport – means of transport on land, water, and air.
- Communication systems – from bird and messengers to post, telegraph, telephone, radios and television to computers.
- Role of teacher in sensitizing the children in becoming ware of the world around. Understand inter dependence and develop appreciation of various sections and occupations of all members and communities.

Science Activities

- What is science for young children?
- Science activities in everyday living
- Goals and Values of science experiences

Learning Experiences

- Compile songs for finger play and lullabies suitable for infants and toddlers.

- Prepare picture books for infants and toddlers.
Note: Micro teaching technique i.e. peer group teaching be used to develop teaching skills. One student will play role of teacher and others as children. At the end of the activity, the peer group will evaluate. Class can be divided in groups of 5 to 6 students.
- Microteaching for conducting group conversation.
 - Display of bulletin board for picture talk.
 - Development of questioning skills involving what, who, when, where, why questions as well as questions to give scope to children for imagination and creative expression.
- Develop riddles for language and concepts.
- Recite poems with expression and actions.
- Evaluate a few stories.
- Micro teaching for story telling with and without teaching aid.
- Teaching aids for storytelling.
- Preparation of materials and games to promote various mathematical concepts.
- Plan field trips to various places, institutions, parks, Zoo, Dams, Television stations, post office etc.
- Write stories and songs reinforcing messages of hygiene and cleanliness.
- Collect traditional stories – folk songs from different parts of the country and different communities.
- Prepare a file of activities that can be conducted in the area of science, maths and language using materials available from nature.
- Games – compilation of outdoor games. Games for cognitive development.

COMPULSORY READING

- Adler, S., Farrar, C. (1983). *A curriculum guide for developing communication skills in preschool Child*, Illinois: Thomas publications.
- Batra, P. (2010) *Social Science learning in schools*. Sage Publications.
- Beghetto, R., Kaufman, J. (2010) *Nurturing creativity in classroom*. Cambridge
- Bruke, E. (1990). *Literature for the young child*, Needham Heights: Allyn and Bacon.
- Carol, S. & Barbour, N. (1990). *Early Childhood Education : An Introduction, IInd Edition*.
- Chambers, P. (2008) *Teaching mathematics*. Sage publications.
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- Deviries, R., Kohlberg, L. (1987). *Programs of early education*, New York: Longman.
- Gelman, R. Gallistel, C.R. (1986). *The child's understanding of numbers*, Cambridge: Harvard university press.
- Huck, C. (1971). *Children's literature in elementary school*. New York: Holt, Rihehart and Winston.
- Kaul, V. (1991). *Early Childhood Education Programme*, New Delhi: NCERT.
- Krishna Kumar (1986). *The child's language and the teacher*, New Delhi: UNICEF.
- Krishna, S., Menezes, J. and Jayaram, K. (1993). *Set of ten books on environment studies*. New

Delhi 110 016. The schools Environment Studies Network, C-1/4, Safdarjung.

- Kurien, S. (1988). *Helping children learn*, Bombay. Orient Longman.
- Lays, Pamela (1985). *Teaching through environment*, London: Allyn and Bacon.
- Leeper, S. Witherspoon, R., Day B. (1984). *Good schools for young children*, New York: MacMillan.

ADDITIONAL RESOURCES

- Liebeck, Panmala, *How children learn mathematics*, London : Penguin.
- Lloyd, I., Richardson, K. (1980). *A mathematics activity for early childhood and special education*, New York : McMillan publishing company.
- Margelin, E. (1982). *Teaching young children at school and home*, New York: MacMillan.
- Maxim, G. (1985). *The very young*. Belmont, California: Wadsworth, publishing company.
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- See Felett, C. (1980). *A curriculum for preschools*, Columbus: Charles E. Merrill publishing company.
- Swaminathan, M. (1984). *Play activities for young children*, New Delhi: UNICEF.
- Swaminathan, M. (1991). *Play Activities for Young Children*: UNICEF.
- Tarang : Ullasmay Abhyas (1995).
- Taylor, B.J. (1988). *A child goes Forth. (6th ed.)*. Minneapolis: Burgess Publishing Co.

TEACHING -LEARNING PROCESS

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

ASSESSMENT METHODS

For each 4 period practical there will be:

10 marks for attendance

10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).

Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEY WORDS

- Developmentally appropriate activities and resources
- Middle childhood
- Elementary school years
- Child Development.

Facilitating the achievement of course learning objectives

S. No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	To enable the students to understand the nature, aims and objectives of activities for fostering development during 3- 8 years	Field visits and guided observation followed by classroom discussion to understand developmental needs of children	Discussion on developmental needs of 3-8 year old children Documentation of observations from different context
2.	To enable students to develop skills in working with child during 3years-8years and creating appropriate play materials	Use of audio visual resources and field visits to study developmental indicators among young children Guided observations and classroom discussion Workshops, Lecture and Classroom discussion	Assignment on listing development indicators of age groups 3-6 and 6-8 year olds Documentation of observations followed by classroom discussions Assignment on planning and preparing activities to foster development in children Conducting activities with children

*Assessment tasks listed here are indicative and may vary

SEC HH 21: PRODUCT DEVELOPMENT IN TEXTILES AND APPAREL (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To gain exhaustive knowledge of various steps involved in Product Development
- To explore the process of sourcing and procurement of raw materials
- To study different kinds of fabrication techniques

COURSE LEARNING OUTCOMES

- Understand the new product development process
- Learn methods of generating, evaluating and developing new product ideas
- Develop prototypes of good quality marketable products using basic fabrication processes and sustainable materials
- Enhance research and analysis and critical thinking abilities

PRACTICAL CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I: Concept Development

- Meaning and importance
- Key elements in Product designing- fashion trends, product function and added value

UNIT II: Design Instigation

- Developing creative idea based on concept with sustainability principles in mind
- Making flat sketches of developed idea

Gwilt A., (2014), *A Practical Guide to Sustainable Fashion*, Bloomsbury Publishing, New York.
Page no. 52- 70

UNIT III: Analysis and Selection

- Sourcing and Procurement-Concept and Definition, Importance of eco-sourcing
- Need and methods of Sourcing, Major producers and suppliers of raw materials, Dyes, Yarns, Fabrics and Trims
- Review of designs for individual strengths relation to the concept and their estimated cost
- Finalizing the blue print of the final product

Gwilt A., (2014), *A Practical Guide to Sustainable Fashion*, Bloomsbury Publishing, New York.
Page no. 74- 92

UNIT IV: Development Process

- Conceptualization of the details of the product
- Prepare/ develop specification sheets of the selected product

Frings G.S. (2001) “*Fashion from Concept to Consumer*” Prentice Hall, New Jersey. Page no. 164- 186

UNIT V: Fabrication

- Construction of the final product with emphasis on ‘eco-design’ using as little (and as few) materials as possible
- Display of the article

UNIT VI: Cost Analysis

- Economic analysis of products
 - Calculation of monetary values of different determinants of total product cost
 - Labour cost calculation

COMPULSORY READING

- Fletcher K. & Grose L., (2012), *Fashion and Sustainability – Design for Change*, Laurence King Publishing, London
- Frings G.S. (2001) “*Fashion from Concept to Consumer*” Prentice Hall, New Jersey.

- Gwilt A., (2014), *A Practical Guide to Sustainable Fashion*, Bloomsbury Publishing, New York

ADDITIONAL RESOURCES

- Parthiban M., Srikrishnan M. &Kandhavadi P., (2017), *Sustainability in Fashion and Apparel – Challenges and Solutions*, Woodhead Publishing, India
- Sundram & Rudradatt (1986) *Indian Economy*, Sultanchand& Sons.
- Wingate J.W., Schaller E.O. & Miller F. L.(1972) *Retail Merchandise Management*, Prentice Hall, New Jersey.

TEACHING LEARNING PROCESS

Lectures, Handouts, Power point presentations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

Textiles, product, apparel, sustainability, design, sourcing, trends, fashion

Facilitating the achievement of course learning objectives

Unit no.	Course Learning outcomes	Teaching and learning activities	Assessment Tasks
1	Students will learn to Meaning and importance of Concept development	Discussion on Key elements in Product designing- fashion trends, product function and added value	Group discussions and quizzes.
2	Students will gather knowledge on Design Instigation They will learn to develop creative idea based on concept with sustainability principles in mind	Analysing previously developed prototypes and ideas. Making flat sketches of developed idea and finalising 1-2 designs for prototype development.	Case studies based questions and discussions.
3	Students will be taught about Sourcing and Procurement-Concept and	Detailed lectures with visual aids on Need and methods of Sourcing, Major producers and	Assignment at various steps, on sourcing of fabric and other trims,

	Definition, Importance of eco-sourcing and learn the process of product development starting from sourcing to finalizing the blue print of the final product.	suppliers of raw materials, Dyes, Yarns, Fabrics and Trims, Review of designs for individual strengths relation to the concept and their estimated cost, discussions and finalisation of blue print.	to estimating cost and finalising blue print.
4	Students will be able to Conceptualize the details of the product and Prepare/ develop specification sheets of the selected product	Presentations and case studies of various entrepreneurs.	Quiz based on case studies.
5	Students will be able to Construct the final product with emphasis on 'eco-design' using as little (and as few) materials as possible Display of the article	Hands on training on sewing machine and teaching methods of doing construction with zero wastage.	Assessment based on practical work done in class and display of product.
6	Students will learn to do Cost Analysis.	Teaching how to do Economic analysis of products by examples and case studies, discussions and detailed lectures.	Detailed exam to check their ability to solve problems on cost calculation.

* Assessment tasks listed here are indicative and may vary

SEC HH 22: IMAGE STYLING (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To strengthen the student hands on experience in using different tools of improving visual and non visual appearance
- To train the students with technical and professional ways for understanding wardrobe needs and its development
- To develop skills on understanding fashion trends for planning personal shopping

COURSE LEARNING OUTCOMES

- Demonstrate the practical ways to strengthen physical image based on body type, face shape and personal style analysis
- Understand the effect of elements and principles of design on visual appearance

- Explain the fashion trends of apparels and accessories
- Recognize verbal and non-verbal communication etiquettes
- Identify wardrobe elements, and its processes of planning and organization
- Plan personal shopping of apparels and accessories based on physical shape, personal style and budget

PRACTICAL

CONTENT

DURATION: 120 HRS (Credits 4)

1. Physical traits and analysis

- Body types
- Body proportion
- Face shapes
- Personal colour analysis

2. Application of Elements and principles of design for Image styling

- Effects of design elements and principles on clothing and visual appearance
- Effect of garment components on visual appearance

3. Personality and etiquettes

- Personal style analysis and expression
- Verbal and non-verbal communication etiquettes
- Personal grooming

4. Wardrobe planning according to apparel and accessories needs

- Wardrobe analysis
- Organization and categorization of wardrobe
- Elements of a basic wardrobe
- Optimising wardrobe
- Tips of garment maintenance

5. Personal shopping

- Analysis of trends of apparels and accessories
- Preview of apparel market survey / accessory stores ad brands in context to style, size and budget

COMPULSORY READING

- Constantine, S. & Woodall, T. *The Body Shape Bible: Forget Your Size Discover Your Shape Transform Yourself*, published by Weidenfeld & Nicolson (1877), ASIN: B01K14NWB8
- Funder, D.C. 2001, *The Persoality Puzzle (2nd ed)*, New York: W.W. Norton
- Phares, J.E. 1991, *Introduction to Personality (3rd ed)*, New York: Harper Collins
- Rasband, J. *Wardrobe Strategies for Women*, published by Fairchild Books; Student edition (September 18, 2001), ISBN-10: 1563672596

ADDITIONAL RESOURCES

- Baumgartner, J. *You are What You Wear*, Da Capo Press (2012)
- Mc Call, *Sewing in Color*, Hamlyn Publishing Group 11th edition (1975)
- Romano, C. *Plan your Wardrobe*, New Holland Publishers (1998)
- Vega, L. *The Image of Success*, American Management Association (2010)
- www.colormebeautiful.co.nz

TEACHING LEARNING PROCESS

Lectures, handouts, power point presentations, demonstrations, visits, expert lectures/ workshop

ASSESSMENT METHOD

- The assessment marking is based on continuous evaluation. Students execute practical on A3 size sheets and portfolio is prepared.
- The max. marks of the paper is 100 (internal, no exam). In this paper, 40% are given to attendance and 60% to the practical exercises and final portfolio.
- Each class is evaluated out of 5 marks for attendance and students' signatures are taken. The total is then calculated and computed out of 40 marks.
- In case of absentia, only medical leaves of 25% of total classes, are considered against the 'medical' presented by the student.
- Each practical assignment, as may not be completed in the same class or require more time, is marked out of 5 marks, separately. The total is then calculated and computed out of 60 marks.
- If more than one faculty member is taking up the subject, then average of attendance and practical assignments is taken, for the assessment.

KEY WORDS

Body shape, face shape, personal style, personal colour, wardrobe management, etiquettes

Facilitating the achievements of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Students will have acquired in depth knowledge of the components of the physical image based on body type, face shape and personal colour analysis. Based on the physical image analysis, they will	Interactive sessions on different kinds of body shapes and proportions, face shapes and personal colours. Diagrammatic representation of the ways to improve the image based on the body and face shapes analysis.	Diagrammatic representation of kinds of body shapes, face shapes and personal colours.

	be aware of the practical ways to strengthen it.		
2.	Students will be acquainted with the effect of elements and principles of design on visual appearance	Detailed discussion using visual aids on the elements and principles of design.	Reference image based presentation of effect of elements and principles of design.
3.	Students will have a broad perspective of the role of verbal and non-verbal communication etiquettes. They will also acquire an overview of the personal style and grooming.	Practical example based teaching on kinds and importance of verbal and non verbal etiquettes, using demonstrations. Group discussion on kinds of personal styles and their elements, in terms of clothing and accessories.	Student presentation on etiquettes. Reference image based presentation on kinds of personal styles and their elements.
4.	Students will have gained knowledge of wardrobe elements, and processes of its planning and organization	Discussion and practical examples based teaching on organisation and management of wardrobe, depending on personal style, profile and budget.	Based on life style analysis, suggestion of wardrobe capsules presentation
5.	Students will be aware of the process of personal shopping (apparels and accessories)	Group discussion on the process of personal shopping, based on physical shape, personal style and budget.	Diagrammatic representation of looks, created by assistance in personal shopping.

* Assessment tasks listed here are indicative and may vary

SEC HH 23: FASHION ILLUSTRATION (CREDITS: PRACTICAL-4)

COURSE OBJECTIVES

- To understand about importance of fashion illustration in fashion and design education
- To strengthen the students hand on experience on various fabric textures

- To train the students with technical and professional ways of communicate visually in the world of fashion design

COURSE LEARNING OUTCOMES

- Recognize various tools and terminology used in fashion illustration
- Understand the basics of body proportion and balance
- Apply creative skills in sketching fashion figures and rendering textures
- Use garment details in designing theme based dresses

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

- Introduction to fashion illustration
 - Vocabulary
 - Tools
 - Body proportion and balance

Takamura, Z., 2009, Fashion Illustration Techniques: A Super Reference Book for Beginners

- Human anatomy
 - Developing a fashion figure male, female and children
 - Basic figure drawing varying postures
 - Sketching body features

Ireland, P.J. 1996, Fashion Design Illustration- Men, B.T. Batsford, London

- Rendering fabric textures
 - Collecting and studying textures
 - Working with different media and techniques to simulate textures
 - Sketching silhouettes in various fabric textures (fur, satin, denim, tissue, silk, chiffon, knits, plaids, corduroy and others)

Abling, B. 2001, Fashion Rendering with Colour, Illustrated ed. Prentice and Hall.

- Garment types and its features in appropriate textures and styles
 - Garment details (neckline, sleeves, pockets etc.)
 - Sketching garments
 - Design a costume for a specific event or profession

Takamura, Z., 2009, Fashion Illustration Techniques: A Super Reference Book for Beginners

COMPULSORY READING

- Abling, B. 2001, *Fashion Rendering with Colour*, Illustrated ed. Prentice and Hall.
- Ireland, P.J. 1996, *Fashion Design Illustration- Men*, B.T. Batsford, London.
- Ireland, P.J. 2003, *Introduction to Fashion Design*, B.T. Batsford, London.

ADDITIONAL RESOURCES

- Fashion Illustration Tutorial links
- Takamura, Z. (2009). *Fashion Illustration Techniques: A Super Reference Book for Beginners*

TEACHING LEARNING PROCESS

- Power point presentations
- Experiential learning through demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

Fashion figures, sketching, textures, silhouette, costume design

Facilitating the achievement of course learning objectives

Unit	Course learning outcome	Teaching and learning activities	Assessment task
1	Students will be acquainted with a broad perspective and basics of fashion illustration	Discussion on various fashion terminologies with their respective tools and body proportions.	Quiz, MCQ, diagrammatic representation of body proportions and balance
2	Students will acquire the knowledge and handful experience on the fashion figures	Detailed discussion along with demonstration on human anatomy followed by sketching of basic male, female and children figures, postures and features	Sketching of complete fashion figure in different postures.
3	Students will be able to apply creative skills in rendering textures and silhouettes	Discussion on the types of textures and practical demonstration on rendering different types textures and silhouettes	Collection of different textures from market. Rendering various textures and silhouettes

4	Students will gain knowledge on the use of garment details in designing theme based dresses	Detailed discussion on the components and styles of garments. Demonstration on sketching these theme based garments	Sketching of garments on 4-5 different themes by creating textures.
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* Assessment tasks listed here are indicative and may vary

SEC HH 24: NGO MANAGEMENT & CSR (CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the nature, role and functioning of various organisations engaged in the development sector.
- To highlight the various CSR initiatives undertaken at the national and global level.

COURSE LEARNING OUTCOMES

- Understand the nature and role of various organizations engaged in the development sector.
- Strategies for creating resources for effective functioning of development organizations.
- Understand the basic concepts of Corporate Social Responsibility (CSR) and its impact on sustainable development.
- Learn about CSR initiatives at global and national level.

THEORY

CONTENT

DURATION: 30 HRS (Credits 2)

UNIT I: Concept of NGO

10

- Definition, meaning and characteristics of NGO
- Growth of NGOs: Historical perspective, current status of NGOs in India
- Difference between Government Organizations and NGO
- Classification of NGO
- Structure and functioning of NGO
- Contribution of NGO in the Development
- Role of Development Communicator in NGO development.
- Starting of NGO
- Steps for starting NGO
- Registration of NGO
- Selection and training of Personnel
- Proposal writing under NGO
- Identifying Funding agencies
- Resource Mobilization
- Planning, Implementation and Evaluation strategy under NGO
- Documentation

- Networking

D. Lewis, *The Management of Non Governmental Development Organization* (2001), Second Edition, Published by Routledge, New York. Chapter- 1, 2,3,4,5 pages 1-138

Goel, S.L., & Kumar, R. (2004). *Administration & Management of NGOs. Text & Case Studies*, Published by Deep & Deep publications, New Delhi. Chapter- 1,2,3,4 Pages-1-297

Pandey, Devendra Prasad. (2009). *Development & Management of NGOs* Adhyayan Publishers & Distributors, New Delhi. Chapter 1, 2 Pages 1-89

UNIT II: NGO Management

10

- Organizational types and structures
- Managing people and teams in NGOs
- NGO management competencies
- Applying NGO principles and values
- Accountability and impact assessment for NGOs
- Challenges of NGOs: Training, Recruitment, Funding, Resource Mobilization

D. Lewis, *The Management of Non Governmental Development Organization*(2001).Routledge, New York .Chapter – 6,7, Pages 140-187

Pandey, Devendra Prasad (2009). *Development & Management of NGOs*, Adhyayan Publishers & Distributors, New Delhi. Chapter 1, Pages 1-49

S. Chandra, *Guidelines for NGO Management in India*(2003), Published by Kanishka Distributors, New Delhi.

UNIT III: Corporate Social Responsibility (CSR)

10

- Concept of CSR: Companies Act and legal framework
- Principles of CSR: Acts and Laws
- CSR Initiatives, reporting and monitoring frameworks
- CSR Initiatives: National and Global Case studies

Sundar, P. 2013, *Business and Community: The Story of Corporate Social Responsibility in India*, New Delhi, Sage Publication. Chapter -3-10,pg 23-320

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Visit of Local NGO and it's profiling
- Studying the Annual report of NGOs
- Reviewing CSR initiatives of different MNCs

COMPULSORY READING

- D. Lewis, *Management of Non Governmental Development Organization* (2001), Second Edition, Published by Routledge, Newyork.
- S. Chandra, *Guidelines for NGO Management in India* (2003), Published by Kanishka Distributors, New Delhi

ADDITIONAL RESOURCES

- Abraham, *Formation and Management of NGOs* (2003), Third Edition, Published by Universal Law Publishing Co. Pvt Ltd., New Delhi.
- Aggarwal, S.2008, *Corporate Social Responsibility in India*, Sage publication Pvt. Ltd.
- Sundar, P. 2013, *Business and Community: The Story of Corporate Social Responsibility in India* , New Delhi, Sage Publication.

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, NGO, NGO Management, CSR.

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	Students will be sensitized to the structure and functioning of NGO's with effective strategies for networking and fundraising	Power point presentation on characteristics , steps and functioning of NGO's. Field visits and practical example based teaching on networking and fundraising.	Evaluation of case study of an NGO. Flow diagrams on classification and steps for NGO.

2.	Students will be exposed to the nature and importance of CSR with national and global initiatives in CSR.	Theory classes on concept, laws, reporting and monitoring of CSR. Case studies on success stories in CSR.	Listing the principles and laws governing CSR and project report on successful national/global CSR initiatives.
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*** Assessment tasks listed here are indicative and may vary**

GENERIC ELECTIVES (GE)

GE HH 01: HUMAN NUTRITION (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the relationship between food, nutrition and health.
- To classify foods into various food groups and explain the concept of balanced diet.
- To describe digestion, absorption and functions of various nutrients as well as list their food sources.
- To discuss the physiological considerations for planning meals and nutritional concerns during the various life stages.
- To be able to plan and prepare nutritious meals for different age groups.

COURSE LEARNING OUTCOMES

- Relate food, nutrition and health with each other.
- Classify foods into various food groups and explain the concept of balanced diet.
- Illustrate digestion, absorption and functions of various nutrients as well as list their food sources.
- Describe the physiological considerations for planning meals and nutritional concerns during the various life stages.
- Plan and prepare nutritious meals for different age groups.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Basic Concepts in Nutrition		10
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- Basic terms used in nutrition
- Understanding relationship between food, nutrition and health
- Functions of food-Physiological, psychological and social
- Basic food groups and concept of balanced diet

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

UNIT II: Nutrients		25
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Energy- Functions, sources and concept of energy balance

Functions, Recommended Dietary Allowances, dietary sources, effects of deficiency and/ or excess consumption on health of the following nutrients:

- Carbohydrates and dietary fibre
- Lipids
- Proteins

- Fat soluble vitamins-A, D, E and K
- Water soluble vitamins – Thiamin, 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, Chapters 1

UNIT III: Nutrition during Lifecycle

25

Physiological considerations, nutritional concerns and dietary guidelines for the following life stages:

- Adults and Elderly
- Pregnant women
- Nursing mothers
- Infants
- Preschool children
- Adolescent children

Chadha R and Mathur P eds. (2015). *Nutrition: A Lifecycle Approach*. Hyderabad: Orient BlackSwan, Chapters 17-24.

Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Delhi: Elite Publishing House Pvt. Ltd., Chapters 5-9.

NIN (2011). *Dietary Guidelines for Indians- A Manual*. Second edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Identifying Rich Sources of Nutrients
 - Energy, Protein, Iron, Calcium, Fiber, Vitamin A, Ascorbic acid
- Introduction to Meal Planning
 - Food groups and food exchange list
 - Use of food exchange list for planning and preparation of nutritious diets for Adult man / woman of different activity levels, and nutritious dishes for pregnant woman, nursing woman, infant, pre-school children and adolescent children.

COMPULSORY READING

- Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Hyderabad: Orient BlackSwan.
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Delhi: Phoenix Publishing House Pvt. Ltd.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). *Indian Food Composition Tables*. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of

India, Hyderabad.

- NIN (2011). *Dietary Guidelines for Indians- A Manual. Second edition.* National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V, Singh K, Mathur P (2018). *Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual.* 6th Edition. Delhi: Elite Publishing House.

ADDITIONAL RESOURCES

- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). *Wardlaw's Perspectives in Nutrition, International Edition, 9th edition.* New York: McGraw- Hill.
- ICMR (2010). *Recommended Dietary Allowances for Indians.* Published by National Institute of Nutrition, Hyderabad.
- Sethi P, Lakra P. *Aahar Vigyan, Poshan evam Suraksha (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.*
- Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). *Compilation of Food Exchange List, Technical Series 6,* Lady Irwin College, University of Delhi. Delhi: Global Books Organisation.
- Suri S and Malhotra A (2014). *Food Science, Nutrition and Safety.* Dorling Kindersley (India) Pvt. Ltd, India.

TEACHING LEARNING PROCESS

- Power point presentations
- Demonstrations
- Class discussions

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Lifecycle Nutrition
- Food groups
- Nutrient deficiency
- Nutrients
- Dietary guidelines
- RDA

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Students will be acquainted with the basic terms used in study of food and nutrition; relationship between food, nutrition and health; various functions of food, food groups and concept of balanced diet.	Lecture and power-point presentation of basic terms used in food and nutrition and on different food groups. Discussion on the relationship between food, nutrition and health and on various functions of food and the concept of a balanced diet.	Assignment focusing on short notes and definitions. Quiz
2.	Students will gain knowledge about the functions, dietary sources and clinical manifestations of deficiency/ excess of various macronutrients and micronutrients (vitamins and minerals).	Discussion on functions of nutrients and how deficiency and excess can lead to clinical manifestations. Power point presentation of dietary sources and clinical manifestations of deficiency/ excess of various macronutrients and micronutrients.	Quiz on identification of clinical manifestations of nutrient deficiencies. Class test – objective type
3.	Students will gain knowledge about physiological considerations, nutritional concerns and dietary guidelines for different age groups and how to plan meals for different groups of people.	Power-point presentation and discussion on how requirements for nutrients change through the lifecycle. Discussion on factors affecting planning of meals for different groups of people. Lecture on dietary guidelines for Indians	Group project and students' presentations on significance and implementation of dietary guidelines for different age groups. Assignment on planning healthy diets/ meals for themselves and others belonging to different age and income groups.

*Assessment tasks listed here are indicative and may vary

UNIT IV: Nutrition during pregnancy and lactation

12

- Pregnancy – Physiological changes in pregnancy, RDA, nutritional guidelines, nutritional needs, effect of nutritional status on pregnancy outcome, optimal weight gain and its components, nutrition related problems in pregnancy and ways to control them.
- Lactation – Physiology of lactation, RDA and nutritional needs of a nursing mother, nutritional guidelines

Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi, Chapter 18, pg 271-291, Chapter 19, pg 292-301

Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Delhi: Elite Publishing House Pvt. Ltd., Chapters 6, pg 67-98, Chapter 9, pg 141-156.

UNIT V: Nutrition during childhood

18

Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices

- Infants
- Preschool children
- School children
- Adolescents

Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi, Chapter 20, pg 302-320, Chapter 21, pg 321-332, Chapter 22, pg 333-342, Chapter 23, pg 343-353

Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Delhi: Elite Publishing House Pvt. Ltd., Chapters 7, pg 99-125, Chapter 8, pg 126-140

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

UNIT I: Introduction to meal planning

- Use of food exchange list

UNIT II: Planning and preparation of diets and dishes for

- Young adult
- Pregnant and Lactating woman
- Preschool child
- School age child and adolescents
- Elderly

UNIT III: Planning complementary foods for Infants

COMPULSORY READING

- Chadha R and Mathur P eds. *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi. 2015

- ICMR (2010) *Recommended Dietary Allowances for Indians* .Published by National Institute of Nutrition, Hyderabad.
- ICMR (2011) *Dietary Guidelines for Indians*. Published by National Institute of Nutrition, Hyderabad.
- Khanna K, Gupta S, Seth R, Passi SJ, Seth R, Mahna R, Puri S (2016). *Textbook of Nutrition and Dietetics.2nd Edn*. Phoenix Publishing House Pvt. Ltd.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). *Indian Food Composition Tables*. National Institute of Nutrition, ICMR, Hyderabad.
- Seth V, Singh K and Mathur P (2018). *Diet Planning through the Life Cycle: Part 1 Normal Nutrition*. A Practical Manual. 6th Edn. Elite Publishing House Pvt. Ltd. New Delhi.

ADDITIONAL RESOURCES

- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). *Wardlaw's Perspectives in Nutrition*, McGraw- Hill International Edition, 9th edition.

TEACHING LEARNING PROCESS

- Lecture
- Powerpoint presentation
- Quiz
- Demonstration

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Principles of meal planning
- Nutrient requirements
- Nutrition for adulthood and old age
- Nutrition during pregnancy and lactation
- Nutrition during childhood

Facilitating the achievement of Course Learning Objectives

Unit no.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	Students will understand the basic concept of meal planning using food exchange list, food groups and	Lecture, power point presentation	Student presentations on food pyramid, food groups, balanced diet.

	balanced diet, Dietary guidelines for Indians and food pyramid		quiz on dietary guidelines.
2.	Students will understand in-depth the concept of dietary reference intakes with an overview on methods of assessment of nutrient needs.	Lecture and discussion	Fill-ups and MCQ's on different methods
3.	Students will gain an understanding on the physiological changes, nutrient requirements, nutritional guidelines and concerns during the various stages of adult years and old age	Lecture, power point presentation, discussion	Class test, assignments, 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**

- Principles of management
- Functions of management/ manager

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, Chapter 3 , pg 37-65

UNIT II: Production Process in a Food Service Establishment**28**

- 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

Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices*. 12th ed. Pearson Education., Chapter 2 pg 63-70 Chapter 5-9, pg-124-258

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, Chapter 30-31 pg-739-792

UNIT III: Space and Equipment**5**

- Types of kitchen areas, Flow of work and work area relationship
- Equipment : Factors affecting selection of equipment , Equipment needs for different situations

Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices*. 12th ed. Pearson Education., Chapter 11, pg 308-334

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, chapter 6, pg 153-165

UNIT IV: Personnel and Financial Management**9**

- 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

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, chapter 21-22, pg 509-579; chapter 25-28, pg 641-708

West B and Wood L (1988) *Food Service in Institutions* 6th Edition, Chapter 12, pg 477-517 Chapter 15, Pg 568-618

UNIT V: Planning of a Small Food Service Unit

12

- Preliminary Planning: Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up: Identifying resources, Developing Project plan, Determining investments
- Development of a business plan

Desai V (2011) *The Dynamics of Entrepreneurial Development and Management*, Himalya 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.

- Taneja S and Gupta SL (2001) *Entrepreneurship Development*, Galgotia Publishing.

TEACHING LEARNING PROCESS

- Lecture Method
- Discussions
- Power Point Presentations
- Demonstrations
- Surveys
- Hands-on training

ASSESSMENT METHODS

- Assignments
- Quiz
- Tests
- Reports
- Continuous evaluation of practical work
- Internal assessment as per Delhi University Norms
- End semester Examination as per Delhi University Norms

KEYWORDS

- Department of Food and Nutrition
- Entrepreneurship
- Catering
- Food Service Units
- Management
- Menu Planning
- Food Production
- Standardization
- Business
- Personnel Management
- Hygiene and sanitation
- Budget
- Food service equipment

Facilitating the achievement of Course Learning Objectives

Unit No	Course learning outcomes	Teaching and learning process	Assessment methods
1	Students will gain knowledge of management, its principles, functions	Lectures will be used to give the students insights regarding the principles of management, functions of a manager and of management in a	Assignments Quiz Tests

	and importance in a food service organization	food service system	
2	Students will acquire fundamental knowledge of menu planning, develop an understanding of recipe standardization and quantity food production	Interactive lectures on the various types of food service systems, menu types, methods of purchasing and storage, types of service styles These will be supplemented with surveys conducted by the students. Demonstrations regarding standardization of recipes along with hands-on training. Group discussions and Power point presentations on the importance of hygiene and sanitation and National food regulations.	Assignments Student presentations Reports
3	Students will be aware of kitchen areas, flow of work, selection of equipment and equipment requirements for different situations	Lectures on factors affecting selection of equipment, equipment needs for different situations. Flow diagrams, visual aids like charts and diagrammatic representation of various types of kitchens, flow of work and work area relationship	Assignments Student presentations Making of visual aids
4	Students will acquire knowledge of personnel and financial management in catering organizations	Lectures on the various aspects of personnel and financial management. Detailed discussion on factors to consider while planning the kind and number of personnel, importance of financial management, budgets, budgeting process and cost concepts. Group discussions with special emphasis on examples from the food service industry. Power Point Presentations	Assignments Quiz Student presentations
5	Students will understand the making of a business plan for small catering establishments and apply the knowledge gained for starting a successful food service unit	Lectures, discussions and power point presentations on the various steps involved in planning a small food service unit. Step by step discussion on development of a business plan Surveys of food service units for practical insights to reinforce the theoretical concepts taught	Student presentations Reports Project proposal

* Assessment tasks listed here are indicative and may vary

**GE HH 04: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION
(CREDITS: THEORY-5, TUTORIAL-1)**

COURSE OBJECTIVES

- To understand the multi-faceted nature of nutritional problems and the various interventions that can be adopted at community level for improving the nutritional status.
- To learn about the policy and intervention programmes operating in India to overcome malnutrition.
- To understand the concept and determinants of food and nutrition security.

COURSE LEARNING OUTCOMES

- Understand the multi-faceted nature of nutritional problems.
- Be aware of the various interventions that can be adopted at community level for improving the nutritional status.
- Be familiar with the policy and intervention programmes operating in India to overcome malnutrition.
- Understand the concept and determinants of food and nutrition security.

THEORY	CONTENT	DURATION: 75 HRS (Credits 5)
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UNIT I: Nutritional Problems Affecting the Community	20
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Etiology, prevalence, clinical features and preventive strategies of-

- Undernutrition - Protein energy malnutrition, Moderate Acute Malnutrition, Severe Acute Malnutrition, Nutritional Anaemia, Vitamin A Deficiency, Iodine Deficiency Disorders
- Obesity, Metabolic Syndrome
- Coronary heart disease, Diabetes
- Fluorosis
- Dental caries

Park, K. (2017). *Park's Textbook of Preventive and Social Medicine (24th ed.)*. Jabalpur, India: Banarasidas Bhanot Publishers, Chapter 6, pg 380-431, Chapter 11, pg 646-704.

Vir, S. (2011). *Public Health Nutrition in Developing Countries (Vol 1 & 2)*. New Delhi, India: Woodhead Publishing India, Chapter 11, pg 292-309, Chapter 12, pg 310-340, Chapter 16, pg 432-472, Chapter 20, pg 535-561, Chapter 26, pg 674-712, Chapter 35, pg 956-981.

UNIT II: Strategies for Improving Nutrition and Health Status Of The Community	15
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- Appropriate interventions involving different sectors such as Food, Health and Education – diet diversification, food fortification, supplementation, genetic modification, improved water and sanitation, immunization, nutrition education, growth monitoring and promotion (GMP), diarrhoea management and prevention

Park, K. (2017). *Park's Textbook of Preventive and Social Medicine (24th ed.)*. Jabalpur, India: Banarasidas Bhanot Publishers, Chapter 6, pg 380-431, Chapter 7, pg 432-503, chapter 10, page 580-583, Chapter 11, pg 646-704, Chapter 13, pg 742-825,

Vir, S. (2011). *Public Health Nutrition in Developing Countries (Vol 1 & 2)*. New Delhi, India: Woodhead Publishing India, chapter 10- page 274-291, Chapter 30, pg 795-843, Chapter 39, pg 1085-1113.

UNIT III: Nutrition Policy and Programmes

15

- Sustainable Development Goals – Introduction, and relevance to nutritional problems in India
- National Nutrition Policy
- Ongoing nutrition programmes – Integrated Child Development Services (ICDS) Scheme, Mid-day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders, National Programme for Prevention and Control of Cancers, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS), POSHAN Abhiyaan

Park, K. (2017). *Park's Textbook of Preventive and Social Medicine (24th ed.)*. Jabalpur, India: Banarasidas Bhanot Publishers, Chapter 7, pg 493-496, Chapter 8, pg 504-512, Chapter 10, pg 627-630, Chapter 11, pg 646-704.

Ministry of Women and Child Development (MWCD), Government of India. (2019). POSHAN Abhiyaan [online]. Available at: <https://icds-wcd.nic.in/nnm/home.htm> (Accessed: July 12, 2019).

UNIT IV: Food and Nutrition Security

10

- Concept, components, determinants
- Overview of the ongoing public sector programmes for improving food and nutrition security

Vir, S. (2011). *Public Health Nutrition in Developing Countries (Vol 1 & 2)*. New Delhi, India: Woodhead Publishing India, Chapter 31, pg 844-876

TUTORIAL

CONTENT

DURATION: 15 HRS (Credit 1)

- Planning of low cost nutritious recipes for pre-schoolers, school age children, adolescents, pregnant and nursing women.
- Planning of nutritious recipes for an obese and an underweight adult.
- Visit to ongoing nutrition programme.

Chadha, R. and Mathur, P. (eds.) (2015). *Nutrition A Lifecycle Approach*. New Delhi, India: Orient Blackswan Pvt. Ltd., Chapter 15, pg 223-234, Chapter 17, pg 262-267, Chapter 18, pg 282-288, Chapter 19, pg 297-300, Chapter 21, pg 323-331, Chapter 22, pg 334-339, Chapter 23, pg 344-351.

COMPULSORY READING

- Bamji, M. S., Krishnaswamy, K. & Brahmam, G. N. V. (Eds.). (2017). *Textbook of Human Nutrition (4th ed.)*. New Delhi, India: Oxford and IBH Publishing Co. Pvt. Ltd..
- Longvah, T., Ananthan, R., Bhaskarachary, K. & Venkaiah, K. (2017). *Indian Food Composition Tables*. National Institute of Nutrition, ICMR, Hyderabad.
- Park, K. (2017). *Park's Textbook of Preventive and Social Medicine (24th ed.)*. Jabalpur, India: Banarasidas Bhanot Publishers.
- Vir, S. (2011). *Public Health Nutrition in Developing Countries (Vol 1 & 2)*. New Delhi, India: Woodhead Publishing India.

ADDITIONAL RESOURCES

- Gibney, M. J., Margetts, B. M., Kearney, J. M. & Arab, L. (Eds.). (2005). *Public Health Nutrition*. Oxford, UK: Blackwell Science.
- ICMR (2011) *Dietary Guidelines for Indians – A Manual*. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Kishore, J. (2016). *National Health Programs of India (12th ed.)*. New Delhi, India: Century Publications.
- Chadha, R. and Mathur, P. (eds.) (2015). *Nutrition A Lifecycle Approach*. New Delhi, India: Orient Blackswan Pvt. Ltd.
- Ministry of Women and Child Development (MWCD), Government of India. (2019). POSHAN Abhiyaan [online]. Available at: <https://icds-wcd.nic.in/nnm/home.htm> (Accessed: July 12, 2019).
- Relevant and ongoing public sector programmes for food and nutrition security from Government of India websites (including Ministry of Agriculture and Farmers Welfare, Ministry of Consumer Affairs, Food and Public Distribution, Ministry of Human Resource Development, and other ministries working for food and nutrition security).

TEACHING LEARNING PROCESS

- Lecture
- Power-Point Presentations
- Field Visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Food And Nutrition
- Public health nutrition
- Malnutrition
- Nutrition programmes
- Food security

Facilitating the achievement of course learning objectives

Unit no.	Course Learning outcomes	Teaching and learning activities	Assessment tasks
I	Students will do an in-depth study of the nutritional problems affecting the community. They will learn about prevalence, etiology, clinical features, and prevention of overnutrition- and undernutrition- related conditions.	Lecture, and graphic representation of clinical signs.	Class tests and assignments.
II	Students will gain knowledge on the various strategies that can be adopted at community level for improving the nutritional and health status	Lectures, and interactive discussion.	Class tests and assignments.
III	Students will learn about the nutrition policy and intervention programmes operating in India to overcome malnutrition	Lecture and Power-Point Presentations. Field Visits included for practical and more in-depth understanding of key programmes.	Class tests and assignments.
IV	Students will study the various facets of food and nutrition security, and the key public sector programmes for improving it.	Lecture and Power-Point Presentations.	Class tests and assignments.

* Assessment tasks listed here are indicative and may vary

GE HH 05: GENDER AND SOCIAL JUSTICE (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To develop an understanding of sex and gender.
- To gain insights about the issues and concerns of women and girl child in India.
- To acquire knowledge about relevant policies and legislation for gender justice in India.

COURSE LEARNING OUTCOMES

- The students will develop an understanding of the biological and cultural determinants of sex and gender.
- The students will acquire knowledge of issues and concerns of women and girl child in India.
- Students will gain insights about the history of women's movement in India and the existing legislations.

THEORY **CONTENT** **DURATION: 60 HRS (Credits 4)**

UNIT I: Understanding Gender **18**

- Sex and gender: Masculinity and femininity
- Biological & cultural influences on being male & female
- Gender fluidity: LGBTQ communities

Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.

Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.

Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited, Raj Press.

Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.

Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.

UNIT II: Social Construction of Gender **15**

- Socialization for gender
- Gender roles, stereotypes and identity
- Influences on gender: mythology, literature, work, media, popular culture, caste

Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.

Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.

Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited, Raj Press.

Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.

UNIT III: The girl Child and Women in India **15**

- Demographic profile
- Status of health, nutrition & education
- Female feticide, infanticide and violence against women

Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.

Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited, Raj Press.

Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.

Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.

UNIT IV: Gender Justice **12**

- Women's movement in India
- Laws, policies & programs for female children and women

Bhasin, K. (1986). Feminism and its relevance in South Asia. New Delhi: Kali for Women, R. S. Printers.

Menon, N. (2003). *Feminism*. Delhi: National Federation of Indian Women.
Saikia, N. (2008). *Indian women: A socio-legal perspective*. New Delhi: Serials Publications.

COMPULSORY READING

- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women, Raj Press.
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women, Raj Press.
- Menon, N. (2008). *Sexualities: Issues in contemporary Indian feminism*. New Delhi: Sage.
- Mohanty, M. (2008). *Class, caste and gender*. New Delhi: Sage.
- Saikia, N. (2008). *Indian women: A socio-legal perspective*. New Delhi: Serials publications.

ADDITIONAL RESOURCES

- Bhasin, K. (1986). *Feminism and its relevance in South Asia*. New Delhi: Kali for Women, R. S. Printers.
- Bhasin, K. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited, Raj Press.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Interviews and surveys of people in different social settings.
- Visits and workshops by organizations working in the field of gender parity and women's empowerment.
- Using films, documentaries, newspaper articles to understand gender diversity at multiple levels.
- Programme planning, advocacy and raising awareness through placements/ internship with relevant organizations.

COMPULSORY READING

- Feature films (Dor, Astitva, Mirch Masala, Parched)
- Documentaries (Skin Deep, Goddess of Food, Unlimited girls, Blood on my hands)
- Episodes of Satyamev Jayte on:
 - Masculinity <https://www.youtube.com/watch?v=vuo4wbREE4U>
 - Domestic violence <https://www.youtube.com/watch?v=Ws4whMNvhwA>

ADDITIONAL RESOURCES

- Gulati, R., Gugnani, A., Chopra, G., & Wadhwa, V. (1994). *Child Development: A Practical Manual*. Phoenix Publishing House Pvt Ltd.

TEACHING LEARNING PROCESS

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Film making
- Field visits

- Internship
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEY WORDS

- Sex
- Gender
- Society
- Patriarchy
- Gender socialization
- Empowerment

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
UNIT I	The students will learn about key concepts with reference to sex and gender.	Classroom lectures and discussion on understanding sex and gender Audio visual resources (films, documentaries)	Discussion on key concepts related to gender Assignment on listing the characteristics of a male and female, masculine and feminine based on audio visual aids used in class
UNIT II	The students will develop an understanding of the biological and cultural determinants of sex and gender.	Guided observations and classroom discussion Workshop/talks	Assignment on images of women in media Long essay Power point presentations
UNIT III	The students will acquire knowledge of issues and concerns of women and girl child in India.	Workshop/talks Film making Field visits Internship	Documenting field visits Film making on any issue related to women Written assignments/ Long essay
UNIT IV	Students will gain insights about the history of women's	Classroom lectures Power point presentations	Analyzing newspaper and research articles on issues

	movement in India and the existing legislations.	Research and newspaper articles	related to women Power point presentations
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* Assessment tasks listed here are indicative and may vary

GE HH 06: CHILD RIGHTS AND SOCIAL ACTION (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the meaning of child rights and rights based approach to providing services and programmes for children
- To sketch a demographic profile of the child in India and to identify groups of children who are in need of care and protection
- To acquire knowledge of constitutional and legal provisions in India for care and protection of the children.

COURSE LEARNING OUTCOMES

- Students will understand rights based approach for providing protection and care to the child.
- Students will know about the vulnerable groups of children in India.
- Students will learn about constitutional and legal provisions provided by the state for the child in India.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Child Rights

20

- Definitions of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Situational analysis of child in India

Bajpai, A. (2006). Child Rights in India: Law, policy and practice. New Delhi: Oxford University Press. Chapter 1.

Census. <http://censusindia.gov.in/>

Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer. Chapter 1, Chapter 2.

UNIT II: Vulnerable Groups: Causes and Consequences

20

- Street and working, destitute, homeless, institutionalized children
- Victims of child-trafficking and child abuse
- Children in conflict with law
- Children with chronic illness, disabilities, in conflict zones and affected by disasters

Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press. Chapter 4, Chapter 5, Chapter 6.

Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer. Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9.

Ministry of Women and Child Development, Government of India. (n.d.). *Sub group report Child protection in the Eleventh Five Year Plan (2007- 2012)*. Retrieved from <http://wcd.nic.in/wgchilprotection.pdf>

UNIT III: Framework for Social Action

20

- Constitutional provisions in India
- National policies, programs and laws for children
- UNCRC, NCPCR
- Role of family, community, state & child herself in protecting rights

Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press. Chapter 7, Chapter 8.

Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer. Chapter 1, Chapter 2.

The gazette of India. The Child Labour (Prohibition and Regulation) Amendment Act, 2016. [http://uphome.gov.in/writereaddata/Portal/Images/The-Child-Labour\(Prohibition and Regulation\)Amendment-Act,2015.pdf](http://uphome.gov.in/writereaddata/Portal/Images/The-Child-Labour(Prohibition and Regulation)Amendment-Act,2015.pdf)

The Juvenile Justice (Care and Protection of Children) Act, 2015. <http://cara.nic.in/PDF/JJ%20act%202015.pdf>

The National Policy for Children. <https://childlineindia.org.in/pdf/The-National-Policy-for-Children-2013.pdf>

The protection of children from sexual offences act 2012. <https://wcd.nic.in/sites/default/files/childprotection31072012.pdf>

COMPULSORY READING

- Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press.
- Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.

ADDITIONAL RESOURCES

- Bhargava, V. (2005). *Adoption in India: Policies and experiences*. New Delhi: Sage.
- Virani, P. (2000). *Bitter chocolate: Child Sexual abuse in India*. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). *Born unfree: Child labour, Education, and the state in India*. New Delhi: Oxford University Press.

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

- Visits to institutions working for vulnerable children.
- Exploring and analysis of child rights issues through audio-visual sources and workshops.
- Interaction with children in difficult circumstances.
- Case profile of a child in difficult circumstances.
- Programme planning.

REFERENCES

- Bajpai, A. (2006). *Child Rights in India: Law, policy and practice*. New Delhi: Oxford University Press.

TEACHING LEARNING PROCESS

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Film making
- Field visits
- Internship
- Research and newspaper articles

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEYWORDS

- Child rights
- Child protection

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
UNIT I	<ul style="list-style-type: none"> ● Students will understand rights based approach for providing protection and care to the child. ● To sketch a demographic profile of 	Classroom lectures and discussions Discussion on key concepts related to child rights	Quiz Survey on awareness about Child Rights

	the child in India		
UNIT II	Students will know about the vulnerable groups of children in India.	Use of audio visual resources (films, documentaries) to gain an insight into lives of children in difficult circumstances Classroom discussion Workshop/talks	PPT presentation Assignment on documenting learnings from movies/documentaries Survey on living conditions of street children/working children
UNIT III	Students will know about constitutional provisions provided by the state for the child in India.	Classroom lectures Power point presentations Research and newspaper articles	Test Assignment on collecting newspaper and research articles on issues related to children

* Assessment tasks listed here are indicative and may vary

GE HH 07: CARE AND WELL-BEING IN HUMAN DEVELOPMENT (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To enable students to understand the concept of care and well-being and its influences in the contemporary social world across the life span.
- To help students demonstrate skills to promote well-being of self and individuals in society.
- To enable students to gain knowledge of programmes and policy initiatives on care and wellbeing in India

COURSE LEARNING OUTCOMES

- The student will develop an understanding of the concept and dimensions of care and well-being of individuals in the contemporary social world.
- The students will acquire knowledge of the various influences on care and well being across human lifespan.
- The student will build capacity to promote well being of self and society at large.
- The student will be familiar with program and policy initiatives on care and wellbeing in India

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Care and Human Development

15

- Definition, concepts & relevance of care

- Vulnerable periods in life that require care
- Principles & components of care

Daaleman, Timothy & Helton, Margaret (2018). *Chronic Illness Care: Principles and Practice*: Springer. (Chapters 9- 12 & Chapters 21-27)

NICHHD Early Child Care Research Network. (2005). *Child Care and Child Development: Results From the NICHD Study of Early Child Care*. New York: Guildford Press. (Chapters 2-6)

15

UNIT II: Well-being and Human Development

- Concept and theoretical notions of well-being-- physical, psychological, spiritual
- Types of well being- Emotional, physical, social, workplace, societal, subjective well being
- Life crises and well-being indicators
- Factors & experiences that promote well-being
- Life skills for building self and greater societal well being

IGNOU. (2011). *Positive psychology-2, MCFT-006 Applied social Psychology*. New Delhi: IGNOU. All chapters

Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press. Chapters 1-7

20

UNIT III: Influences on care and well-being across life span (micro and macro context)

- Childhood years
- Adolescence
- Adulthood and old age
- Well-being of caregivers
- Socio-political-environmental events influencing well-being- wars, natural disasters, civil movements etc.
- Crisis and stress management

Markin, L. (2013). *Health and Well-Being across Life Course*. Sage Publication, Inc. Chapter 2-7

Santrock, J.W. (2007). *Life Span Development (3rd ed.)*. New Delhi: Tata McGraw-Hill. Chapter 4-19

10

UNIT IV: Policies, Services & Programs for care and well-being in India

- Salient features and types of care and well-being programmes
- Personal and life skill development programmes
- Education, employment and ability training programmes

- Nutrition & health programmes
 - Counselling, meditation & yoga programmes
- Asumadu-Sarkodie, Samuel. (2012). *Nutritional Problems and Intervention Strategies in India*. (All Chapters)
- Chao, R.C. (2015). *Counseling Psychology: An Integrated Positive Psychological Approach*. (Chapter 1-4)
- Institute of Public Health in Ireland and the Centre for Effective Services (2016) *Improving Health and Wellbeing Outcomes in the Early Years: Research and Practice* Dublin: Institute of Public Health in Ireland and the Centre for Effective Services. (All Chapters).
- Kamerman,S.B., Pippis, S., Ben-Arieh, A. (2010). *From Child Welfare to Child Well-Being*. Springer Publication. (Chapter 2, 5, 7, 12, 23)

COMPULSORY READING

- Santrock, J.W. (2007). *Life Span Development (3rd ed.)*. New Delhi: Tata McGraw-Hill.
- Singhi, P.(1999). *Child health & well-being: Psychosocial care within & beyond hospital walls*. In T.S. Saraswathi (Ed.).*Culture, socialization and human development*. New Delhi: Sage.

ADDITIONAL RESOURCES

- IGNOU. (2011). *Positive psychology-2, MCFT-006 Applied social Psychology*. New Delhi: IGNOU.
- Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- Sriram, R. (2004). *Ensuring infant and maternal health in India*. In J. Pattnaik (Ed.). *Childhood in South Asia: A critical look at issues, policies and programs*. Conn.USA: Information Age.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Use of various tools to understand care needs at different stages- childhood, adolescence, adulthood : Interview, Observation, Movies and Documentaries
- Lectures/ Talks/workshops on- Self care and well-being, Counselling & Yoga/meditation
- Visit to a senior citizen home/child care institution to study care and well-being
- Psychometric tests- Well-being scale, Self-concept tests, Subjective well-being scale (WHO), any 2 personality tests
- Review research papers on care and well-being in Indian context

REFERENCES

- IGNOU. (2011). *Positive psychology-2, MCFT-006 Applied social Psychology*. New Delhi: IGNOU.

TEACHING AND LEARNING PROCESSES

- Lectures
- Videos/documentaries
- Power point presentations
- Field visits

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEYWORDS

- Human Development and Childhood Studies
- Care
- Well being
- Holistic development
- Policies on care and well being
- Child Development

Facilitating the achievement of course learning objectives

S. no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will develop an understanding of the concept and dimensions of care and well-being of individuals in the contemporary social world.	Classroom lectures Power-point presentation Worksheet Role play	Multiple choice question quiz Assignment on concept of well being
2.	The students will acquire knowledge of the various influences on care and well-being across human lifespan.	Classroom lectures Audio- Video resources	Worksheets Classroom discussions
3.	The student will build capacity to promote well-being of self and society at large.	Classroom lectures & Discussions Presentations Role play/ demonstrations	Short presentations by students Worksheets

4.	The student will be familiar with program and policy initiatives on care and wellbeing in India.	Power-point presentation Lecture and classroom discussion on policies	Worksheets MCQ
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* **Assessment tasks listed here are indicative and may vary**

**GE HH 08: ADOLESCENT RELATIONSHIPS
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To study adolescent relationships across cultural contexts
- To understand adolescent relationships in context to society, family and peers
- To understand well-being of adolescents and factor affecting well being

COURSE LEARNING OUTCOMES

- The student will acquire knowledge about intra-personal and inter-personal adolescent relationships
- The student will develop an understanding of the concept and dimensions of wellbeing of adolescents in the contemporary social world
- The student will engage in the use of various methods and tools to understand self and adolescence in diverse contexts

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Adolescence in diverse context

20

- Definitions , social construction of adolescence
- Ecological and cultural influences on adolescence
- Processes in identity formation : social identities , gender & well being

Rice, F. P. (2007). *Adolescent: Development, Relationships and Culture*, New York: Pearson chapter 1, pp 3-11, chapter 2, pp-26- 51 chapter 10, pp- 245-260, chapter 6, pp- 270-300

Santrock, J. W. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill. Chapter 12, pp- 360-390, chapter 13, pp 394-424

Sharma, N. (2009). *Understanding Adolescence*, New Delhi: National Book Trust. Chapter 4, pp 48-70

UNIT II: Adolescent relationships: Role of building social capital

20

- Family relationships : nuclear, extended & joint families
- Peer relationships : identity formation, knowing one’s strengths & weaknesses
- Socio-political-environmental influences on Adolescence

Rice, F. P. (2007). *Adolescent: Development, Relationships and Culture*, New York: Pearson. Chapter 13, pp 331-348, chapter 14, pp- 353-368,

Santrock, J. W. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill. Chapter 13, pp 394-424

Sharma, N. (2009). *Understanding Adolescence*, New Delhi: National Book Trust. Chapter 5, pp- 83-108

UNIT III: Adolescent well being

20

- Concept and theoretical notions of well-being
- Indicators of well being , physical , social – emotional , spiritual
- Factors and experiences that influence well being
- Social ecology and subjective well being

<http://archive.unu.edu/unupress/sample-chapters/1130-UnderstandingHumanWell-Being.pdf> , understanding human well-being, chapter 1, pp 3-15.

COMPULSORY READING

- Rice, F. P. (2007). *Adolescent: Development, Relationships and Culture*, New York: Pearson
- Santrock, J. W. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill.
- Sharma, N. (2009). *Understanding Adolescence*, New Delhi: National Book Trust.

ADDITIONAL RESOURCES

- Erikson, E.H. (1968). *Identity, youth and crisis*. New York: Norton.
- Manthei, R. (1997). *Counselling: The skills of finding solutions to problems*. London: Routledge.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Use of various methods/tools to understand Adolescent inter-personal relationships
 - Interviews
 - Observations
 - Sociometry
 - Movies and documentaries/ videos
- Lectures/ Talks/workshops on-
 - Managing emotions with reference to relationships to learn crisis management
 - Counseling/Yoga/Meditation
- Understanding self as a male/female adolescent: exercise on self-reflection
 - Narratives
 - SWOT
 - Autobiography/ Biography
- Brief case profile of an adolescent.

REFERENCES

- Manthei, R. (1997). *Counselling: The skills of finding solutions to problems*. London: Routledge.

TEACHING LEARNING PROCESS

- Lectures
- Videos/ documentaries
- Power point presentations
- Workshops/ talks

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEYWORDS

- Adolescent wellbeing
- Interpersonal relationships
- Intrapersonal relationships
- Human Development

Facilitating the achievement of course learning objectives

S. no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will acquire knowledge about intra-personal and inter-personal adolescent relationships	Classroom lectures Power-point presentation Role play	Multiple choice question quiz Assignment
2.	The student will develop an understanding of the concept and dimensions of wellbeing of adolescents in the contemporary social world	Classroom lectures Audio- Video resources	Worksheets Classroom discussions
3.	The student will engage in the use of various methods and tools to understand self and adolescence in	Classroom lectures & Discussions Presentations	Short presentations by students Worksheets

Baran and Davis. (2012). *Mass Communication Theory*. USA: Wadsworth. Chapter 9, Page 241-276

McQuail, D. (2010). *Mass Communication Theory*. London: Thousand Oaks, New Delhi: Sage

Potter, James W. (2019). *Media Literacy*. USA: Sage Publications. Chapter 12, Page 242-256
Publications. Chapter 15, 16. Page 331-376

Publications. Chapter 7,8, Page 135-180.

Storey, John. (2013). *Culture: Theory and Popular Culture*. New York: Routledge

UNIT III: Media and Popular culture

20

- Relation between Media and Popular culture
- Social construction of reality by media
- Construction Vs Distortion of reality
- Cultural Studies approach to media
- Intercultural influences on media

Grossberg, Lawrence et al (1998). *Media-Making: Mass Media in a Popular Culture*. New Delhi: Publications. Chapter 10, Page 213-235.

Sage Publications. Chapter 5,6,7, Page 133-193

Storey, John. (2013). *Culture: Theory and Popular Culture*. New York: Routledge

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Prepare a mind map to understand the concept of culture
- Media Critiquing- Choose a movie or television series and apply some of the concepts and techniques about interpretation, ideology, or gender/class/race.
- Audience perceptions about media; audience preferences listenership/ viewership

COMPULSORY READING

- Baran and Davis, *Mass communication theory*
- Grossberg, Lawrence et al (1998) *Media-Making: Mass Media in a popular culture*. Sage Publications
- John Storey, *Culture: Theory and Popular Culture*
- Mc Quail, Denis. (2000). *Mass Communication Theory*. London, Thousand Oaks, New Delhi: Sage Publications.
- Potter, James W (1998) *Media Literacy*. Sage Publications

ADDITIONAL RESOURCES

- Berger, Asa Authur (1998). *Media Analysis Technique*. Sage Publications
- Stevenson, N (2002). *Understanding Media Studies: Social Theory And Mass Communication, 2nd edition*, Sage publications

TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Development Communication, Extension, Media, Culture & Communication, Popular Culture, Media Audience

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1.	Students will be acquainted with the concept of culture, its various forms and the formation of ideologies hegemony in society	Discussion on the nature and types of culture with theoretical inputs on ideology and hegemony.	Listing the differences between popular, folk and mass culture, giving examples from life situations on ideology and hegemony.
2.	Students will have gained knowledge on the types, theories and segmentation of audiences. They will also be sensitized to class and gender stereotypes in media.	Power point presentation on audience types and segmentation, group discussion on women as audience and case studies of reinforcing stereotypes in media.	Essay writing on women as audiences, poster making on challenging class and gender stereotypes.
3.	Students will be aware of the origin and role of popular culture, influence of culture on media and vice versa.	Interactive lectures on relationship between media and popular culture, construction vs distortions. Case studies on intercultural influences on media	Report writing on the influence of Media on popular culture, oral presentations on construction and distortion by media.

* Assessment tasks listed here are indicative and may vary

- Mainstream media and gender – Portrayal and Representation
- Representation of women in media in political, cultural and social landscape
- Gender and ICTs – Case studies

Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: Sage Publications. Chapter-9,10,11,12, pg 137-183

UNIT IV: Gender, Law and Advocacy

10

- Legal provision for women’s rights
- Human rights and Right to development
- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics – - News reporting

Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep. Chapter – 1,2,3, pg – 3-116

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Analysis of gender differentials using development indicator
- Gender based analysis of media with special reference to portrayal of women.
- Case studies for programmes and campaign for women’s development.

COMPULSORY READING

- Bhasin, Kamla (2000). *Understanding Gender*. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neerja, (1994), *Status of Girls in Development Strategies*, New Delhi, Har-Anand Publications.

ADDITIONAL RESOURCES

- Beauvoir, S. (2015). *The Second Sex*. London: Vintage Books.
- Chattopadhyay, S (2018). *Gender Socialization and the Making of Gender in the Indian Context*. New Delhi: Sage Publications.
- Dube, L. (2001) *Anthropological Explorations in Gender-Intersecting Fields*. New Delhi: Sage Publications.
- Ghadially, R (1989). *Women in India Society: A Reader*. New Delhi: Sage Publications.
- Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: sage Publications
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep
- Kishwar, M. (1994) *Off the Beaten Track – Rethinking Gender Justice for Indian Women*. Mumbai: Oxford University Press.

- Krishna, S. (Ed) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications

TEACHING LEARNING PROCESS

Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games, Quiz etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Development Communication, Gender, Gender Equity, Women & Media, Women Empowerment.

Facilitating the achievement of Course Learning Objectives

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Examine the concept of gender and socio-cultural practices impacting the social construction of gender.	Classroom discussions, presentation , film for understanding the Concept of gender and differences between sex and gender, patriarchal social order and status of women , socio cultural practices influencing girls and women, shifts in Status of women – historical and contemporary perspectives	Quiz, film analysis, essay writing
2	Understand the relationship between gender equity and differentials in gender and development indicators	Interactive lectures, videos, group discussions on Indicators of human and gender development , Status, issues and challenges in context to violence against women-Life Cycle Approach Gender differentials: Women	Group presentations, class test, analysis of a research article, quiz

		and health, nutrition and education, Invisibility of women's work and economic participation, Dimensions of Women Empowerment- Economic and Political	
3	Critique the role of media in promoting gender equity.	Presentations/ videos/films and group discussions on Social construction of gender reality by contemporary media, Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative, Mainstream media and gender – Portrayal and Representation , Representation of women in media in political, cultural and social landscape	Field visit report, film review, quiz
4	Appreciate the dimensions, theories and approaches of women empowerment	Presentations/ agency visits on Legal provision for women's rights , Human rights and Right to development, Framework for gender responsive media and gender mainstreaming	Assignments, participate in class debates and reflections based on recorded videos. debate quiz/open book test, agency visit reports

* Assessment tasks listed here are indicative and may vary

GE HH 11: BEHAVIOUR CHANGE COMMUNICATION (CREDITS: THEORY - 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To understand the concept, approaches and theories of Behaviour Change Communication (BCC).
- To gain insight into the inter-linkages between communication approaches and behaviour change.
- To learn the concepts of SBCC and their application to issues of health and environment.

COURSE LEARNING OUTCOMES

- Understand the concept and approaches of Behaviour Change Communication (BCC).

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- To learn the process of analysing of BCC campaigns
- To document and analysis BCC campaigns for social mobilization and policy change.
- To design and implement BCC campaigns in core issues for stakeholders

COMPULSORY READING

- Atkin ,C.K.& Rice, R.E. (2012) *Theory and Principles of Public Campaigns*. In C. Atkins & R Rice (EDS) Public Communication Campaigns. Newbury Park, CA: Sage
- Cox, R. (2006) *Environmetal Communications and the Public Sphere*. Thousand Oaks,CA:Sage.
- Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual*. International

ADDITIONAL RESOURCES

- Ashford, J. B., LeCroy, C. W., &Lortie, K.L. (2010). *Human Behavior in the Social Environment: A Multidimensional Perspective* (4th ed.). Belmont CA: Wadsworth/Thomson Learning.
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies*, pp. 1–45. New York: Cambridge University Press
- Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L)

TEACHING LEARNING PROCESS

Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Development Communication, Extension, BCC, SBCC, Communication systems, strategic communication, Campaign

Facilitating the achievement of Course Learning Objectives

Unit. No	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	<ul style="list-style-type: none"> Understand the concept and approaches of Behaviour Change Communication (BCC). Gain insight into the inter-linkages between communication approaches and behaviour change. 	Classroom discussions, presentation , videos on Concept and relevance of BCC, Approaches to BCC, BCC- Strategy design and implementation., BCC: Theories & Models, Appraisal of communication action plan	Assignment, Mind Mapping
2	<ul style="list-style-type: none"> Learn the concepts of SBCC to specific issues such as health and environment. 	Presentations, discussions and sharing of case studies for understanding the Health scenario and public health issues, Health programmes and strategies, 7 C's of Health Communication, Role of media in health promotion Digital technologies and mobile based applications in Health Analysis of health campaign Environment scenario and ecological issues, Environment programme and Strategies Emergency communication in humanitarian settings, Role of media in promoting sustainable environment, Digital technologies and mobile based applications in Environment, Analysis of environmental campaign	Essay Writing, Group presentations, class test , quiz

* Assessment tasks listed here are indicative and may vary

GE HH 12: INFORMATION AND COMMUNICATION TECHNOLOGIES FOR DEVELOPMENT

(CREDITS: THEORY - 4, PRACTICAL- 2)

COURSE OBJECTIVES

- To understand the features and characteristics of ICTs.
- To enhance the skills for analysing and appraising an ICT application.
- To comprehend the design and analysis of ICT tools for development.

COURSE LEARNING OUTCOMES

- Understand the features and characteristics of ICTs.

- Enhance the skills for analysing and appraising an ICT application.
- Comprehend the design and analysis of ICT tools for development.

THEORY **CONTENT** **DURATION: 60 HRS (Credits 4)**

UNIT I: Introduction to ICTs **20**

- Understanding ICTs- Definition, concept, meaning
- Evolution of ICTs-global and local level
- Classification of ICTs- Traditional and modern ICTs, their relevance to development
- Limitations and challenges of ICTs- limited reach and access, digital divide
- Stakeholders in ICT projects and funding patterns

Pannu, P. &Tomar, Y. (2012). *Communication, Technology for Development*.New Delhi: IK International Publishing House. ISBN: 9789380578903. Chapter1,2,3.

Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). *Information and Communications Technology for Sustainable Development*. Bangalore: Allied Publishers. Chapter 1,2.

UNIT II: Applications of ICTs for Development **20**

- ICTs and Livelihoods, Poverty Reduction and Governance
- ICTs in Education, Gender equality and Empowerment and Health
- ICTs in Environment, Climate Change and Disaster Management
- Role of ICTs in development- Radio, television, video, multi-user mobile telephony

Pannu, P. &Tomar, Y. (2012). *Communication, Technology for Development*.New Delhi: IK International Publishing House. ISBN: 9789380578903. Chapter 5,6

UNIT III: ICT Tools in Diverse Media **20**

Study, Analysis and design of ICT tools for development

- Radio as an ICT tool for development
- Television as an ICT tool for development
- New media as an ICT tool for development
- Mobile telephony as an ICT tool for development

Pannu, P. &Tomar, Y. (2012). *Communication, Technology for Development*.New Delhi: IK International Publishing House. ISBN: 9789380578903. Chapter 16-25

Unwin, T. (Ed.) (2009). *ICT4D: Information and Communication Technology for Development*. Cambridge: Cambridge University Press. Chapter 1,2

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

- To understand the applications of ICTs to development
- To Study and Analysis and design of ICT tools in diverse media for development
- To design ICT tools for development using diverse media

COMPULSORY READING

- Pannu, P. & Tomar, Y. (2012). *Communication, Technology for Development*. New Delhi : IK International Publishing House. ISBN: 9789380578903.
- Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). *Information and Communications Technology for Sustainable Development*. Bangalore: Allied Publishers
- Unwin, T. (Ed.) (2009). *ICT4D: Information and Communication Technology for Development*. Cambridge: Cambridge University Press.

ADDITIONAL RESOURCES

- Buckingham, D. (2008). *Youth, Identity, and Digital Media. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning*. Cambridge, MA: The MIT Press.
- Hassan, R. & Thomas, J. (2006). *The New Media Theory*. Open University Press.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York, London: New York University Press.
- Marshall, P. D. (2004). *New Media Cultures, Information and Communication Technology for Development*. Hodder Stoughton Educational.
- Preston, P. (2001). *Reshaping Communication: Technology, Information and Social Change*. London, California, New Delhi: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781446222164>
- *Technologies in Development*. Berne: Swiss Agency for Development and Cooperation (SDC) and the Global Knowledge Partnership (GKP).
- Vanaja, M. & Rajasekar, S. (2016). *Information & Communication Technology (ICT) In Education*. New Delhi: Neelkamal Publications.
- Warschauer, M. (2004). *Technology and Social Inclusion: Rethinking the Digital Divide*. MIT Press (MA).
- Weigel, G. & Waldburger, D. (Eds.) (2004). *ICT4D – Connecting People For A Better World. Lessons, Innovations and Perspectives of Information and Communication*

TEACHING LEARNING PROCESS

Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Development Communication, Extension, ICT, New Media, ICT for Development.

Facilitating the achievement of Course Learning Objectives:

Unit. no	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Students will be acquainted with the concept, evolution of ICTs and the various stakeholders in ICT projects.	Theory lectures on evolution of ICTs with class discussions on classification and challenges of ICTs. Visual presentations on stakeholders and funding patterns.	Quiz, objective and subjective questions, reflection writing
2	Students will be sensitized to the application of ICTs in various development sectors.	Power point presentation and group discussions on the application of ICTs on various development sectors.	Group presentations, class tests , quiz, visit reports
3	Students will be exposed to the diverse ICT tools for developmental purposes.	Demonstration of the various ICT tools used for development with class exercises on new media.	Assignments, quiz/open book test

* Assessment tasks listed here are indicative and may vary

**GE HH 13: FASHION: DESIGN AND DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To introduce concept of business of fashion.
- To make students aware of the process of line development and fashion forecasting.

COURSE LEARNING OUTCOMES

- Recognize various aspects of business of fashion
- Understand steps involved in development of product design for various market segments.
- To be able to identify steps involved in line development.
- Explain various sizing system prevalent in the industry.
- Understand the process of forecasting trends and use it to for design development.
- Develop skills for analyzing fashion brands.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Nature of fashion

7

- Importance of Fashion
- Fashion Business
- Terminology of fashion
- Principles of fashion

Keiser, S.J., and Garner, M.B., (2008), *The Synergy of Apparel Product Development, II Edition*, Fairchild Publications, USA. Unit 1 pages: 38-47, 61-63

UNIT II: Business of Fashion

11

- Origin of fashion
- Designer's role
- Manufacturer's role
- Retailer's role

Keiser, S.J., and Garner, M.B., (2008), *The Synergy of Apparel Product Development, II Edition*, Fairchild Publications, USA. Unit 1 pages 130-137

UNIT III: Product Development

12

- Process of Product Development
- Market Segmentation: Women's wear, Men's wear, Children's wear

Keiser, S.J., and Garner, M.B., (2008), *The Synergy of Apparel Product Development, II Edition*, Fairchild Publications, USA. Unit 3 pages 198-213

UNIT IV: Line Development

12

- Approaches to line planning
- Organising the line
- Parameters of line development

Stone, E., (2008), *The Dynamics of Fashion, III Edition*, Fairchild Books, China. Chapter 9 pages 293-313

UNIT V: Sizing

6

- Women's sizing
- Men's sizing
- Children's sizing

Brown, P., Rice J., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall. pages 132-138

UNIT VI: Fashion forecasting

12

- Forecasting background
- Forecasting industry

- Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details, mood boards

Kim, E., Fiore, A.M., Kim, H., 2011, Fashion trend analysis and forecasting, published by Berg, 49-51 Bedford Square, London WC1B 3DP, U.K. Chapter 1 pages 1-20, Chapter 3 pages 45-65.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Market study on sizing system- choosing any one category of garments and exploring sizing system used by various brands
- Case study on any one domestic apparel brand
 - ❖ Product range offered
 - ❖ Line concept
 - ❖ Target Market
 - ❖ Pricing
- To review forecasting reports of any two international forecasting agencies

COMPULSORY READING

- Brown, P., Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
- Keiser, S.J., and Garner, M.B., (2008), *The Synergy of Apparel Product Development, II Edition*, Fairchild Publications, USA.
- Kim, E., Fiore, A.M., Kim, H., 2011, Fashion trend analysis and forecasting, published by Berg, 49-51 Bedford Square, London WC1B 3DP, U.K.
- Stone, E., (2008), *The Dynamics of Fashion, III Edition*, Fairchild Books, China.
- Tate, S.L. and Edwards, M.S.(1982) *The Complete Book of Fashion Design*, New York, Harper & Row Publication.

ADDITIONAL RESOURCES

- Fringes, G.S. (1999), *Fashion from Concept to Consumer, 6th edition*, NJ, Prentice Hall.
- Jarnow, J. Dickerson Kitty G (1987), *Inside the Fashion Business*, New Jersey, Merrill, Prentice Hall.
- Mc. Kelvey, K., Muslow, J., *Fashion Forecasting* (2008) Wiley Blackwell

TEACHING LEARNING PROCESS

- Lectures
- PowerPoint presentation and video clips
- Assignments
- Demonstrations and hands on learning
- Market Study

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key

- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEY WORDS

Business of fashion, fashion designer, Line development, garment sizing, forecasting trends

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
	Students will have gained knowledge of importance of fashion and its business, its importance and related terms	Discussion on fashion business and related terminology in detail	Quiz, Match the following
	Students will have acquired in-depth knowledge of Origin of fashion and the role of different stakeholders	Theory classes on origin of fashion and the role of designer, manufacturer and retailer	Essay writing
	Students will be acquainted with the process of product development and how market is segmented	Theory classes on how product development takes place and about market segments: women's, men's and children wear	Multiple choice questions
	Students will be aware of different approaches and organization of line planning	Discussion on line planning approaches and how a line is organized	Diagrammatic representation of organization of line planning, quiz
	Students will become familiar with sizing systems for women, men and children	Interactive discussion on sizing for various segments; women's, men's and children wear	Quiz, Match the following
	Students will have gained knowledge of forecasting industry, its background and process in detail	Practical example based teaching on forecasting process and how the industry functions	Diagrammatic representation of forecasting process

* Assessment tasks listed here are indicative and may vary

- Mapping of trends and forecasting process
- Preparation of specification sheet and sourcing of material
- Costing
- Developing a range
- Overview of retail management of fashion accessories

Meadows, C.S. (2008). *Know Your Fashion Accessories*. New York: Fairchild Publications, Chapter 1 (pg 11-15), chapter 2 pg 28- 41, Chapter 3 (pg 63-66), Chapter 7 (pg 165-168), Chapter 8 (pg 190-194), Chapter 13 (pg 345-350), Chapter 14 (pg 372-375)
www.wgsn.com

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Sketching, colouring and rendering of fashion accessories – handbags, footwear, jewellery
- Market survey on sourcing materials viz., fabrics and trims like magnets , buttons, frames , chains , rivets, studs , hooks etc.
- Exploring surface ornamentation techniques
- Design process: Understanding Mood boards
- Designing, construction and costing of a bag
- Restyling project - Restyling of plain accessories using creative techniques
- Final design project – Based on an inspiration, design a collection of accessories
- End term Presentation

COMPULSORY READING

- Genova Aneta 2011, *Accessory Design*, Fairchild Pubns; 1 edition
- *Know Your Fashion Accessories*, Celia Stall- Meadows, Fairchild Books; Student ed. edition (25 August 2003), ISBN-13: 978-1563672453
- Lau John 2012, *Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery*, A Publishing; 1 edition
- Schaffer Jane, Saunders Sue 2012, *Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories*, Barron's Educational Series

ADDITIONAL RESOURCES

- Abling Bina 2005, *marker rendering for Fashion, Accessories, and Home Fashion*, Bloomsbury Academic, Illustrated Edition, ISBN 1563673606, 9781563673603.
- Gerval Olivier 2009, *Fashion Accessories*, A&C Black, Illustrated edition, ISBN 140811058X, 9781408110584.
- Stephens Frings Gini, 2007, *Fashion: From Concept to Consumer (9th Edition)*, Prentice Hall
- www.wgsn.com

TEACHING LEARNING PROCESS

Lectures, handouts, power point presentations, demonstrations, visits, expert lectures/ workshop

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEY WORDS

Accessories, accessories categories, styles, forecasting, designers and brands

Facilitating the achievements of course learning objectives

Unit No.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Students will be able to recognize the role and importance of fashion accessories and accessory designers/brands.	Interactive sessions on importance of accessories. Theory classes on history and timeline of various accessories. Discussion on accessory designers and brands using power point presentations and videos.	Class tests focusing on short notes and definitions. Student presentations on historical timeline of various accessories. Project on international and Indian fashion accessory designer/brand.
2.	Students will have gained knowledge on different categories, history, styles and production methods of fashion accessories. They will also have acquired knowledge of coordination of accessories with apparel.	Detailed discussion and theory classes on various categories of accessories, their styles. Detailed account on production using audio visual aids and industry visits. Practical example based teaching on coordination of	Quiz and essay writing. Diagrammatic representation of various styles. Survey of raw materials used for fashion accessories

		accessories with outfits.	
3.	Students will have gathered detailed knowledge of the forecast, trends, and process of accessory designing. They will be aware of range planning and retail management of fashion accessory.	Interactive lectures using audio visual presentation/ video on design research process, trends, and forecast process. Theory classes on range development and retail management.	Student presentations on mapping of trends. Poster making on design research process. Diagrammatic representation of tech-pack.

* Assessment tasks listed here are indicative and may vary

GE HH 15: TEXTILES: CARE AND CONSERVATION (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To do technical appraisal of textiles with regards to its care and maintenance
- To study the functions of various kinds of auxiliaries required in the laundry processes
- To explore working of industrial laundry equipment
- To analyze conservation practices of textiles in museums

COURSE LEARNING OUTCOMES

- Identify various textile fibres, fabrics and finishes through scientific and practical approaches and develop appropriate care and maintenance labels.
- Describe usage methods of water, soap, detergents, stiffening agents, whitening agents, and chemical reagents for the care of fabrics
- Identify and describe the working of laundrometer, drying and ironing equipment and finishing machines used at the industrial level.
- Adhere to current practices and ethics in conservation and identify conservation grade materials.
- Deduce, develop and perform methods of conservation, handling, cleaning, display and storage of museum objects based on the study of various factors affecting textile stability.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction

7

- Empowering consumers to understand textiles through scientific and practical approach
- Identification of fabrics – fibre, weave, finish
- Steps in a laundry process

- Care and maintenance of fabrics made from different fibres
- Care labels

Hollen, N. & Saddler, J. 1973, Textiles, The McMillan Company, New York, chapter 2, 3,4,5,6 pg 5-36 , chapter 24, 25, pg 131-147, chapter 27, 28 ,pg 153-166, chapter 36 217-226.

UNIT II: Materials and Practices in care **18**

- Water – Types of hardness and its removal
- Composition and functions of soaps and detergents
- Stiffening agents and whitening agents
- Chemical reagents used for dry cleaning

Corbman B 6th edition, 1983, Textiles- Fibre to Fabric, McGraw publication, page 540-552

UNIT III: Care Equipment **15**

- Industrial cleaning and finishing machines
- Laundromats, drying and Ironing equipment

Rathinamoorthy R and Surjit R 2016, Apparel machinery and equipments, Woodhead publishing for unit on garment finishing, pg 265-275

UNIT IV: Conservation of Textiles in Museums **20**

- Current practices in preventive and curative conservation
- Ethics and materials used in conservation
- Factors affecting textile stability
- Handling
- Cleaning
- Display and Storage

CCI Notes, Canada.ca, (The Museum Environment, Preventive Conservation, textiles and fibres)

Landi, S. 1991, Textile Conservator's Manual, Routledge,chapter 1, pg 3-6, chapter 6, pg 79-95, chapter 9,pg160-169

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

- Stain Removal of fabrics
- Colour fastness of dyed cotton fabrics
- Impact of softening agents on cotton
- Preparation and use of starch
- Impact of washability on shrinkage
- Restoration and stabilization of textiles
- Handling of silk and wool
- Preparation of Fabric-folio with complete fabric analysis.

- Preparation of laundry instruction report

Balazsy. A.T. & Eastop.D, 1998, Chemical Principles of Textile Conservation, Butterworth-Heinemann, chapter13, pg 237-240.

COMPULSORY READING

- Agarwal, O.P., 1977, *Care and Presentation of Museum projects – II*, NRL
- Balazsy. A.T. & Eastop.D, 1998, Chemical Principles of Textile Conservation, Butterworth-Heinemann.
- Finch K. and Putnam G, 1985, *The Care and Preservation of Textiles*
- Landi, S. 1991, *Textile Conservator’s Manual*, Routledge

ADDITIONAL RESOURCES

- CCI Notes, Canada.ca
- Hollen, N. & Saddler, J. 1973, *Textiles*, The McMillan company, New York.

TEACHING LEARNING PROCESS

Classroom lectures, Online videos on industrial cleaning and finishing of garments, Field visits to fairs like GARTEX.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Care, maintenance, textiles, water, laundry, conservation, industry

Facilitating the achievement of course learning objectives

Unit no.	Course Learning outcomes	Teaching and learning activities	Assessment Tasks
1	Students will learn to identify various textile fibres, fabrics and finishes through scientific and practical approaches and develop appropriate care and maintenance labels.	Empowering students to understand textiles through scientific and practical approach through lectures. Discussion on identification of fabrics, care labels and	Group discussions and quizzes. Identification of fabrics- fibres, weaves and finishes.

		care and maintenance of fabrics.	
2	Students will gather knowledge on usage methods of water, soap, detergents, stiffening agents, whitening agents, and chemical reagents for the care of fabrics.	Theory classes on types of water hardness and its removal, soaps and detergents, stiffening agents, whitening agents and chemical reagents used for dry cleaning	Short answer type questions focusing on definitions and types of various materials used in care of textiles.
3	Students will be able to describe the working of laundrometer, drying and ironing equipment and finishing machines used at the industrial level.	Detailed lectures with visual aids on industrial cleaning machine, finishing machines, Laundromats, drying and Ironing equipment.	Assignment on various care equipment used for textiles.
4	Students will be able to adhere to current practices and ethics in conservation and identify conservation grade materials. They will also deduce and perform methods of conservation, handling, cleaning, display and storage of museum objects.	Lecture on current practices in preventive and curative conservation, ethics and materials used in conservation and factors affecting textile stability. Practical examples of handling, cleaning and storage of textiles in museums.	Class test on preventive and curative conservation, ethics used in conservation, factors affecting textile stability. Observation on handling, cleaning and storage of textiles.

* Assessment tasks listed here are indicative and may vary

(d) Shawls and Carpets of various centres 7

Das, Shukla, (1992), Fabric Art- Heritage of India, Abhinav Publications, N Delhi Chapter:1-6,8 and 9

Naik S., (1996), Traditional Embroideries of India, A.P.H. Publishing Corporation Chapter: 1-3, 5,6, 9-11

UNIT III: Cultural and Economic Empowerment through Crafts 3

- Textiles crafts in national economy

Chattopadhyaya, K.D., (1995), Handicrafts of India, Wiley Eastern Limited, N Delhi, Page 29-74

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

1. Bandhej & Laharia 4

- Demonstration of techniques
- Handouts and related videos
- Development of Home textile products

2. Embroidery

5

- Demonstration of traditional hand stitches
- Interaction with artisan
- Development of bags/pouches yokes/borders for a desired product

3. Printing

5

- Demonstration of a block printing/mud resist printing
- Visit to craft centre/museum
- Development of stole/dupatta

COMPULSORY READING

- Chattopadhyaya, K.D., (1995), Handicrafts of India, Wiley Eastern Limited, N Delhi
- Das, Shukla, (1992), Fabric Art- Heritage of India, Abhinav Publications, N Delhi
- Naik S., (1996), Traditional Embroideries of India, A.P.H. Publishing Corporation,

ADDITIONAL RESOURCES

- Crill R., Murphy M., (1991) Tie-dyed textiles of india, victoria and albert museum, london
- Dhamija J.,(1989) Hand-woven fabrics of india, Mapin Publishing pvt ltd, Ahmedabad
- Desai C., (1988) Ikat textiles of India, chronical books, San Francisco

TEACHING LEARNING PROCESS

- Lectures and classroom discussions
- PowerPoint Presentations
- Video Presentations
- Seminars
- Demonstrations and Workshops
- Practical and project-based learning
- Field-based learning

ASSESSMENT METHODS

- Evaluation of written examinations
- Evaluation of tests and assignments
- Observation of practical skills
- Evaluation of individual project reports
- Portfolios of dyeing and printing samples and articles

KEY WORDS

- Traditional Indian Textiles
- Traditional Indian Embroideries
- Dyed and Printed Textiles
- Carpets
- Shawls
- Woven Saris

Facilitating the achievement of course learning objectives

Unit No.	Course learning outcome	Teaching and learning activities	Assessment tasks
1.	Students will be able to list the specific regions of the country having a concentration of artisans practicing different types of traditional textile crafts.	Interactive lectures on types, philosophy and aesthetics of indigenous and contemporary textile crafts with the help of power point presentations, videos, visual aids.	Quiz and MCQs
2.	Students will be able to explain briefly origin, history, speciality and popularity of various	Interactive classes on etymology, origin, historical perspective of traditional textile crafts with help of power point,	Assignment in the form of MCQs and short answer type questions.

	traditional textile crafts.	photographs, samples. Detailed discussion on speciality and popularity of various traditional textile crafts	
	Students will describe the traditional tools, skills, design and colour used in the different types of traditional textile crafts	Theory classes on raw material, manufacturing techniques, tools and equipment used, colour and patterning of select traditional textiles with the help of power point presentations, videos, sample fabrics, photographs. Visit to Crafts Museum.	Test in form of definitions, short answer type questions
3.	Discuss the impact of modernization and contemporary status of traditional textile crafts.	Detailed discussions on impact of modernization and contemporary status of textile crafts	Assignment in form of short answer type questions
	Students will be able to use the various types of traditional needle crafts, dyeing, painting and printing techniques for product development	Demonstration of traditional hand stitches, block printing/mud resist printing, tie dye along with videos of the crafts. Practical sessions of product development by students	Assessment of products and catalogue developed

* Assessment tasks listed here are indicative and may vary

GE HH 17: ENTREPRENEURSHIP AND ENTERPRISE MANAGEMENT (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To understand the meaning and concept of entrepreneurship and its ecosystem
- To sensitize and orient students towards identifying entrepreneurial opportunities and market potential
- To impart knowledge for setting up an enterprise and its management

COURSE LEARNING OUTCOMES

- Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India.
- Appreciate the role of entrepreneurial motivation and creativity in innovation.

- Develop skills in project identification, formulation and appraisal.
- Gain insight into setting up of an enterprise and its management.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

20

UNIT I: Entrepreneurship Development:

- Entrepreneurship- concept, significance, stages, growth process, entrepreneurship development in India, entrepreneurship education model, barriers
- Entrepreneur- characteristics, competencies, types, styles, gender issues, role demands and challenges
- Entrepreneurial Ecosystem: Domains (accessible markets, availability of finance, conducive culture, quality human capital, progressive policy framework, and a range of institutional support)
- Creativity and Innovation
- Entrepreneurial Motivation

Coulter Mary K,2008,Entrepreneurship in Action, 2nd Edition, Pearson Publications, New Delhi. Ch-1(3-37), Ch-2(40-78)

Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company, New Delhi. Ch-1(3-19), Ch-2(21-37), Ch-3(39-56),Ch-4(59-73),Ch-5(75-85),Ch-6(87-95),Ch-7(99-120)

UNIT II: Enterprise Planning and Launching:

- Types of enterprises, classification based on capital, product, location, ownership pattern and process
- Project Identification: Idea generation, sensing business opportunities, feasibility study
- Project Formulation: Project report & its components, writing a business proposal
- Project Appraisal: Technical, marketing, financial, legal and environmental

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Coulter Mary K,2008,Entrepreneurship in Action, 2nd Edition, Pearson Publications, New Delhi. Ch-3(85-114), Ch-4(126-156),Ch-5(160-177),Ch-6(196-220),Ch-7(236-263), Ch-8(284-310)

Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company, New Delhi. Ch- 8(123-150), Ch-9(153-163), Ch-13(241-272), Ch-14(275-310)

UNIT III: Enterprise Management (with specific reference to start ups and micro enterprises):

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- Production Management - Organizing production; input-output cycle - ensuring quality
- Marketing Management- Understanding markets and marketing: types, functions & marketing mix
- Financial Management –Concept, types and sources of finance, financial ratios & projections
- Human resource management – Concept, significance, practices, challenges
- Network analysis
- Business ethics

Taneja & Gupta, 2001, *Entrepreneur Development- New Venture Creation*, Galgotia Publishing Company, New Delhi. Ch-11(187-220), Ch-12(225-238), Ch-14(275-310), Ch-15(315-327)

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- SWOC analysis of successful entrepreneurs and enterprises through case profiling.
- Achievement Motivation lab-Development of entrepreneurial competencies.
- Survey of an institution facilitating entrepreneurship development in India.
- Calculations of financial Indices.
- Design and development of marketing mix for a business venture.
- Preparation and appraisal of a business plan.

COMPULSORY READING

- Chhabra T. N. (2015). *Entrepreneurship Development*. New Delhi: Sun India.
- Charantimath, P. M. (2018). *Entrepreneurship Development and Small Business Enterprises*. Pearson Publications.
- Desai V. (2011). *The Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House.

ADDITIONAL RESOURCES

- Gundry L, K. & Kickul J. R. (2007). *Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention*. SAGE Publications, Inc.
- Taneja & Gupta. (2001). *Entrepreneur Development- New Venture Creation*. New Delhi: Galgotia Publishing Company.

TEACHING LEARNING PROCESS

- Lecture method
- Power point presentations

- Experiential learning through case studies & demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Department of Resource Management & Design Application
- Entrepreneurship Development
- Entrepreneurs

Facilitating achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching & learning activities	Assessment tasks
I	Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India. Appreciate role of entrepreneurial motivation and creativity in innovation.	Interactive Lecture on the basic concepts of entrepreneurship, entrepreneurs their barriers & challenges, entrepreneurial motivation, concept of creativity and innovation, Detailed discussion on various entrepreneurs and their characteristics	Discussion, Class test
II	Understand and develop skills in project identification, formulation and appraisal.	Theory classes on concepts of enterprise planning and launching, classification of enterprises, detailed discussion on various startups and stories	Discussion, MCQs & students quiz about the topics covered
III	Gain insight into setting up of an enterprise and its management.	Interactive lecture on enterprise management, marketing mix, networking	Class tests, quiz in the class

***Assessment tasks listed here are indicative and may vary**

**GE HH 18: INTERIOR DESIGN
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To enable students to understand the basic concepts of design applicable to interior spaces
- To develop proficiency in presentation of design drawings for creating aesthetic and sustainable interior and exterior spaces

COURSE LEARNING OUTCOMES

- Comprehend the concept of design applicable to interior spaces.
- Proficiency in presentation drawings to be used in design profession.
- Ability to use of Computer-aided-design to prepare interior plans.
- Understand the application of materials and finishes to create aesthetic and sustainable interiors.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I: Design Fundamentals	30
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- Objectives of Art & Interior Design.
- Types of Design: Structural & Decorative.
- Elements of Content: Space, Point, Line, Shape, Form, Texture, Light & Color.
- Elements of Order: Scale, Similarity, Proximity, Sequence, Trends, Themes, Geometrical Organization.
- Principles of Composition – Rhythm, Balance, Proportion, Emphasis, Unity, (Variety, Simplicity/Economy, Suitability).
- Composition of a Drawing – Harmony, Clarity, Adequacy.
- Colour dimensions, systems, theories and harmonies
- Design Drawing – Drawing as a language to explore & communicate Ideas.

Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 1

Premavathy and Pannu (2005). *Interior Design and Decoration*. Chapter 1, 2,3,4

UNIT II: Furniture & Furnishings: Historical Perspectives & Contemporary Trends	20
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- Furniture – Types, Construction, Selection and purchase, Arrangement, Care and maintenance
- Furnishings – selection, care and maintenance of fabrics used for -
 - Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
 - Floor coverings
- Accessories – Uses, Classification, Design, Selection & Arrangement.

- Traditional and Modern Surface Finishes – types and uses
 - Furniture
 - Wall
 - Floor
 - Ceilings
 - Roofing
- Lighting applications (Energy efficient lighting design – number and type of lamps and luminaires for efficiency in lighting).
- Accessories – Uses, Classification, Design, Selection & Arrangement.

Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 3,6,7,8,11

Rao, M.P. (2016), *Interior Design: Principles and Practice*, Delhi: Lomus offset press. Chapter 7, 8, 11

UNIT III: Furniture & Furnishings: Historical Perspectives & Contemporary Trends 10

- Architectural Styles –based on themes and main periods, like post Renaissance and modern style.
 - Contemporary Trends in Interior Design with respect to furniture, furnishings & accessories.
- Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 9,12

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Drawing
 - Introduction to drawing instruments & tools (manual & computer tools)
 - Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional.
 - Lettering.
 - Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional.
 - Rendering for different surfaces such as trees, brick, grass, water, wood, stone, earth, concrete using
 - Water Colors.
 - Stubbing.
 - Pencil Colors.
- Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Color- Color Wheel, Dimension & Harmonies of Color.
- Floor plans with rendering (Theme based- Manual/ plans using AutoCAD)
- Elevation & perspective plans with rendering (Manual/ plans using AutoCAD)
- Furniture & furnishing plans of specific areas- Critical Analysis
- Designing accessories

- Preparation of portfolio on any one interior finishes
- Visits to some famous designers and preparing portfolio on successful designers and lessons learnt from their work

COMPULSORY READING

- Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company.
- Premavathy and Pannu (2005). *Interior Design and Decoration*.
- Rao, M.P. (2016), *Interior Design: Principles and Practice*, Delhi: Lomus offset press.

ADDITIONAL RESOURCES

- Dodsworth, Simon. (2009). *The Fundamentals of Interior Design*. AVA Academia.
- Riley & Bayern (2003). *The Elements of Design*. Mitchell Beazley
- Tomriz Tangaz (2018). *Interior Design Course*. Thames & Hudson Ltd.

TEACHING LEARNING PROCESS

- Lectures supported by group tutorial work.
- Hands - on - training using Auto-Cad software
- Project Work
- Power -point Presentations
- Field Visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Interior Design and Decoration, AutoCAD Plans, 2d-Drawings, Elements of Design, Principles of Design, History of Interior Design, Vernacular Design, Sustainable Design, Biomimicry, Biophilic Designs

Facilitating achievement of course learning objectives

Unit	Learning outcome	Teaching and Learning Activities	Assessment tasks
I	Comprehend the concept of design applicable to interior spaces.	Theory lectures design fundamentals – types, elements and principles of	Class tests focussing on short notes and definitions.

		designs. Diagrammatic representation on colour and its application.	
II & III	Proficiency in presentation drawings to be used in design profession.	Interactive lectures on history of furniture. Detailed discussions on different materials and finishes for wall, floors and ceiling and types of furnishings. Demonstration of different presentation drawings for creating interior plans.	Drawing floor plans and elevation plans with focus on details like use of colours, materials and finishes.
III	Ability to use of Computer-aided-design to prepare interior plans.	Interactive lectures on AutoCAD (basic keys for AutoCAD drawings) for designing interior plans with respect to space, furniture and furnishings.	Drawing floor plans and elevation plans on computer-aided software – AutoCAD 2D.
III	Understand the application of materials and finishes to create aesthetic and sustainable interiors.	Detailed discussion with demonstration of real examples or pictures on various aspects of interior design – furniture, furnishings; with special emphasis on placement, dimensions, finishes, lighting and accessories.	Diagrammatic representations of historical furniture, portfolios on different materials and finishes.

***Assessment tasks listed here are indicative and may vary**

**GE HH 19: FACILITIES AND SERVICE MANAGEMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To understand the evolution, nature and scope of facilities and service management in various organizations.
- To prepare operational and strategic facilities management plan for attaining business efficiency.

Routledge. Chapter-1: Complying with safety, health , fire and environment Law, pg 4-21, 24-54, 99-104, 112-113, Chapter-6: Business Continuity, pg 242-247, Chapter 11: Space design and management, pg 361-363.

Payne, T. (2000).Facilities Management: A strategy for Success. Chandos Publishing (Oxford), Chapter-1: Facilities strategy. pg. 17-26, Chapter-3: Facilities performance and service quality. pg. 66-70.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Case study regarding service management in an organization.
- Survey and collecting information about hard and soft services used in various households.
- Design an office safety and health checklist as per OSHA guidelines.
- Field visits to Malls/Hospitals/Hotels/Restaurants to observe various facility management services such as operations, security, landscaping, area maintenance etc.

COMPULSORY READING

- Barrett, P., Finch, E. (2013.). *Facilities Management: The Dynamic of Excellence*. Wiley Blackwell.
- *Construction Products in India- The issues, the potential and the way ahead* by CCPS (Confederation of Construction and Services).
- *Household Materials –A Manual for Care and Maintenance* by Sarla Manchanda, Savitri Ramamurthy, Sushma Goel and Archana Kumar.

ADDITIONAL RESOURCES

- Atkin, B., Brooks, A. (2009). *Total Facilities Management*. Wiley-Blackwell.
- Booty, F. (2011). *Facilities Management Handbook*. New York: Routledge.

TEACHING LEARNING PROCESS

- Classroom lectures
- Case study approach
- Survey method
- PowerPoint presentations
- Field visits

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Facilities and services, IFMA, Cleaning and maintenance, Operations management, Health and safety system, Strategies, Six sigma

Facilitating achievement of course learning objectives

Unit No.	Course Learning outcomes	Teaching and learning activities	Assessment Tasks
1	Understand the nature and scope of facilities and service management.	Discussion on the need for facilities and service management in today’s scenario, Classroom lectures on different types of services, Power-point presentations for understanding the nature and scope of facilities and service management.	Diagrammatic representation of total integrated facility management which comprises of type of facilities, hard, soft services etc. Assignment and test focusing on definitions, IFMA model.
2	Develop an understanding of operations management, logistics and information security.	Classroom discussion and theory classes on operations management, logistics, landscaping, information security. Demonstration on care and maintenance of different surfaces.	Assignment on operations management. Class tests focusing on short notes Illustrations for showing various elements of landscaping. Student presentations on care and maintenance of different surfaces.
3	Gain knowledge about the strategies of facilities and service management.	Interactive lectures on various strategies of facilities and service management such as Six-sigma, service quality management, occupational	Case-studies on Service quality management, designing checklist for OSHA, Project work on six-sigma and Quiz on HACCP

		health and safety systems (OSHA) duly supported by practical example in the relevant field. Power-point presentation on HACCP.	
4	Have a practical understanding regarding the management of services in various organizations.	Students will be made aware about the management of services in various organizations through surveys and field trips.	Assignment, power-point presentations and report for observing various facility and services management (summary of student's field visits and surveys)

***Assessment tasks listed here are indicative and may vary**

**GE HH 20: TRAINING AND DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

COURSE OBJECTIVES

- To familiarize the students with the concept, principles and process of training and development
- To impart skills for designing and development of training programmes
- To develop skills to be an effective trainer

COURSE LEARNING OUTCOMES

- Understand and appreciate the concept, principles and process of training and development.
- Evaluate, design and practice training methods and aids.
- Design and development of training programme.
- Develop skills to be an effective trainer.

THEORY CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Conceptual framework for development of training programs:

- Concept and principles of organizational training and development needs
- Framework of training programme
- Developing skills as an effective trainer
- Training need assessment
- Design and development of content

20

Bhatia S.K,2005, Training & Development; concepts and principles, Ch-1(3-8), ch-2(9-26), ch-3(28-38)

Janakiram B., 2016 ,Training and Development ,Wiley, Ch-1 (pg no.3-15), Ch-2(17-37)

Nakkiran S.,Karunakaran R, 2011, Handbook on Training and Development, Deep & deep publications Pvt ltd., Ch-2(11-16), Ch-8(64-73)

UNIT II: Training methods and aids:

- Overview of training methodologies
- Process of learning
- Training methods: On-the job and off-the-job

ecture, talk, discussion, case-study, programmed learning, action learning, syndicate work, in-basket exercises, demonstration and practice monitoring, coaching, self-diagnostic skills, experiential learning, discovery learning, brainstorming, counselling, job rotation, , team building)

25

- Training aids: Conventional and contemporary
- Principles and use of training aids
- Development of training aids

Bhatia S.K,2005, Training & Development; concepts and principles, Ch-5(49-51), Ch-6(52-56), Ch-7(57-59), Ch-8(60-71), Ch-9(73-82), Ch-10(83-89)

Nakkiran S.,Karunakaran R, 2011, Handbook on Training and Development, Deep & deep publications Pvt ltd., Ch-17(227-234)

UNIT III: Evaluation of Training:

- Concept, principles of training evaluation
- Models of training evaluation
- Training evaluation as a feedback mechanism
- Evaluation of different training programmes

15

Bhatia S.K,2005, Training & Development; concepts and principles, Ch-11(90-96)

Nakkiran S.,Karunakaran R, 2011, Handbook on Training and Development, Deep & deep publications Pvt ltd., Ch-19(252-265)

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Tools and technique:
 - ❖ Case study
 - ❖ Video/Simulations
- Critical analysis of a Training program
- Practicing skills of a trainer
- Study various Training methodologies
- Study Training Need Assessment methods
- Design and develop Training Aids & Programs
- Conduct a Training Program
- Evaluation of Training Program

COMPULSORY READING

- Janakiram B. (2016). *Training and Development*. Wiley.
- Lynton, R. P. (2011). *Training for Development*. Sage Publisher.
- Sharan, S. B. (2015). *Organisational Development and Intervention Strategies*. Shroff.

ADDITIONAL RESOURCES

- Nakkiran S., & Karunakaran R. (2011). *Handbook on Training and Development*. Deep & Deep Publications Pvt Ltd.
- Prior, J. (1997). *Handbook of Training and Development*. Bombay: Jaico.
- Rolf, P. & Udai, P. (1979). *Training and Development*. New York: Harper and Row.
- Trevelove, S. (1995). *Handbook of Training and Development*. Blackwell: Business

TEACHING LEARNING PROCESS

- Lecture method
- Power point presentations
- Field visits
- Experiential learning through case studies

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Department of Resource Management & Design Application, Training & Development, Training need assessment, Trainer

Facilitating achievement of course learning objectives

Unit No.	Course learning outcomes	Teaching & learning activities	Assessment tasks
I	Understand and appreciate the concept, principles and process of training and development. Develop skills to be an effective trainer.	Interactive Lecture on the basic concepts of Training & development, need and importance, discussion on skills of a trainer, TNA	Case study, quiz, games
II	Understand various training methods and aids. Design and development of training programme.	Theory classes on different aids and training methods, demonstrations of different methods	Discussion, MCQs, demo cum presentation by students in the same method

III	Acquire in-depth knowledge on evaluation of training, design and practice and its various feedback methods	Interactive lecture on evaluation of training, its importance in the organization, feedback as a mechanism, Practical example of various organisations and their feedback mechanisms	Class tests, quiz in the class
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*Assessment tasks listed here are indicative and may vary

GE HH 21: PSYCHOLOGY FOR HUMAN DEVELOPMENT (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To develop an understanding of the nature and foundations of psychology.
- To acquire knowledge on principles and theories of psychology.
- To learn about the use of psychology to understand everyday life.

COURSE LEARNING OUTCOMES

- The student will develop an understanding of the nature and foundations of psychology.
- The student will acquire knowledge on principles and theories of psychology.
- The student will learn about the use of psychology to understand everyday life.

THEORY

CONTENT

DURATION: 60 HRS (Credits 4)

UNIT I: Introduction: Basic Concepts

10

- The nature of Psychology and the work of Psychologist
- Various Perspectives in Psychology
- Biological foundations of Psychology
- Consciousness
- Perceptual processes

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson. Chapter 1, Chapter 2, Chapter 3
Morgan, T. Clifford, King A. Richard, Weisz R. John, Schopler John, 7th edition. (2004).
Introduction to Psychology. Tata Mcgraw-Hill, New Delhi. Chapter 1, page 1-34, Chapter 2,
page 35-78, Chapter 3, page 80-135

UNIT II: Learning and Motivation

15

- Learning – Different approaches to learning
- Memory and forgetting
- Motivational processes: Principles and theories
- Emotional expression and regulation; Emotional intelligence
- Behavior disorders

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson. Chapter 5, Chapter 6, Chapter 7, Chapter 10

Morgan, T. Clifford, King A. Richard, Weisz R. John, Schopler John, 7th edition. (2004). *Introduction to Psychology*. Tata Mcgraw-Hill, New Delhi. Chapter 4, page 137-179, Chapter 5, page 181- 223, Chapter 7, page 265-306

UNIT III: Development of Personality

20

- Personality- theories and approaches of studying personality
- Self, self-esteem, self-regulation
- Cognitive and behavioural aspects of self
- Changing values in the changing society

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson. Chapter 12, Chapter 16

Morgan, T. Clifford, King A. Richard, Weisz R. John, Schopler John, 7th edition. (2004). *Introduction to Psychology*. Tata Mcgraw-Hill, New Delhi. Chapter 14, page 563-611

UNIT IV: Stress and promoting well-being

15

- Stress: Nature, types and sources of stress, stress and health
- Coping with stress: Techniques
- Promoting positive health and well being

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson. Chapter 13, Chapter 15

Morgan, T. Clifford, King A. Richard, Weisz R. John, Schopler John, 7th edition. (2004). *Introduction to Psychology*. Tata Mcgraw-Hill, New Delhi. Chapter 8, page 307- 337, Chapter 16, pages 612-665

COMPULSORY READING

- Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
- Morgan, T. Clifford, King A. Richard, Weisz R. John, Schopler John, 7th edition. (2004). *Introduction to Psychology*. Tata Mcgraw-Hill, New Delhi.

ADDITIONAL RESOURCES

- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
- Coleman, C. James (1979), 4th Edition. *Contemporary Psychology and Effective Behaviour*. Scott, Foresman and Co.
- Hilgard R. Ernest, Atkinson C. Richard, Atkinson L. Rita (1975), *Introduction to Psychology, 6th Edition*, Oxford and IBH Publishing House.
- Huffman, Karen, Vernoy, Mark, Vernoy, Judith, (2002). *Psychology in Action, 5th Edition*, John Wiley and Sons.
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

PRACTICAL CONTENT

DURATION: 60 HRS (Credits 2)

- Psychometric tests: Overview
- Intelligence Testing: Overview
 - WAIS
 - Bhatias Battery of Performance Tests of Intelligence
 - Draw a Man Test
 - Raven's Progressive Matrices
- Personality tests and Projective techniques : Overview
 - Rotter's Incomplete Sentences Blank
 - Rorschach Ink Blot Test
 - 16 PF Study
 - Self Concept Questionnaire
- Aptitude tests: Overview
 - Differential Aptitude Test
- Workshops
 - Stress management
 - Mental health and wellbeing
 - Family therapy/counselling

REFERENCES

- Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Coleman, C. James (1979), *4th Edition. Contemporary Psychology and Effective Behaviour*. Scott, Foresman and Co.

TEACHING LEARNING PROCESS

- Classroom lectures
- Power point presentation
- Workshops
- Debates and discussions on relevant topics

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEY WORDS

- Psychology
- Perceptual processes
- Learning

- Motivation
- Stress
- Emotions
- Personality

Facilitating the achievement of course learning objectives

S. no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will develop an understanding of the nature and foundations of psychology.	Classroom lectures Power-point presentation Worksheet	Multiple choice question quiz Assignment
2.	The student will acquire knowledge on principles and theories of psychology.	Classroom lectures Audio- Video resources	Worksheets Classroom discussions
3.	The student will learn about the use of psychology to understand everyday life.	Classroom lectures & Discussions Presentations Role play/ demonstrations	Short presentations by students Worksheets

* Assessment tasks listed here are indicative and may vary

GE HH 22: CHILD IN THE INDIAN SOCIETY (CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To introduce concepts of society and culture.
- To understand social institutions and social change.
- To sensitize students of their identity vis a vis the socio cultural dimensions of society.

COURSE LEARNING OUTCOMES

- The student will develop an understanding of the multidimensional aspects of Indian society and culture.
- The student will gain insight into socio-cultural influences on childhood experiences.
- The student will learn about historical concept of childhood in India.

THEORY CONTENT**DURATION: 60 HRS (Credits 4)****UNIT I: Society and Culture****15**

- Society and Culture: concept and definitions
- Community and Association: difference between community, society and association
- Institutions of society

Abraham, M.F.(2006).*Contemporary Sociology: An Introduction to Concepts and Theories*. New Delhi: Oxford University Press. Chapter 4, pg 53-66, Chapter 7, pg 91-102

Sachdeva, D.R., & Vidyabhushan. (2004). *An Introduction to Sociology*. Allahabad:Kitab Mahal. Chapter 4, pg 73-99, Chapter 39, pg 775-796

UNIT II: Historical Concept of Childhood**15**

- Understanding childhood in India
- Childhood in Mahabharata
- Childhood in literature
- Childhood in law
- Stages of childhood and socialization
- Childhood and social exclusion : caste , class , gender , disability and minority groups

Kakkar. S. (2012). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*.4th Ed. New Delhi: Oxford India Perennials Chapter- Appendix

Sharma, D. (2003). *Infancy and childhood in India*. In, D. Sharma (Ed.), *Childhood, family and socio cultural change in India* (13 - 47). New Delhi: Oxford. Selected short stories about childhood in regional contexts. Chapter 2,pg, 13 -26, Chapter 3 pg. 27- 47

UNIT III: Family in India**15**

- Meaning , definitions, functions and types of family
- Psycho: social matrix of extended family in India and its changing dimensions
- Single parent family and the child

Abraham, M.F.(2006).*Contemporary Sociology: An Introduction to Concepts and Theories*. New Delhi: Oxford University Press. Chapter 11, pg 155-165

Sachdeva, D.R., & Vidyabhushan. (2004). *An Introduction to Sociology*. Allahabad:Kitab Mahal. Chapter 17, pg 291-322, Chapter 18, pg 323-330

UNIT IV: Ethnographic Studies**15**

- Studying child rearing practices in India with relevant case studies from the following areas :
- Tribal
- Rural
- Urban

Behera, D. K (Ed.) (2007) *Childhoods in South Asia*: New Delhi. Pearson-Longman. Chapter- Appendix

Chapter 5, pg 100- 127

Sachdeva, D.R.,& Bhushan, V.(2007). *An Introduction to Indian Sociology*. Kitab Mahal,

COMPULSORY READING

- Abraham, M.F.(2006).*Contemporary Sociology: An Introduction to Concepts and Theories*. New Delhi: Oxford University Press.
- Behera, D. K (Ed.) (2007) *Childhoods in South Asia*: New Delhi. Pearson-Longman.
- Haralambos, M.,& Heald, R.M.(2013).*Sociology : Themes and Perspectives*. New Delhi: Oxford University Press.
- Krishnan, L. (1998). *Child rearing: An Indian perspective*. In, A. K. Srivastava (Ed.), *Child development: An Indian perspective*. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.
- Sharma, D. (2003). *Infancy and childhood in India*. In, D. Sharma (Ed.), *Childhood, family and socio cultural change in India (13 - 47)*. New Delhi: Oxford. Selected short stories about childhood in regional contexts.

ADDITIONAL RESOURCES

- Herscovits, M.J. (1955).*Cultural Anthropology*. New Delhi: Oxford and IBH Publishing Company.
- Kapadia, K.M. (1950). *The Hindu Code Bill*. Bombay: Popular Book Depot.
- Karve,D.G.(1948) *.Indian Population*. Bombay: The National Information and Publications Ltd.
- Mandelbaum,G.D.(1972).*Society in India*. Bombay: Popular Prakashan.
- Sachdeva, D.R,& Bhushan, V.(2007). *An Introduction to Indian Sociology*. Kitab Mahal.

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Personal Social and cultural experiences of childhood in families
- Beliefs and practices related to children in different communities
- Experiences of exclusion on the individual.
- Case studies: Tribal, rural, urban;
- Narratives, films, field visits.

COMPULSORY READING

- Krishnan, L. (1998). *Child rearing: An Indian perspective*. In, A. K. Srivastava (Ed.), *Child development: An Indian perspective*. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.
- Poulina, V.Young. *Scientific Social Surveys and Research*.(1949).New York: Prentice- Hall, Inc

ADDITIONAL RESOURCES

- Karve, D.G. (1948). *Indian Population*. Bombay: The National Information and Publications Ltd.
- Sachdeva, D.R., & Bhushan, V. (2007). *An Introduction to Indian Sociology*. Kitab Mahal.

TEACHING LEARNING PROCESS

- Class room lectures
- Audio-visual resources : films, documentaries etc.
- Workshops/ Talks
- Power point presentations
- Research and newspaper articles
- Debates and discussions on relevant topics

ASSESSMENT METHODS

- Test
- Classroom assignments
- Long essay

KEYWORDS

- Child
- Indian society
- Culture
- Childhood
- Family
- Ethnographic studies

Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Will get an insight into personal social and cultural experiences of childhood	Discussion	Written report
2	Will get an understanding of beliefs and practices related to children in different communities	Use of audio visual resources like Films/ documentary	Assignment based on discussion
3	Will learn about experiences of exclusion on the individual	Field visit	Written report
4	Will learn about various case studies : tribal, rural, urban	Discussion and debate	Assignment

* Assessment tasks listed here are indicative and may vary

GE HH 23: HUMAN PHYSIOLOGY
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To learn about the functional organisation of the human body.
- To understand the normal functioning of the organ systems and their interactions.
- To correlate physiological changes with major disorders and their pathogenesis.
- To understand and interpret common medical diagnostic tests and reports.

COURSE LEARNING OUTCOMES

- Understand the current state of knowledge about the functional organization of the human body.
- Develop insight of normal functioning of all the organ systems of the body and their interactions.
- Correlate physiology with various disorders and their pathogenesis.
- Understand and interpret common medical diagnostic tests and reports.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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UNIT I:	10
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- Introduction to Human Body: Organs, tissues and cell, cell structure, cellular organelles and their functions.
- Blood and Lymphatic System:
 - Composition and Functions of Blood and its components.
 - Coagulation Cascade
 - Overview of lymphatic system
 - Structure and functions of lymph node and lymphatic duct

- Immunity : (Innate , acquired, humoral and cell mediated immunity)

Ganong W.F.(2003)-*Review of Medical Physiology.21st ed.* McGraw Hill. Section I chapter 1, 3. Section VI Chapter 32, 33, 34

UNIT II:	24
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- Cardiovascular System:**
 - Structure of heart, circulations (systemic, pulmonary and portal)
 - Cardiac Output (definition and factors affecting)
 - Blood Pressure (definition and factors affecting)
 - Coordination of heartbeat,
- Respiratory System:**
 - General overview of the respiratory passage, structure and functions
 - Structure of lungs and its functions
 - Lung Volume and Capacities

- External and internal Respiration, Transport of oxygen and carbon dioxide in blood, Factors affecting transport of gases.

□ **Digestive System:**

- Overview of the Gastrointestinal tract, organization and functions
- Structure and functions of: Stomach, Liver, Gallbladder, Pancreas and Intestines.
- Digestion and absorption of carbohydrates, fats and proteins
- Nervous and hormonal control of digestion (in brief)

Ganong W.F.(2003)-*Review of Medical Physiology.21st ed.* McGraw Hill. Section V Chapter 26, 27, 28, 29 Section VI Chapter 30, 31, 32, 33, 34. Section VII Chapter 35, 36,37

UNIT III:

21

□ **Excretory System:**

- Structure and function of Kidney and Nephron
- Mechanism and regulation of urine formation,

□ **Endocrine System:**

- Overview of Endocrine System, Feedback mechanism/cascade
- Structure and functions of Pituitary , Thyroid, Pancreas, Ovary and Testes

□ **Reproductive System:**

- Overview of Reproductive System both male and female
- Brief account of Gametogenesis.
- Structure and functions of the Uterus and Mammary Gland
- Physiology of menstruation, lactation and menopause

Ganong W.F.(2003)-*Review of Medical Physiology.21st ed.* McGraw Hill. Section IV Chapter 20, 21, 22, 23, 24, 25 Section VIII Chapter 38, 39

UNIT IV:

5

- Overview of organization and functions of the Nervous System (cerebrum, cerebellum, spinal cord , sympathetic and parasympathetic system)
- Reflex Arc
- Functioning of Excitable Tissue (Nerve and Muscle)
- Structure of neuron,
- Propagation of nerve impulse (myelinated and non-myelinated nerve fibre);
- Structure of skeletal muscle, Mechanism of muscle contraction (Sliding filament theory), Neuromuscular junction

Ganong W.F.(2003)-*Review of Medical Physiology.21st ed.* McGraw Hill. Section II Chapter 4, 5,6,7, 9, 23. Section III Chapter 17

PRACTICAL

CONTENT

DURATION: 60 HRS (Credits 2)

- Basic concept of blood groups, clinical significance of RBC & WBC counting
- Demonstration of haemoglobin estimation and its significance.

- Pulse rate measurement by at least two methods – a) at rest b) after physical activity and c) of a child and an elderly person. Comparative analysis.
- Recording of BP by using a Sphygmomanometer in Standing, sitting and recumbent positions
- Clinical significance of liver function tests and Jaundice
- Ten histological slides- description, diagrams and correlation with respective theoretical understanding
- Clinical significance of variations in blood glucose and Diabetes mellitus.
- Use of Glucometer ,HbA1c values
- Project Report on Birth control Methods

COMPULSORY READING

- Chaudhari S K(2000) *Concise Medical Physiology.3rd Edition*. Central .
- Ganong W.F.(2003)-*Review of Medical Physiology.21st ed*. McGraw Hill.
- Guyton A.C. and Hall J.E.(2000)*Textbook of Medical Physiology.10th ed*. India:Harcourt Asia..
- Tortora G.J and Grabowski S.R.(2000) *Principles of Anatomy and Physiology.9th ed*. John Wiley and Sons.Inc.

ADDITIONAL RESOURCES

- Jain A. K (2014) *Human Physiology for BDS(5th Edition)*, Publisher: Avichal Publishing Company; ISBN: 9788177394337 .
- Marieb E.N(2001) *Human Anatomy and Physiology(5th ed)*Pearson Education ,Inc, publishing as Benjamin Cummings.
- West J.B.(1996): *Physiological Basis of Medical Practice.12th Edition*. B. I. Waverly Pvt. Ltd.

TEACHING LEARNING PROCESS

Lectures , Power point Presentations, Projects Quiz and OSPE

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals and skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

Physiology, Immunity, Cardiovascular System, Respiratory Passage, Gastrointestinal Tract, Excretory and Endocrine Physiology, Neuromuscular Physiology, Reproductive Physiology

Facilitating the achievement of course learning objectives

Unit No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Unit I	Understand the scope and definition of physiology and circulatory system.	Introduction to Human Body; Organs, tissues, cell structure, cellular organelles and their functions. Power point presentations and theory classes on; Composition and Functions of Blood and its components. Immunity : (Innate , acquired, humoral and cell mediated immunity)	Report reading and assignments related to significance of various blood constituents. Assignment on Anemia (types , etiology and diagnosis)
Unit II	Understand the Structural and Functional Organisation Of Cardiothoracic and Digestive System	Power point presentations and theory classes. Use of relevant visual aids and videos to show functioning of ; Structure of heart, circulations (systemic, pulmonary and portal) Cardiac Output (definition and factors affecting) Blood Pressure (definition and factors affecting) Structure of lungs and its functions Structure and functions of; Stomach, Liver, Gallbladder, Pancreas and Intestines.	Diagrammatic representation of heart, lungs, stomach, liver, gallbladder, pancreas and intestines. Multiple choice questions and student presentations
Unit III	Understand the Structural and Functional organization of Genitourinary, Endocrine and Reproductive System	Power point presentations and theory classes; Use of relevant visual aids and videos to show functioning of; Structure and function of Kidney and Nephron Structure and functions of Pituitary , Thyroid and Endocrine part of Pancreas Structure and functions of the Uterus, ovaries and testes. Physiology of menstruation and menopause	Diagrammatic representation of; kidney, nephron, pituitary gland, thyroid gland, testes, ovaries and uterus. Multiple choice questions Project making on Menstrual Health Report reading and interpretation of kidney function tests. Application based case study reports
Unit	Understand the	Use of relevant visual aids and videos	Class presentations

IV	Structural and Functional organization of Nervous System	to show functioning of parts of the Nervous System (cerebrum, cerebellum, spinal cord , sympathetic and parasympathetic system.	Class tests Assignments
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***Assessment tasks listed here are indicative and may vary**

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