

दिल्लीविश्वविद्यालय  
UNIVERSITY OF DELHI



**Bachelor of Science (Prog.) Home Science**  
**(Effective from Academic Year 2019-20)**

# **Syllabus and Scheme of Examination for B.Sc. (Prog.) Home Science**

## **B.Sc. (Prog.) 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  
2019**

**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. (Prog.) 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. Interdisciplinary approach is used to prepare students in all five areas of Home science and can address and provide solutions in improving methods of living in communities to all age groups irrespective of gender.

The University of Delhi hopes the LOCF approach of the programme B.Sc. Prog. 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. (Prog.) 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. (Prog.) 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.

### **2.2 Aims of Bachelor Degree Programme in B.Sc. (Prog.) Home Science**

The aims of the B.Sc. (Prog.) 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 practice
- Prepare the students for higher education
- Train the students to take science from lab to community to improve quality of life of people

## **3. Graduate Attributes in B.Sc. (Prog.) Home Science**

Some of the characteristics attributes of B.Sc. (Prog.) 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:** Students are competent in public speaking, writing and inter personal skills. Students are exposed to technical and soft skills. Communication is a core area in the discipline of Home Science.

- **Critical thinking:** Students develop critical sensitivity towards both community issues and process. They learn to do lateral thinking developing out of the box solution and effective problem solving skills to address community issues.
- **Cooperation/ team work:** Students have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.
- **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.
- **Lifelong learning:** Students are capable of self-directed/ 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 Graduates in B.Sc. (Prog.) Home Science**

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

- Demonstrate systematic, extensive and coherent knowledge in all 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 and extension in their specialization area.
- Enhance communication skills
- Demonstrate subject related skills for employment opportunities.

#### **5. Programme Learning Outcomes in B.Sc. (Prog.) Home Science**

Program outcomes for B.Sc. (Prog.) Home Science course

- 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

## **6. Structure of B.Sc. (Prog.) Home Science**

The B.Sc. (Prog.) 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 sixteen weeks.

The programme includes Core Courses (CC) and elective courses. The CCs are all compulsory courses. There are two kinds of elective courses: Discipline-Specific Elective (DSE), and Skill Enhancement Course (SEC). In addition there are two Ability Enhancement Compulsory Courses (AECC). To acquire a degree in Home Science a student must study twelve CCs, six DSEs, four SECs and two AECCs. A student has to earn a minimum of 132 credits to get a degree in B.Sc. (Prog.) Home Science.

- Core Papers are 6 credits courses which comprise of theory classes 4 credits and practicals 2 credits, spread over semesters I, II, III and IV. There will be twelve CCs which are to be compulsorily studied to complete the requirements for a degree in B.Sc. (Prog.) Home Science.
- Discipline-Specific Elective courses are of 6 credits which comprise of theory classes 4 credits and practicals 2 credits. The programme offers 10 DSEs, of which the student must choose any three 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 four SECs of four credits each in Semesters III, IV, V and VI, which they can choose from the list of SEC courses offered by their college. The Department of Home Science is offering 31 such courses.



- 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 of 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.

### 6.1 Credit Distribution for B.Sc. (Prog.) Home Science

CORE COURSES			
Semester	Course Code	Course Name	Credits (Th.+Pr.)
I	CC HP 101	Communication and Extension	4 +2
	CC HP 102	Resource Management	4 +2
	CC HP 103	Fashion Studies	4 +2
II	CC HP 201	Fundamentals of Nutrition and Food Science	4 +2
	CC HP 202	Life Span Development I	4 +2
	CC HP 203	Fundamentals of Textiles	4 +2
III	CC HP 301	Physical Sciences	4 +2
	CC HP 302	Life Span Development II	4 +2
	CC HP 303	Nutrition for the Family	4 +2
IV	CC HP 401	Life Sciences	4 +2
	CC HP 402	Personal Finance and Consumer Studies	4 +2
	CC HP 403	Communication Systems and Social Change	4 +2

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits (Th+Pr)</b>
V	DSE HP 1A	Nutritional Biochemistry	4+2
DSE 1	DSE HP 2A	Children with Disabilities	
DSE 2	DSE HP 3A	Communication for Development	
DSE 3	DSE HP 4A	Processes in Apparel Design	
(Any three)	DSE HP 5A	Entrepreneurship Development	
VI	DSE HP 1B	Public Nutrition and Dietetics	4+2
DSE 3	DSE HP 2B	Child Rights and Gender Empowerment	
DSE 4	DSE HP 3B	Extension Management	
DSE 5	DSE HP 4B	Traditional Indian Textiles	
(Any three)	DSE HP 5B	Basics of Design Application	

<b>SKILL ENHANCEMENT ELECTIVE COURSES</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits (4)</b>
III, IV, V & VI (One each)	SEC HP 1	Sociology of Working with Families and Communities	
	SEC HP 2	Understanding Psychology	
	SEC HP 3	Overview of Indian Economy	
	SEC HP 4	Human Physiology	
	SEC HP 5	Bakery Science	
	SEC HP 6	Home Based Catering	
	SEC HP 7	Nutrition and Fitness	
	SEC HP 8	Early Childhood Care and Education	
	SEC HP 9	Adolescents' Relations and Well-Being	
	SEC HP 10	Training for Development	
	SEC HP 11	Advocacy and Behavior Change Communication	
	SEC HP 12	Textile Design	
	SEC HP 13	Computer Applications in Fashion Design	

SEC HP 14	Resource Management and Sustainable Development
SEC HP 15	Autocad and Space Planning
SEC HP 16	Social Media and Digital Communication
SEC HP 17	Basics of Design
SEC HP 18	Computer Applications in Communication and Media Design
SEC HP 19	Information, Education and Communication Material for Development
SEC HP 20	House Keeping
SEC HP 21	Training for Development
SEC HP 22	Advocacy and Behavior Change Communication
SEC HP 23	Textile Design
SEC HP 24	Computer Applications in Fashion Design
SEC HP 25	Resource Management and Sustainable Development
SEC HP 26	Activities and Resources for Child Development II
SEC HP 27	Product Development in Textiles and Apparel
SEC HP 28	Image Styling
SEC HP 29	Fashion Illustration
SEC HP 30	NGO Management & CSR
SEC HP 31	Going About Research

<b>Semester No.</b>	<b>Core Course</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (4)</b>	<b>Elective : Discipline Specific Courses (6)</b>
I	CC HP 101: Communication and Extension	English/EVS		
	CC HP 102: Resource Management			
	CC HP 103: Fashion Studies			
II	CC HP 201: Fundamentals of Nutrition and Food Science	English/EVS		
	CC HP 202: Life Span Development I			
	CC HP 203: Fundamentals of Textiles			
III	CC HP 301: Physical Sciences		SEC 1	
	CC HP 302: Life Span Development II			
	CC HP 303: Nutrition for the Family			
IV	CC HP 401: Life Sciences		SEC 2	
	CC HP 402: Personal Finance and Consumer Studies			
	CC HP 403: Communication Systems and Social Change			
V			SEC 3	DSE I HP (1/2/3/4/5)A
				DSE II HP (1/2/3/4/5) A
				DSE III HP (1/2/3/4/5) A
VI			SEC 4	DSE I HP (1/2/3/4/5)B
				DSE II HP (1/2/3/4/5)B
				DSE III HP (1/2/3/4/5)B

## **6.2. Semester-wise Distribution of Courses**

**Total Credits 72 Core + 36 DSE + 16 SEC + 8 AECC = 132 Credits**

## **7. Courses for Programme for B.Sc. Prog. Home Science**

**CORE COURSES (12 Courses) Total Credits 72**

**(6 Credits each Theory 4 Credits +Practical 2 Credits =6)**

**CC HP 101: Communication and Extension** Theory 4 Credits +Practical 2 Credits

**CC HP 102: Resource Management** Theory 4 Credits +Practical 2 Credits

**CC HP 103: Fashion Studies** Theory 4 Credits +Practical 2 Credits

**CC HP 201: Fundamentals of Nutrition and Food Science** Theory 4 Credits +Practical 2 Credits

**CC HP 202: Life Span Development I** Theory 4 Credits +Practical 2 Credits

**CC HP 203: Fundamentals of Textiles** Theory 4 Credits +Practical 2 Credits

**CC HP 301: Physical Sciences** Theory 4 Credits +Practical 2 Credits

**CC HP 302: Life Span Development II** Theory 4 Credits +Practical 2 Credits

**CC HP 303: Nutrition for the Family** Theory 4 Credits +Practical 2 Credits

**CC HP 401: Life Sciences** Theory 4 Credits +Practical 2 Credits

**CC HP 402: Personal Finance and Consumer Studies** Theory 4 Credits +Practical 2Credits

**CC HP 403: Communication Systems and Social Change** Theory 4 Credits +Practical 2 Credits

**DISCIPLINE SPECIFIC ELECTIVE (6 Courses) Total Credits -36**

**(6 Credits Each – Theory 4 Credits +Practical 2 Credits)**

**DSE HP 1A: Nutritional Biochemistry** Theory 4 Credits + Practical 2 Credits

**DSE HP 1B: Public Nutrition and Dietetics** Theory 4 Credits +Practical 2 Credits

**DSE HP 2A: Children with Disabilities** Theory 4 Credits +Practical 2 Credits  
**DSE HP 2B: Child Rights and Gender Empowerment** Theory 4 Credits +Practical 2 Credits  
**DSE HP 3A: Communication for Development** Theory 4 Credits +Practical 2 Credits  
**DSE HP 3B: Extension Management** Theory 4 Credits +Practical 2 Credits  
**DSE HP 4A: Processes in Apparel Design** Theory 4 Credits +Practical 2 Credits  
**DSE HP 4B: Traditional Indian Textiles** Theory 4 Credits +Practical 2 Credits  
**DSE HP 5A: Entrepreneurship Development** Theory 4 Credits +Practical 2 Credits  
**DSE HP 5B: Basics of Design Application** Theory 4 Credits +Practical 2 Credits

**SKILL ENHANCEMENT COURSES (4 Courses) Total Credits – 16**

(4 Credits Each Theory 4 Credits or Theory 2 + Practical 2 Credit or Practical's 4 Credits)

**SEC HP 1: Sociology of Working with Families and Communities** Theory 2 Credits +  
Practical 2 Credits

**SEC HP 2: Understanding Psychology** Theory 4 Credits

**SEC HP 3: Overview of Indian Economy** Theory 4 Credits

**SEC HP 4: Human Physiology** Theory 2 Credits + Practical 2 Credits

**SEC HP 5: Bakery Science** Practical 4 Credits

**SEC HP 6: Home Based Catering** Practical 4 Credits

**SEC HP 7: Nutrition and Fitness** Practical 4 Credits

**SEC HP 8: Early Childhood Care and Education** Practical 4 Credits

**SEC HP 9: Adolescents' Relations and Well-Being** Practical 4 Credits

**SEC HP 10: Training for Development** Practical 4 Credits

**SEC HP 11: Advocacy and Behavior Change Communication** Practical 4 Credits

**SEC HP 12: Textile Design** Practical 4 Credits

**SEC HP 13: Computer Applications in Fashion Design** Practical 4 Credits

**SEC HP 14: Resource Management and Sustainable Development** Practical 4 Credits

**SEC HP 15: Autocad and Space Planning** Practical 4 Credits

**SEC HP 16: Social Media and Digital Communication** Practical 4 Credits

**SEC HP 17: Basics of Design** Theory 2 Credits + Practical 2 Credits

**SEC HP 18: Computer Applications in Communication and Media Design** Theory 2 Credits  
+ Practical 2 Credits

**SEC HP 19: Information, Education and Communication Material for Development** Practical 4  
credits

**SEC HP 20: House Keeping** Theory 2 Credits + Practical 2 Credits

**SEC HP 21: Travel and Tourism** Theory 2 Credits + Practical 2 Credits

**SEC HP 22: Nutrition Health Communication** Practical 4 credits

**SEC HP 23: Biophysics** Theory 2 Credits + Practical 2 Credits

**SEC HP 24: Life Skills Education** Theory 4 credits

**SEC HP 25: Activities and Resources for Child Development – I** Practical 4 credits

**SEC HP 26: Activities and Resources for Child Development II** Practical 4 credits

**SEC HP 27: Product Development in Textiles and Apparel** Practical 4 credits

**SEC HP 28: Image Styling** Practical 4 credits

**SEC HP 29: Fashion Illustration** Practical 4 credits

**SEC HP 30: NGO Management & CSR** Theory 4 credits

**SEC HP 31: Going About Research** Theory 2 Credits + Practical 2 Credits

**Total Credits 72 Core + 36 DSE + 16 SEC + 8 AECC = 132 Credits**

## CORE COURSES

### CC HP 101: COMMUNICATION AND EXTENSION (CREDITS: THEORY-4, PRACTICAL-2)

#### COURSE OBJECTIVES

- To develop the understanding of scope and concepts of human communication.
- To gain insight the elements, models and process of communication
- To appraise the process of effective communication.
- To learn the concept of extension, its philosophy, principles and scope.

#### 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 materials.
- Learn the concept of extension, its philosophy, principles and scope.

THEORY	CONTENT	DURATION: 60 HRS (Credits 4)
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<b>UNIT I: Communication: Concepts</b>		<b>18</b>
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- 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
- 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.

<b>UNIT II: Understanding Human Communication</b>		<b>20</b>
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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 in 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.

<b>UNIT III: Communicating Effectively</b>		<b>8</b>
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- Concept, nature and relevance for 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
- Scope of C4D

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)**

- Developing skills in planning and conducting small group communication.
- Review of media on selected issues
- Design and use of graphic media

#### **COMPULSORY READING**

- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254
- 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
- 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, Quiz, and Games etc.

#### **ASSESSMENT METHODS**

- As per University of Delhi norms
- Continuous evaluation of practicals/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, Human Communication, Process 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	Presentations, analysis of videos and class test

		Communication, Barriers in 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 HP 102: RESOURCE MANAGEMENT  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To enable students understand the fundamentals of resource management in changing scenario and available resources, their uses and conservation
- To understand the processes of management in a scientific manner in the judicious use of resources

**COURSE LEARNING OUTCOMES**

- Comprehend the fundamentals of resource management in changing scenario.
- Familiarize the students with the available resources, their uses and conservation
- Enable the students to utilize resources in a prudent manner
- Understand the processes of management in a scientific manner in the use of resources.

**THEORY                      CONTENT**

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

## **UNIT I: Introduction to Resource Management**

**20**

- Concept, universality and scope of management
- Theories in Management
- Approaches in management
- Ethical: Ethical guides for managers/ Social responsibility and ethics with reference to organizational management
- Role of motivation in management: Values, Goals and Standards; Theories of motivation- Maslow's hierarchy of needs & Herzberg's theory

Goel, S. (2016). *Management of resources for sustainable development*. New Delhi: Orient Blackswan Pvt. Ltd. Chapter 3, pg 48-76

## **UNIT II: Resources**

**20**

- Understanding resources
  - Meaning, classification and characteristics of resources
  - Factors affecting utilization of resources
  - Maximizing use of resources
  - Resource conservation
  - Family life cycle in context to the use of resources: Time, energy and money
- Management of Time, Energy and Cognitive resources
  - Time Management: Concept, tools and steps
  - Energy Management: Concept, body mechanics, fatigue, work simplification
  - Cognitive Resource Management: knowledge, memory, problem solving, judgement & skill

Goel, S. (2016). *Management of resources for sustainable development*. New Delhi: Orient Blackswan Pvt. Ltd. Chapter 1, pg 4-18; chapter 2, pg 21-46

Steidl, R. & Bratton, E. (1968). *Work in the Home*. USA: John Wiley & Sons, Inc. Chapter 3, pg 43-78

### UNIT III: Functions of Management: An Overview

20

- Decision Making: Concept, types of decision & steps involved in decision making
- Planning: Nature and characteristics, classification of plans & steps in planning
- Organizing: Importance & process of organization
- Supervision: Types of supervision (Directing & guiding), factors of supervision
- Controlling: Types of control, steps in controlling, requirements of effective control
- Evaluation: Types of evaluation, importance of concurrent evaluation
- Application of management process in event planning and execution: concept of event management, classification of events, 5 C' of events, stages in event management

Koontz, H., & O'Donnel, C.(2005).Management : A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company. Chapter 1 and 2

Goel, S. (2016). *Management of resources for sustainable development*. New Delhi: Orient Blackswan Pvt. Ltd. Chapter 4, pg 78-100, Chapter 6, pg 121-129.

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

- Resource conservation and optimization through reuse and recycle/ green technologies (natural resources): Portfolio
- Identification and development of self as a resource:
  - Micro Lab and Who am I
  - SWOT analysis
  - Building decision making abilities through management games
- Preparation of time plans for self and family
- Work improvement using time and motion study
- Event planning, management and evaluation with reference to
  - Managerial process
  - Resource optimization - time, money, products, space, human capital

### **COMPULSORY READING**

- Goel, S. (2016). *Management of resources for sustainable development*. New Delhi: Orient Blackswan Pvt. Ltd.

- Koontz, H., & O'Donnel, C.(2005).*Management : A systems and contingency analysis of managerial functions*. New York: McGraw-Hill Book Company.
- Steidl, R. & Bratton, E. (1968). *Work in the Home*. USA: John Wiley & Sons, Inc.

**ADDITIONAL RESOURCES**

- Kreitner, R. (2009). *Management*.Canada: Houghton Mifflin Harcourt Publishing Company.
- Rao, V.S. &Narayana, P.S. (2007).*Principles and practices of management*.New Delhi: Konark Publishers Pvt. Ltd.
- Robbin, S.P. ( 2009). *Fundamentals of management*. Pearson Education.

**TEACHING LEARNING PROCESS**

- Lecture method
- Power point presentations

**ASSESSMENT METHODS**

- As per University of Delhi norms
- Continuous evaluation of practicals/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

**Facilitating the achievement of course learning objectives**

<b>Unit</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activities</b>	<b>Assessment Tasks</b>
<b>UNIT I</b>	Comprehend the fundamentals of resource management in changing scenario.	Theory classes on Concept, theories of Management, approaches of management and motivation.	Class test focusing on definitions, short notes, match the following
<b>UNIT II</b>	To familiarize the students with the available resources, their uses and conservation	Discussion on resources, factors affecting utilization of resources, resource conservation, family life cycle, time management, energy management and cognitive resource management	Class test on definitions, multiple choice questions
<b>UNIT III</b>	Understand the processes of	Theory classes on decision making, planning, organizing,	Student presentations, case

	management in a scientific manner in the use of resources.	supervision, controlling, evaluation and event management	study evaluation and quiz
<b>PRACTICAL</b>	To enable the students to utilize resources in a prudent manner	Practical example based teaching on resource conservation, management games, development of self as a resource, time management, time and motion study and event management	Continuous evaluation of each practical by evaluation task, quiz, individual and group activities of management games, execution of a class event, portfolio making, making finished products out of waste and work improvement exercise using time and motion study.

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

**CC HP 103: FASHION STUDIES  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To impart knowledge about functions and theories of clothing.
- To understand the basics of fashion and fashion industry.
- To develop sensitivity towards selection of garments and garment design.

**COURSE LEARNING OUTCOMES**

- Identify the role and functions of clothing and recognize the factors affecting selection and evaluation of clothing.
- Explain the concept of fashion, its terminology, sources and factors affecting it.
- Describe the global fashion industry and its leading designers.
- Classify and illustrate various components of garment.
- Apply the knowledge of elements and principles in design interpretation.

**THEORY                      CONTENT**

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

**UNIT I: Importance of clothing**

**15**

- Clothing functions and theories of origin
- Clothing terminology
- Individuality and conformity, conspicuous consumption and emulation
- Selection of clothes for different age groups and special needs
- Selection and Evaluation of ready-made garments

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

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

**UNIT II: Fundamentals of Fashion** **12**

- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Fashion Adoption Process- Trickle-down theory, bottom up theory & trickle across theory

Frings G.S., 1999, *Fashionfrom Concept to Consumer, 6<sup>th</sup>edition*, Printice Hall, New Jersey. Chapter 3 pg. 53-65

**UNIT III: Fashion industry** **10**

- Structure and functioning of fashion industry
- Fashion centres and leading designers

Brown, Patty, Rice Janett., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall, New Jersey. Chapter 1 pg. 1-14

Frings G.S., 1999, *Fashionfrom Concept to Consumer, 6<sup>th</sup>edition*, Printice Hall, New Jersey. Chapter 8 pg. 153-173

**UNIT IV: Study of garment components:** **13**

Classification and application of sleeves, cuffs, collars, necklines, plackets, pockets, yokes, trims and accessories

Brown, Patty, Rice Janett., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall, New Jersey. Chapter 5 pg. 115-124

**UNIT V: Design** **10**

- Elements and principles of design



- Structural and applied design

Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, *Fitting and Pattern Alteration: A Multimethod Approach*, Fairchild Publications, New York. Chapter 2 pg. 15-42

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

- Flat sketching and identification of garments components
- Identification of structural and applied design component in garments
- Interpretation of elements and principles of design concepts from print and visual mediums
- Market survey on different clothing brands to study the available styles, colours, materials and labels.
- Market survey on various trims and garment accessories

**COMPULSORY READING**

- Brown, Patty, Rice J., 1998, *Ready to Wear Apparel Analysis*. Prentice Hall.
- Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2009, *Individuality in Clothing & Personal Appearance, 6<sup>th</sup> 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**

- Fringes G.S., 1994, *Fashion from Concept to Consumer, 6<sup>th</sup> edition*, Printice Hall, New Jersey.
- Ireland, P.J. 2003, *Introduction to Fashion Design*, B.T. Batsford, London.
- R. Andrew, 2018, *Key Concepts for Fashion Industry*, Bloomsbury Publishing, India.
- Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, *Fitting and Pattern Alteration: A Multimethod Approach*, Fairchild Publications, New York.

**TEACHING LEARNING PROCESS**

Lectures, Power point presentation/videos, Group discussion

**ASSESSMENT METHOD**

Continuous evaluation system including pictorial quiz and MCQ's, group discussion, written assignments/project, class test and end semester exams.

**KEYWORDS**

Clothing, Garments, Fashion, Forecast, Design

### Facilitating the achievement of course learning objectives

Unit no.	Course learning outcomes	Teaching and learning activities	Assessment tasks
1.	Identify the role and functions of clothing and recognize the factors affecting selection and evaluation of clothing.	Interactive lecture along with power-point presentation on the various aspect of clothing and different terms used.	MCQ's, match the following and pictorial quiz
2.	Explain the concept of fashion, its terminology, sources and factors affecting it.	Power point presentation and fashion videos used to give in-depth knowledge of fashion.	Class test
3.	Describe the global fashion industry and its leading designers.	Lecture and group discussion to understand the global fashion industry	Student presentation/ project of any one fashion designer
4.	Classify and illustrate various components of garment.	Power point presentation used so that student can relate to garment component easily	Written assignment and pictorial quiz to identify different garment components
5.	Apply the knowledge of elements and principles in design interpretation.	Detailed discussion along with Power-point presentation used so that student can relate to elements and principles in design	Design analysis of different types of dresses with respect to elements and principles

\* Assessment tasks listed here are indicative and may vary

**CC HP 201: FUNDAMENTALS OF NUTRITION AND FOOD SCIENCE  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To understand the relationship between food, nutrition and health.
- To understand the functions of food, basic concepts of food groups and balanced diet.
- To describe the functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients.
- To learn about various methods of cooking and to understand the selection, 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**

- Comprehend relationship between food, nutrition and health.
- Understand the functions of food, basic concepts of food groups and balanced diet.
- Understand the selection, nutritional contribution and changes during cooking of the commonly consumed foods.
- Understand functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients.
- Develop understanding about the methods of preparing food.
- Understand the concept of nutrient losses during pre- preparation and preparation of food.

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 60 HRS (Credits 4)</b>
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<b>UNIT I: Basic concepts in food and nutrition</b>	<b>5</b>
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- 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*. Orient Blackswan, Hyderabad, Chapter 1,pg 1-10.

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 1,pg 3-5;8-11.

<b>UNIT II: Nutrients</b>	<b>20</b>
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- Functions, dietary sources and clinical manifestations of deficiency/ excess of the following nutrients:
  - Carbohydrates, lipids and proteins

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 12,pg 132-138; Chapter 14,pg 152-156; Chapter 13,pg 142-150.  
Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Orient Blackswan, Hyderabad, Chapter 4,pg 48-53; Chapter 5,pg 59-65; Chapter 6,pg 70-77.

Fat soluble vitamins-A, D, E and K

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 15,pg 161-177.

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Orient Blackswan, Hyderabad, Chapter 9,pg 126-139.

Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B12 and vitamin C

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 15,pg 180-212.

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Orient Blackswan, Hyderabad, Chapter 10,pg 142-160.

Minerals – calcium, iron and iodine

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 12,pg 132-138.

Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Orient Blackswan, Hyderabad, Chapter 7,pg 93-97; Chapter 8,pg 104-108;111-114.

### **UNIT III: Food Groups**

**25**

- Selection, nutritional contribution and changes during cooking of the following food groups:

- Cereals

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 3,pg 29-40.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 2,pg 27-59,

- Pulses

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 4,pg 43-52.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 3,pg 71-82.

- Fruits and vegetables

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 5,pg 54-67.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 8,pg 180-202; 209-219.

- Milk & milk products

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 6,pg 69-79.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 5,pg 105-120;125-127.

- Eggs

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 7,pg 81-90.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 6,pg 131-144; 153.

- Meat, poultry and fish

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 8,pg 92-106.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 7,pg 155-164; 166-167; 169-175.

- Fats and Oils

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 9,pg 108-116.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 10,pg 236-241;245-255.

#### **UNIT IV: Methods of Cooking and Preventing Nutrient Losses**

**10**

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on nutrients

Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi, Chapter 2,pg 15-25.

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 1,pg 16-25.

- Minimising nutrient losses

Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi, Chapter 8,pg 194-195; Chapter 2,pg 40-41; Chapter 3,pg 77-78

#### **PRACTICAL**

#### **CONTENT**

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

- Weights and measures; preparing market order and table settings.
- 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 preparations, tarts and pies.
- Snacks: Pakoras, cutlets, samosas, upma, poha, sandwiches.
- Salads: Salads and salad dressings.

### **COMPULSORY READING**

- Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Orient Blackswan, Hyderabad.
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual, Revised Edition*. 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*. Orient Black Swan Ltd.
- Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. Elite Publishing House Pvt Ltd., Delhi.
- Srilakshmi B (2014). *Food Science, 6th Edition*. New Age International Ltd., Delhi.

### **ADDITIONAL RESOURCES**

- Bamji MS, Krishnaswamy K, Brahmam GNV (2016). *Textbook of Human Nutrition, 4th edition*. Oxford and IBH Publishing Co. Pvt. Ltd.
- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J. *Wardlaw's Perspectives in Nutrition*, McGraw- Hill International Edition, 9th edition, 2013.

### **TEACHING LEARNING PROCESS**

- Lecture methods
- Power point presentations
- Demonstrations

### **ASSESSMENT METHODS**

- Tests
- Projects
- Continuous Evaluation
- Examination as per University of Delhi norms

### **KEYWORDS**

- Department of Food and Nutrition
- Food Groups

- Nutrients
- Cooking methods
- Food, Nutrition and Health

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning activities</b>	<b>Assessment tasks</b>
1.	Students will gain knowledge about basic concepts in Food and Nutrition	Detailed discussion on basic terms used in food and nutrition with examples. Interactive session on relationship between food, nutrition, health and disease. Discussion about physiological, social and psychological functions of food.	Class test focusing on short notes and definitions.
2.	Students will acquire basic knowledge of various nutrients	Theory classes on functions, dietary sources and clinical manifestations of deficiency/ excess of the Carbohydrates, Proteins, Lipids, Water Soluble Vitamins, Fat Soluble Vitamins, Major and Trace Minerals with the help of diagrams and images.	Quiz, Assignment and MCQs.
3.	Students will be able to gather detailed information on the selection, nutritional contribution and changes during cooking of the commonly consumed foods.	Interactive lectures on structures, classification, nutritive value, composition, selection, physio-chemical properties, changes during cooking of commonly consumed foods with the help of diagrams and visual aids.	Market survey report about various foods available in the market and student presentations.
4.	Students will be acquainted with various methods of preparing food and concept of nutrient losses during pre-preparation and preparation of food.	Detailed discussion on objectives of cooking food, dry heat methods, moist heat methods ,fat as medium of cooking and microwave cooking, their advantages, disadvantages ,effect of cooking on nutrients , minimizing nutrient losses during pre- preparation and preparation of food.	Class test, project on various methods of cooking, Quiz.

\*Assessment tasks listed here are indicative and may vary

**CC HP 202: LIFE SPAN DEVELOPMENT I  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To develop an understanding about the discipline of Lifespan 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 students will be able to develop an understanding about the discipline of Lifespan Development.
- The students will acquire a detailed understanding of developmental milestones and domains from conception to middle childhood.
- Students will understand salient features of child development by using primary and secondary methods of data collection.
- The students will gain insight about the depiction of children through the use of secondary sources.

**THEORY**

**CONTENT**

**DURATION: 060 HRS (Credits 4)**

**UNIT I: Understanding Human Development**

**20**

- Definitions, scope and multidisciplinary nature of Human Development
- Contexts, stages and domains of development
- Principles of Growth and Development: Norms and Milestones
- Conception, pregnancy and birth
- Influences on pregnancy

Berk, L. E. (2007). Development through the lifespan. Sixth edition. Delhi: Pearson Education. Chapter 1, 2 and 3

**UNIT II: Early Childhood Years**

**22**

- Capacities of neonate
- Development in Infancy and Preschool
  - Physical-motor development
  - Cognitive and language development
  - Socio-emotional development; Family, Preschool and Play



Berk, L. E. (2007). *Development through the lifespan*. Sixth edition. Delhi: Pearson Education. Chapter 3 to 8

### **UNIT III: Middle Childhood Years**

**18**

- Physical-motor development
- Cognitive and language development
- Socio-emotional development; School, Peers and Media
- Moral development

Berk, L. E. (2007). *Development through the lifespan*. Sixth edition. Delhi: Pearson Education. Chapter 9 and 10

### **COMPULSORY READING**

- Berk, L. E. (2007). *Development through the lifespan*. Delhi: Pearson Education. McGraw- Hill.
- Papalia, D.E. and Martorell, G.(2015). *Experience Human Development*, McGraw-Hill Education.
- Rice, F. P. (1998). *Human Development: A lifespan approach*. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). *A topical approach to life-span development*. New Delhi: Tata
- Singh, A. (Ed). 2015. *Foundations of Human Development: A life span approach*. New Delhi: Orient BlackSwan.

### **ADDITIONAL RESOURCES**

- Journal of Developmental Psychology
- Rutter, M. and Rutter,M. (1992). *Developing Minds. Challenge and continuity across the lifespan*. London: Penguin

### **PRACTICAL**

### **CONTENT**

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

- Methods of child study and their use:
  - Interview
  - Observations
  - Checklist
- Plan and develop activities to facilitate development in different domains
- Use of secondary sources to understand the depiction of children
- Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)

### **READINGS**

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

- Bee. H. (1995). The Developing Child. Harper Collins.

### 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

- 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 Life span development.	Classroom lectures Power-point presentation Discussions	Assignment
2.	● The student will acquire a detailed understanding of developmental milestones and domains from conception to middle childhood.	Classroom lectures Audio- Video resources Power-point presentation	Worksheet Activity planning for specific domains Multiple choice questions
3.	● The student will be able to understand the salient features of child development	Classroom lectures Discussions	Short presentations by students Assignments

	by developing skills of using the various methods of primary and secondary data collection.	Developing tools Audio- Video resources Psychometric Tests	Pamphlet/Poster making
4.	The student will gain insight on depiction of children through use of secondary resources	Power-point presentation Observations Interviews Audio-visual resources	Research, followed by discussion Mapping the day of a child

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

**CC HP 203: FUNDAMENTALS OF TEXTILES  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To impart the knowledge of textiles fibres and yarns in terms of their production, properties and application
- To equip the students with an in-depth information regarding the various fabric construction
- To provide comprehensive knowledge about the concepts of dyeing, printing and finishing of textiles.

**COURSE LEARNING OUTCOMES**

- Describe textile fibres in terms of their production and properties
- Understand various production techniques and properties of yarns
- Develop understanding about fabrics, production techniques, properties and uses
- Understand the basic dyeing, printing and finishing techniques

**THEORY**

**CONTENT**

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

**UNIT I: Textile fibres and their properties**

**16**

- Molecular structure of fibres
- Primary and secondary properties of textile fibres with reference to their effect on fibre characteristics
- Classification of fibres
- Origin, production and properties of various fibres: Natural-cotton, linen, wool, silk. Man-made-rayon, polyester, polyamide (nylon 6,6) acrylics, elastomeric fibres

Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc.,Florida. Chapter-2, 3, 4, 5, 6 Pg- 10-61

Tortora, G. Phyllis, Understanding Textiles, McMillan Co. USA. Chapter-7, 8, 9, 11 Pg- 119-140, 152-157

**UNIT II: Yarns** **12**

- Basic principle of yarn making: Mechanical spinning (cotton system, wool system, worsted system), Chemical spinning (wet, dry and melt)
- Types of yarns: Staple, Filament, Simple, complex
- Properties of yarns: Yarn numbering systems and twist
- Textured yarns: Classification, manufacture and properties
- Blends: Types of blends and purpose of bending

Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi. Chapter- 9, 10 Pg- 123-151

**UNIT III: Fabric construction** **14**

- Weaving: Parts and functions of the loom
- Weaves: Classification, construction, characteristics and usage
- Knitting: Classification, construction, characteristics and usage
- Non woven and felts-construction, properties and usage

Corbman, P.B., (1985) Textiles- Fiber to Fabric (6th Edition), Gregg Division/McGrawHill Book Co., US. Chapter- 4, 5, 6, 7 Pg- 68-142

**UNIT IV: Dyeing, Printing and Finishing** **18**

- Basics of dyeing
- Printing methods and style
- Finishes

Rastogi, D. and Chopra, S. (Ed) (2017) Textile science, India: Orient Black Swan Publishing Limited. Chapter- 9, 10, 11, 12 ,13 Pg- 201-317

Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc.,Florida. Chapter- 25, 26, 29, 30 Pg- 211-240, 255-272F

**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
- Dimensional stability
- Weaves- Identification and their design interpretation on graph

- Fabric Weight
- Fabric analysis of light, medium & heavy weight fabrics (five each)
  - Fibre type
  - Yarn type
  - Weave
  - GSM
  - End use
  - Trade name
- Tie and Dye: Different methods

### **COMPULSORY READING**

- Chanchal, Arora, C., Chopra, S. and Rastogi, D., *Textile science: a practical manual*, Elite Publishing House Pvt Ltd.
- Joseph, M.L., (1988) *Essentials of Textiles (6th Edition)*, Holt, Rinehart and Winston Inc., Florida.
- Rastogi, D. and Chopra, S. (Ed) (2017) *Textile science*, India: Orient Black Swan Publishing Limited.
- Sekhri S., (2013) *Textbook of Fabric Science: Fundamentals to Finishing*, PHI Learning, Delhi

### **ADDITIONAL RESOURCES**

- Corbman, P.B., (1985) *Textiles- Fiber to Fabric (6th Edition)*, Gregg Division/McGrawHill Book Co., US.
- Tortora, G. Phyllis, *Understanding Textiles*, McMillan Co. USA.

### **TEACHING LEARNING PROCESS**

- Lectures, Power Point presentations
- Experiential learning through demonstrations

### **ASSESSMENT METHODS**

- As per University of Delhi norms
- Continuous evaluation of practicals/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, Fibres, Spinning, Yarns, Yarn Numbering System, Yarn Twist, Blends, Fabrics, Weaving, Loom, Knitting, Nonwovens, Felts, Dyeing, Printing, Finishing

**Facilitating the achievement of course learning objectives**

<b>Unit No</b>	<b>Course learning outcomes</b>	<b>Teaching and learning activities</b>	<b>Assessment tasks</b>
1.	Students will be able to describe textile fibres in terms of their production and properties	Discussions on the classification of fibers and their molecular structure, primary and secondary properties, origin and production.	Quiz, match the following, diagrammatic presentations of molecular structure.
2.	Students will be able to understand various production techniques and properties of yarns	Interactive lectures on the various types of yarns, their properties and methods of yarn production.	Quiz, match the following, MCQ and students presentation.
3.	Students will be able to develop understanding about fabrics, production techniques, properties and uses	Detailed discussions on fabric construction along with demonstration of samples: weaving, knitting and non-woven.	Diagrammatic representation of weaving, knitting and non-woven. Class test on definitions and production steps of Non-woven fabric and fabric identification
4.	Students will be able to understand the basic dyeing, printing and finishing techniques	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 HP 301: PHYSICAL SCIENCES  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To develop basic understanding of different chemical and physical concepts and to relate them with everyday life.
- To enhance their skills in handling different equipment.

**COURSE LEARNING OUTCOMES**

- The students study about different chemicals/compounds, their reactions, applications in everyday life and their health hazards.
- They acquire the ability to correlate structures of compounds with their properties and functions.
- The experiments help better understanding of basic principles of volumetric analysis, qualitative analysis, the equipments used and improves their experimental skills.
- Students develop understanding of the basic principles, theories and laws of physics and correlating them with real life situations.
- Understands the basic precautions to be taken when working with electrical appliances and acquire skills to handle them cautiously.
- They acquire ability to demonstrate basic experimental skills, handling different equipment and understand their working principles.
- Students apply this basic knowledge to different fields of home science.

**THEORY                      CONTENT**

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

**Section A: Chemistry**

**UNIT I: Solutions and Household Chemicals** **14**

- Types of solutions, different ways of expressing concentration of solutions
- Colloids and its properties, types of colloids, colloids in daily life
- Chemicals in foods- preservatives and colourants
- Antiseptics and disinfectants
- Soaps and detergents

Reference 1 chapter 26; Reference 2 chapter 32; Reference 7 chapter 2; Authentic web pages related to topics

**UNIT II: Acids, Bases, Salts and Redox reactions** **10**

- Acids and bases, their definitions (Arrhenius, Lewis and Bronsted), examples
- Neutralization reaction, salts, their types with simple equations and examples
- pH and pH scale, buffer solutions
- Applications in everyday life
- Concept of oxidation and reduction

- Oxidizing and reducing agents
- Applications in daily life like combustion, corrosion etc

Reference 2 chapter 32

### **UNIT III: Organic Chemistry** **6**

- Carbon and its tetravalency, catenation, tendency to form multiple bonds,
- Classification of organic compounds, homologous series, functional groups
- IUPAC nomenclature of alkanes, alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, esters, nitro compounds and amines

Reference 1 chapter 8

## **Section B: Physics**

### **UNIT IV: Mechanics and electricity** **15**

- Measurements of Physical Quantities- Units and dimensions
- Different types of motions, Laws of motions and examples
- Gravity and Gravitation, variation of g with height and depth
- Work, Power and Energy
- Concept of current, voltage and resistance- Ohm's Law
- Conductors and Insulators of electricity and their applications
- Household wiring- safety features- fuse, MCB and earthing
- Efficient transmission of electric power
- Solar energy, Wind energy

Reference 5 chapter 1,2, 4,5,7; Reference 3 chapter 4

### **UNIT V: Heat and Optics** **13**

- Temperature and its measurements
- Calorimetry, change of state with applications
- Heat Transfer- modes and examples
- Refraction, Reflection, Dispersion and Diffusion of light
- Lighting fixtures- Fluorescent tube, Incandescent lamp, CFL, LED
- Normal Vision, Defects of vision
- Lasers- Properties and Applications

Reference 4 chapter 6, Reference 3 chapter 6, 16; Reference 6 chapter 9, 10

### **UNIT VI: Consumer Awareness** **2**

- Guarantee and warranty of electrical household equipments
- Precautions while using equipments and servicing of equipment like refrigerator, AC and washing machine

Reference 3 chapter 19

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

**Chemistry**



- Preparation of standard solutions
- Determination of pH of different solutions
- Volumetric analysis
- Titration of strong acid vs strong base (Acid-base titration)
- Titration of strong acid vs weak base (Acid-base titration)
- Titration of weak acid vs strong base (Acid-base titration)
- Titration of potassium permanganate vs Mohr's salt (Redox titration)
- Detection of functional groups- Acids, Alcohols, Aldehydes and Ketones

### Physics

- Determination of the volume of the given body using Vernier Callipers e.g. biscuits
- To determine the correct weight of a body using a balance
- To verify principle of moments and to determine the weight of unknown body using a lever
- Comparison of thermometric scales of temperature using graph method
- Determination of focal length of double convex lens by one pin method
- To determine the magnifying power of telescope by linear method
- Setting up of two way lighting circuit and calculation of cost of electricity consumed
- Repair and testing of electric iron and fuse
- To verify the Ohm's Law and determine the resistance of conductor by graph method
- Determination of 'g' by simple pendulum method

### COMPULSORY READING

- Bahl A. And Bahl B.S.(2016). *A textbook of Organic Chemistry*. New Delhi: S. Chand and Sons.
- Khan N. (2008). *Physics* New Delhi: Oxford University Press.
- 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.
- Gomber K.L., Gogia K.L. (2015). *Fundamental Physics* Jalandhar: Pradeep publications.
- Lal, S. (1995). *Fundamentals Physics*. Delhi: Pradeep Publication.
- Gaur R.K. and Gupta S.L. (2008) *Engineering Physics*. New Delhi: Dhanpat Rai Publications

### ADDITIONAL RESOURCES

- Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, New Delhi: University Press (India) Pvt. Ltd.
- Bahl A. and Bahl B.S, (2012). *Advanced Organic Chemistry*. New Delhi: S. Chand and Sons
- Jacob T. (1979). *Textbook of Applied Chemistry*. Noida: McMillan India Ltd.
- Lal, S. (1995). *Fundamentals Physics*. Delhi: Pradeep Publication.
- Morrison and Boyd, (2011). *Organic Chemistry*. New Delhi: Pearson Education.
- Singh H. (2001). *B.Sc. Practical Physics*. New Delhi: S.Chand and Co.
- Vogel (2009). *Quantitative Chemical analysis*. New Delhi: Pearson Education.

### TEACHING LEARNING PROCESS

- Power point presentation
- Experiential learning through demonstrations
- Practical learning through experiments
- Classroom teaching and discussions

### ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/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
- Organic Chemistry
- Solutions and household chemicals
- Mechanics and Electricity
- Heat and Optics

### Facilitating the achievement of Course Learning Objectives

Unit No	Course Learning Outcomes	Teaching and learning activities	Assessment tasks
<b>SECTION A CHEMISTRY</b>			
1.	Students will understand the basic concepts of solutions and ways to express concentrations of these solutions. They will acquire	Interactive theory and classes and experiments	MCQ's and numericals

	knowledge of some basic household chemicals.		
2.	Students will have knowledge about acid-bases and redox reactions in daily life	Discussions and experiments	Class tests
3.	Students will have a better understanding of organic chemistry and its importance in different fields like medicine, textile tec.	Theory classes and qualitative analysis by experiments	Assignments and class tests
<b>SECTION B PHYSICS</b>			
4.	Students will gain knowledge of the basic concepts of mechanics and electricity. They will study about the system of units and inter conversion from one system to another. They will acquire knowledge of different types of motions, gravitation, electricity and the household safety features.	Theory class on the topics and hand on experiments in the practical class.	Multiple choice questions, class tests and interactive discussions
5.	Students will have the broad perspective of the heat and light energy. They will be acquainted of the different types of heat transfer, applications of heat transfer in daily life, lighting fixtures, defects of vision and principle and applications of lasers	Detailed discussion on the basic concepts with the help of visual aids.	Students presentations and class tests
6.	Students will acquire knowledge of the warranty and guarantee of household equipment and the precautions to be taken care of while handling electrical appliances.	Interactive and detailed discussions.	Class tests and discussions

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

**CC HP 302: LIFE SPAN DEVELOPMENT II**  
**(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To learn about the various changes that takes place in different domains of development during adolescence, young, middle and late adulthood
- To learn about different techniques, tools of data collection and psychometric measurement

**COURSE LEARNING OUTCOMES**

- The students will learn about the various changes that takes place in different domains of development during adolescence.
- The students will learn about the diverse changes that they experienced in different development domains during young adulthood.
- They will acquire an understanding about the various transformations that takes place in different domains of development during middle and late adulthood.

**THEORY**

**CONTENT**

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

**UNIT I: Introduction to Adolescence**

**24**

- Definition and theoretical perspective
- Physical and physiological changes
- Cognitive and language development
- Socio-emotional and moral development

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: Young Adulthood**

**18**

- Transition from adolescence to adulthood
- Developmental tasks of adulthood
- Socio-emotional development: Relationships, Marriage and Parenting
- Cognition and creativity: Work, Vocation and leisure

Berk, L.E. (2007). *Development through the lifespan*. Delhi: Pearson Education. Chapter 13, pg 430- 461, Chapter 14, pg 462-498

Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education. Chapter 13, Chapter 14

Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill. Chapter 13, pg 414- 443, Chapter 14, pg 444-470

### **UNIT III: Middle and Late Adulthood 18**

- Developmental tasks of middle and late adulthood
- Physical and physiological changes and aging
- Diversity in roles and relationships
- Parenting and grand parenting growing children
- Cultural perspective on aging and death

Berk, L.E. (2007). *Development through the lifespan*. Delhi: Pearson Education. Chapter 15, pg 500- 528, Chapter 16, pg 530-560, Chapter 17, pg 562-600, Chapter 18, pg 602-636, Chapter 19, pg 638 onwards

Papalia, D.E. and Martorell, G. (2015). *Experience Human Development*. McGraw Hill Education. Chapter 15, Chapter 16, Chapter 17, Chapter 18, Chapter 19

Santrock, J.W. (2007). *A Topical Approach to Lifespan Development*. New Delhi: Tata McGraw-Hill. Chapter 15, pg 474-500, Chapter 16, pg 501-527, Chapter 17, pg 528-559, Chapter 19, pg 592-617, Chapter 20, pg 618-642

### **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
- Rice. F. P. (1998). *Human Development: A lifespan approach*. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). (2015). *Foundations of Human Development: A Life Span Approach*. New Delhi: Orient Black Swan.

### **ADDITIONAL RESOURCES**

- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: A Student's Handbook*. Psychology Press.
- Hurlock, E. B. (1973). *Adolescent Development*. Mc Graw -Hill Education.
- Journal of Developmental Psychology
- Lefrancois, G.R. (1996). *The Lifespan*. Wadsworth Publishing Company.
- Rutter, M. and Rutter, M. (1992). *Developing Minds. Challenge and continuity across the life span*. London: Penguin.
- Tennant, M. and Pogson, P. (1995) *Learning and Change in the Adult Year*, San Francisco: Jossey-Bass.

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

- Methods of study and their use: - Reviewing Interview and Observation -Questionnaire - Case study - Sociometry
- Case profile to study adolescence/ young adulthood/ late adulthood
- Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
- Psychological tests: Thematic Apperception Test (TAT), WAIS (Wechsler Adult Intelligence Scale), Test assessing SELF CONCEPT

**READINGS**

- Berk, L. E. ( 2007). *Development through the Lifespan*. Delhi, Pearson Education
- Santrock, J. W. (2007). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill.
- Sharma, N. (2009). *Understanding Adolescence*. National Book Trust, India.
- Singh, A. (Ed). (2015). *Foundations of Human Development: A Life Span Approach*. New Delhi: Orient Black Swan.

**TEACHING LEARNING PROCESS**

- Power point presentations
- Lecture methods
- Audio Visual methods

**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**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tools</b>

1	The students will learn about the various changes that takes place in different domains of development during adolescence	Class room lecture and powerpoint presentation	Multiple Choice Question/ Subjective Test, Open Book Test.
2	The students will learn about the diverse changes that they experienced in different development domains during young adulthood	Use of audio/video resources available online, Discussion and lecture method	Group discussion based on their understanding of adulthood and young adulthood, project on the experiences of young adults on the challenges they face in their life.
3	They will acquire an understanding about the various transformations that takes place in different domains of development during middle and late adulthood	Lecture and interactive classes, powerpoint presentation, pictorial representation	Assignment, Short presentations by students in group, discussion, class test

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

**CC HP 303: NUTRITION FOR THE FAMILY  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To understand principles of planning a nutritionally balanced diet.
- To apply knowledge of nutrition for planning meals as per individual needs.

**COURSE LEARNING OUTCOMES**

- Understand the principles of planning of nutritionally adequate meals for the family.
- Apply knowledge of principles of nutrition in exercising food choices consonant with good health.
- Develop understanding about the nutritional needs and concerns of an individual from childhood to adult years.

**THEORY**

**CONTENT**

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

**UNIT I: Basic Concepts of Meal Planning**

**16**

- Rich sources of nutrients, Concept of food groups and balanced diet
- Food exchange list
- Nutrient requirements and recommendations- Concept and uses of RDA

- Factors affecting meal planning and food related behaviour.
- Dietary guidelines for Indians and food pyramid

Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi, Chapter 15, pg 224-235, Chapter 2, pg 16-27, Chapter 16, pg 237-244

ICMR (2011) *Dietary Guidelines for Indians*. Published by National Institute of Nutrition, Hyderabad.

## **UNIT II: Nutrition During the Adult Years** **24**

Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices:

- Adult
- Pregnant woman
- Lactating mother
- Elderly

Chadha R and Mathur P eds. (2015). *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi, Chapter 17, pg 252-269, Chapter 16, pg 237-244, Chapter 24, pg 355-364, 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 5, pg 47-66, Chapters 6, pg 67-98, Chapter 9, pg 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

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 IFCT book
- 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.(2015) *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi.
- 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*.2<sup>nd</sup> 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 I Normal Nutrition. A Practical Manual*. 6<sup>th</sup> 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 ,Power point presentation
- Quiz ,Demonstration

### **ASSESSMENT METHODS**

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical

### **KEYWORDS**

- Basic concepts of meal planning
- Nutrition during the adult years
- Nutrition during childhood

- Introduction to meal planning
- Planning and preparation of diets and dishes

### **Facilitating the achievement of Course Learning Objectives**

<b>Unit no.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activities</b>	<b>Assessment Tasks</b>
1.	Students will understand the basic concept of meal planning using food exchange list, food groups and balanced diet, nutrient requirements, Dietary guidelines for Indians and food pyramid	Lecture, power point presentation	Quiz, Class test focusing on MCQ'S and short answers , assignments
2.	Students will gain an understanding on the physiological changes, nutrient requirements, nutritional guidelines and concerns during the various stages of adult years like pregnancy, lactation and old age	Lecture, power point presentation, discussion	Class test, assignments (notes or presentations),
3.	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	Detailed presentations by students on each of these life stages.

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

### **CC HP 401: LIFE SCIENCES (CREDITS: THEORY-4, PRACTICAL-2)**

#### **COURSE OBJECTIVES**

- The students would be able to understand diversity of plant and animal kingdom along with basic concept of cell and tissue.
- The students would be able to understand the concept of propagation and get hands on experience to propagate plants by artificial methods of vegetative propagation with underlying mechanisms of plant physiology.
- The students would understand the concepts of genetics and learn about the various hereditary diseases along with recent trends in biotechnology

#### **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 able to understand the concept and develop plant propagation skills, management of Kitchen Garden etc.
- Students would learn basic concepts of important physiological processes of plants and role of micro-organisms in soil fertility.

- Students would be equipped to control/ prevent parasitic diseases and acquire pest management skills.
- Students would acquire basic understanding of various aspects of biotechnology, awareness in regard to application of biotechnology in animal husbandry and human welfare with ethical and social issues.

**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

**UNIT II: Anatomy of Plants 8**

- Plant cell- structure of chloroplast and cell wall of flowering plants
- Types of plant tissue- meristematic and permanent tissue
  - Simple tissue- parenchyma, collenchyma, sclerenchyma and stomata
  - Complex tissue- xylem and phloem

**UNIT III: Propagation of Plants – Seed and Vegetation 7**

- Seed Propagation
- Cuttings – stem, leaf and root
- Layering
- Grafting

**UNIT IV: Physiology 6**

- Important physiological processes (Diffusion, Osmosis and plasmolysis)
- Brief account of transpiration, photosynthesis and respiration in plants
- Role of microorganisms in soil fertility (Nitrogen cycle)

**UNIT V: Garden 2**

- Kitchen garden

### **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 a cell
- Cell division and its significance

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

- Parasites and human diseases
- Plasmodium, Giardia, Entamoeba, Taenia, Ascaris
- Economic importance and control of common household pests e.g. cockroach, housefly, mosquitoes and termites.
- Identification and control of important stored grain pests.

**UNIT III: Biotechnology****7**

- Introduction to Stem cell technology
- Cloning Transgenic animal and their importance
- Recent trends in Biotechnology

**UNIT IV: Human Genetics and Diseases****7**

- Basics of Genetics
- Genetic disease: Thalassemia, Sickle Cell Anemia, Down's syndrome and Phenylketonuria (PKU)
- Sex linked inheritance
- Importance of Genetic counseling

**PRACTICAL****CONTENT****DURATION: 60 HRS (Credits 2)****SECTION A- BOTANY**

- Study of permanent slides of dicot stem, monocot stem, dicot and monocot root, dorsio-ventral leaf and iso-bilateral leaf.
- Propagation of plants by seed and vegetative methods
- Preparation of temporary mounts (a) onion peel, (b) Epidermis of Rhoeo
- Physiology experiments: (a) Photosynthesis (b) Transpiration
- Floral description of few angiospermic families

**SECTION B- ZOOLOGY**

- Identification and classification of representative of animal kingdom (2-3 specimens from each class/ phylum)
- Identification and classification of common animals
- Study of cells – neurons, blood cells, squamous epithelial cells
- Pedigree Chart preparation and 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.
- Gopaldaswamianger 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,*ModernTextbook 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/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, Biotechnology, Transgenics, Cloning, 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 acquire knowledge of cell biology and plant tissue	Classroom lectures, discussions along with practical on identification	MCQs, Test, practical performance assessment through slide

	tissue structure and functioning.	of permanent slides of anatomical structures.	identification and related viva-voce
3	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.
4	Students will gain knowledge on fundamentals of plant physiological process such as soil fertility, transpiration, photosynthesis, and respiration including osmosis and diffusion.	Classroom lectures, discussions along with demonstration of photosynthesis and respiration process in practical.	MCQs, Test, Practical performance in drawing inferences from practical demonstrations and related viva-voce.
5	Student will acquire knowledge to develop kitchen garden.	Classroom lectures, discussions along with identification kitchen garden species	MCQs, Test on kitchen garden species and garden maintenance.

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

**CC HP 402: PERSONAL FINANCE AND CONSUMER STUDIES  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To familiarize the students with the changing socio-economic environment and consumer behavior
- To strengthen the financial management practices of the students for wise consumer behavior
- To have an overview of the consumer problems, consumer movement and consumer protection

**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**

- 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

**1  
8**

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**

- 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

**2  
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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**

- 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/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 achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and learning activities	Assessment tasks
I	Gain knowledge of income, saving and investment management in the changing socio-economic environment	Discussion with examples on meaning and types of family income, factors influencing expenditure pattern, principles of sound investment, and saving	Quiz, MCQs, Class test, students presentations

		and investment channels.	
II	Understand the role of consumer in the economy, consumer problems, education and empowerment	Interactive lecture on definition, role of consumer, consumer problems and remedies, guidelines for wise buying practices, consumer education and empowerment.	Quiz, MCQs, Class test
III	Comprehend issues related to consumer protection, legislative measures and redressal mechanisms	Discussion with examples on consumer protection, rights, responsibilities, legislative measures with special emphasis on COPRA.	Quiz, MCQs, Class test
Practical	Gain practical knowledge of critically evaluating and designing various consumer aids	Discussion on salient features and need of a good advertisement and label.	Evaluation and designing of advertisements and labels as consumer aids.
Practical	Have a practical understanding of various existing redressal mechanisms	Discussion on existing redressal mechanisms for consumers with special emphasis on COPRA.	Case studies
Practical	Understand the schemes and services offered by banks and post offices and learn to fill various bank and personal income tax forms	Deliberations on types of banks, services offered by banks and post offices, types of bank forms and income tax forms.	Case studies, filling of bank and personal income tax forms.

Practical	Learn to undertake food adulteration tests through lab analysis	Demonstration of food adulteration tests for common food items.	Conducting food adulteration tests
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**\*Assessment tasks listed here are indicative and may vary.**

**CC HP 403: COMMUNICATION SYSTEMS AND SOCIAL CHANGE  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To gain an insight on the various communication systems.
- To highlight the nature and scope of media (traditional, mass and new) for social change.

**COURSE LEARNING OUTCOMES**

- Understanding of various communication systems.
- Appreciate nuances of various communication transactions for effective communication.
- Understand role 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)**

**UNIT I: Understanding Self**

**8**

- Awareness of self in communication
- Intrapersonal Communication
- Self-concept and self esteem
- Enhancing self confidence

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, 7<sup>th</sup>edition, USA.; Chapter 5

**UNIT II: Interpersonal Communication**

**15**

- Concept, types and functions of interpersonal communication
- Dyadic, small and large group communication
- Stages in human relationship development
- Small group communication: types, networks and functions
- Theories of small group communication

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, 7<sup>th</sup>edition, USA.; Chapter 6

**UNIT III: Organizational, Public and Intercultural Communication**

**25**

- Organizational communication: concept, types, functions and networks
- Public communication- concept, networks 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, 7<sup>th</sup>edition, 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.
- New Media: 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, 7<sup>th</sup>edition, USA.; Chapter 13

#### **PRACTICAL**

#### **CONTENT**

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

- Exercises for understanding Self: Johari window, SWOT analysis
- Understanding culture through traditional media
- 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. McQuail, D. (2000) *Mass Communication Theories*. London: Sage Publications

#### **ADDITIONAL RESOURCES**

- Baran, S. (2014) *Mass Communication Theory*. Wadsworth Publishing
- Stevenson, D. (2002) *Understanding Media Studies: Social Theory and Mass Communication*, Sage Publications
- Vivian, J. (1991) *The Media of Mass 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/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, Communication systems, Mass media, Communication and Culture, Self Concept

**Facilitating the achievement of Course Learning Objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activities</b>	<b>Assessment Tasks</b>
1.	Students will be sensitized to the importance of Self in communication, learn strategies to enhance self- esteem and build confidence.	Interactive lectures on the role of Self in effective communication with exercises to enhance self - confidence and build self-esteem.	SWOT analysis and self-introspection. Drawing the Johari Window to understand the various selves.
2.	Students will be acquainted with the concept, types and functions of dyadic and group communication, learn the theories ,networks in small group communication and stages of human relationship development	Theory lectures on Interpersonal communication with class exercises on types and networks of group communication. Group discussion on human relationship development.	Diagrammatic representation of networks in group communication. Quiz on theories of group communication.
3.	Students will be aware of other levels of communication namely organisational, public and intercultural.	Detailed discussion on organisational, public and intercultural communication. Film shows to establish relationship between culture and communication.	Quiz on different levels of communication and student presentations on culture and communication.

4.	Students will have a broad perspective of Mass communication and mainstream Mass media.	Power point presentation on models and theories of mass communication. Detailed discussion on print ,radio, T.V and new media.	Multiple choice questions on models and theories with report writing on various mass media.
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**\*Assessment tasks listed here are indicative and may vary**

**DISCIPLINE SPECIFIC ELECTIVE**  
**DSE HP 1A: NUTRITIONAL BIOCHEMISTRY**  
**(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To acquire knowledge on basic concepts of biochemistry.
- To understand the role of major nutrients and physiologically important biomolecules.

**COURSE LEARNING OUTCOMES**

- Develop an understanding of the principles of biochemistry.
- Understand 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.

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 60 HRS (Credits 4)</b>
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<b>UNIT I: Introduction to Biochemistry</b>	<b>2</b>
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- Definition, objectives, scope and inter-relationship between biochemistry and other biological sciences

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (28th ed.). New York: McGraw-Hill Medical, Chapter 1.

<b>UNIT II: Carbohydrates</b>	<b>10</b>
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- Definitions, classification, structure and general properties of:
- Monosaccharides-glucose, fructose, galactose, ribose
- Disaccharides – maltose, lactose, sucrose
- Polysaccharides – dextrin, starch, glycogen

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (28th ed.). New York: McGraw-Hill Medical, Chapter 14.

West, E.S. & Todd W.R. (1961). *Textbook of Biochemistry* (3<sup>rd</sup>ed.). New York: Macmillan, Chapter 7.

<b>UNIT III: Lipids</b>	<b>10</b>
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- Definitions and classification of lipids
- Types and properties of fatty acids
- Composition and properties of fats
- Significance of acid value, iodine value and saponification value

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (28th ed.). New York: McGraw-Hill Medical, Chapter 15

Nelson, D. L. 1. Lehninger, A. L., & Cox, M. M. (2013). *Lehninger Principles of Biochemistry*

(6th ed.). New York: W.H. Freeman, Chapter 10.

Satyanarayana, U & Chakrapani U. (2013). *Biochemistry* (4<sup>th</sup>ed.). Books and Allied (P) Ltd. Chapter 3.

#### **UNIT IV: Proteins**

**12**

- Definition, classification, structure of amino acids
- Essential and non-essential amino acids
- Definition, classification, elementary knowledge of structure of proteins
- Introduction to Enzymes, Active site, Co-enzymes, Prosthetic groups, Enzyme Inhibition (Competitive and Non-competitive)

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (28th ed.). New York: McGraw-Hill Medical, Chapter 3,5,7,8.

Satyanarayana, U & Chakrapani U. (2013). *Biochemistry* (4<sup>th</sup>ed.). Books and Allied (P) Ltd. Chapter 4.

#### **UNIT V: Digestion and absorption**

**8**

- Carbohydrates
- Proteins
- Fats

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (28th ed.). New York: McGraw-Hill Medical, Chapter 43.

#### **UNIT VI: Vitamins and Minerals**

**18**

- Fat soluble vitamins (Structure and biochemical role) – A, D
- Water soluble vitamins (Structure and biochemical role) – B<sup>1</sup>, B<sup>2</sup>, niacin, pyridoxine, folic acid, B<sup>12</sup> and C
- Biological role and occurrence of inorganic elements – iron, calcium, phosphorous, iodine, selenium and zinc

Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (28th ed.). New York: McGraw-Hill Medical, Chapter 44.

Satyanarayana, U & Chakrapani U. (2013). *Biochemistry* (4<sup>th</sup>ed.). Books and Allied (P) Ltd. Chapter 18.

#### **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.



## COMPULSORY READING

- Murray, R. K. 1. (2012). *Harper's illustrated biochemistry* (29th ed.). New York: McGraw-Hill Medical.
- Sundararaj P. & Siddhu, A. (2002). *Qualitative tests and Quantitative Procedures in Biochemistry* (2nd ed.). New Delhi: A. H. Wheeler and Co Ltd.
- West, E.S. & Todd W.R. (1961). *Textbook of Biochemistry* (3<sup>rd</sup>ed.). New York: Macmillan.
- Satyanarayana, U & Chakrapani U. (2013). *Biochemistry* (4<sup>th</sup>ed.). Books and Allied (P) Ltd.

## ADDITIONAL RESOURCES

- Nelson, D. L. 1. Lehninger, A. L., & Cox, M. M. (2013). *Lehninger principles of biochemistry* (6th ed.). New York: W.H. Freeman.

## TEACHING LEARNING PROCESS

- Power point presentations
- Handouts

## ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/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
- Structures
- Enzymes
- Digestion
- Vitamins
- Minerals

### 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 perspectives leading to the development of biochemistry discipline	Interactive and discussion classes on the major discoveries in biochemistry, milestones achieved till date and the course of development of biochemistry field.	Quiz, identification of scientists through photographs with their discoveries and inventions.

2.	Students will have gained knowledge on various types of carbohydrates, their structures and importance.	Theory classes on different types of carbohydrates and their structures using power point presentations.	Class test focusing on structures of carbohydrates.
3.	Students will have acquired knowledge on composition of fatty acids, classification of lipids and major properties of fats.	Theory classes on structures of fatty acids and lipids, classification of lipids and their properties.	Assignment on studied fatty acids and lipids.
4.	Students will have gathered detailed information on amino acids, structure of proteins and properties of enzymes.	Theory lectures on structure and properties of amino acids. Detailed discussion on structural-functional relationship of proteins and enzyme properties using charts, graphs and visual aids.	Class tests focusing on structures, multiple choice questions and graph analysis of enzyme kinetics.
5.	Students will have a deeper understanding of digestion and absorption of major nutrients in human beings.	Interactive lectures on various enzymes and processes involved in digestion and absorption of carbohydrates, proteins and fats.	Quiz and identification of enzymes involved in digestion and absorption.
6.	Students will have detailed information on structure and role of vitamins and the biochemical importance of minerals in the diet.	Theory classes on structure and role of major vitamins using charts and diagrams. Discussion on the importance of intake of minerals.	Assignment on function of vitamins and their structures.

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

**DSE HP 1B: PUBLIC NUTRITION AND DIETETICS  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To understand concept and scope of public nutrition
- To inculcate the importance and skill of assessment of nutritional status among students
- To familiarize students with the common public health problems
- To make the students aware about the national programmes and policies to combat the public health problems
- To appraise the students on nutrition care and diet therapy about the common NCDs

## **COURSE LEARNING OUTCOMES**

- Understand the principles of public nutrition and develop comprehension about multi-faceted nature of nutritional problems.
- Understanding assessment, prevention and management of common nutritional deficiencies.
- Creating awareness about National Nutrition Policy and Programmes for the management of nutritional problems.
- Understand the nutrition care and principles of diet therapy.
- Understand modification of the normal diet for therapeutic purposes.
- Understand the concept of dietary management in some common disorders/ diseases.

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 60 HRS (Credits 4)</b>
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<b>UNIT I: Concept and scope of public nutrition</b>	<b>2</b>
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Wadhwa A and Sharma S (2003). *Nutrition in the Community- A Textbook*. Elite Publishing Pvt Ltd, New Delhi.

<b>UNIT II: Assessment of nutritional status: methods and application</b>	<b>16</b>
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Direct methods – anthropometry, biochemical and clinical examination  
Indirect methods – dietary surveys, vital statistics

Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004) *Public Health Nutrition*, NS Blackwell Publishing.

Gibson R S. (2005). *Principles of Nutritional Assessment*. 2nd ed. Oxford University Press.

Jelliffe DB & Jelliffe E F P (1989). *Community nutritional assessment with special reference to less technically developed countries*. Oxford Medical Publications. Oxford University Press, Oxford, UK

<b>UNIT III: Common nutritional deficiencies and National Nutrition Policy and Programmes</b>	<b>16</b>
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Etiology, clinical features, prevention and management of nutritional deficiencies

❖ PEM, MAM, SAM

❖ Micronutrient deficiencies such as Vitamin A deficiency, Thiamine deficiency, Riboflavin Deficiency, Niacin deficiency, Vitamin C deficiency, Vitamin D deficiency, Calcium Deficiency.

❖ Nutritional Anemia, Iodine Deficiency Disorders

❖ Fluorosis

❖ Lathyrism

Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004) *Public Health Nutrition*, NS Blackwell Publishing.

Wadhwa A and Sharma S (2003). *Nutrition in the Community- A Textbook*. Elite Publishing Pvt Ltd, New Delhi.

#### **UNIT IV: Introduction to Nutrition Care and Diet Therapy**

**6**

- Nutritional assessment of hospital patients.
- Basic concepts of diet therapy
- Therapeutic modifications of the normal diet

Indian Dietetics Association, (2018) *Clinical Dietetics Manual, 2<sup>nd</sup> Edition*. Elite Publishing House Pvt. Ltd. Chapter 1, pg 2-11

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 159-180

#### **UNIT V: Common diseases/ disorders**

**20**

Etiology, clinical features and nutritional management of:

- ❖ Febrile disorders and HIV-AIDS
- ❖ Diarrhoea, constipation
- ❖ Underweight, overweight and obesity
- ❖ Diabetes and Cardiovascular diseases

Indian Dietetics Association, (2018) *Clinical Dietetics Manual, 2<sup>nd</sup> Edition*. Elite Publishing House Pvt. Ltd, Chapter 2, 3,4 pg 13-62, Chapter 6, pg 120, Chapter 13, pg 212-221

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, pg 177-199, Chapter 13, pg 200-219, Chapter 14, pg 236-245, Chapter 16, pg 275-292, 300-311, Chapter 17, pg 313-327

#### **PRACTICAL**

#### **CONTENT**

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

- Assessment of nutritional status: 24 hour dietary recall, anthropometry, clinical assessment.
- Development of low cost nutritious recipes for population groups vulnerable to nutritional deficiencies.
- Planning and preparation of diets/dishes for individuals suffering from:
  - Febrile disorders
  - Diarrhoea and constipation
  - Underweight, overweight/ obesity
  - Diabetes and Cardiovascular diseases.

#### **COMPULSORY READING**

- Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2016). *Textbook of Human Nutrition, 4<sup>th</sup> edition*. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Longvah, T, Ananthan, R, Bhaskarachary, K & Venkaiah, K (2017). *Indian Food Composition Tables*. National Institute of Nutrition, ICMR. Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Park K (24th ed) (2017) *Park's Textbook of Preventive and Social Medicine*, Jabalpur M/s. Banarsidas Bhanot.

- Puri S, Bhagat A, Aeri BT, Sharma A. (2019). *Food Exchange List :A Tool for Meal Planning*. Institute of Home Economics, University of Delhi. Publ. Elite Publishing House, New Delhi.
- Seth V, Singh K, Mathur P (2019). *Diet Planning through the Life Cycle Part II: Diet Therapy. A Practical Manual, 6th edition*. Elite Publishing House Pvt. Ltd.
- 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.
- Stacy Nix (2009). *William's Basic Nutrition and Diet Therapy, 13th Edition*. Elsevier Mosby.

### **ADDITIONAL RESOURCES**

- Gibney M.J., Margetts, B.M., Kearney, J. M. Arab, I., (Eds) (2004) *Public Health Nutrition*, NS Blackwell Publishing.
- Gibson R S. (2005). *Principles of Nutritional Assessment. 2nd ed.* Oxford University Press.
- Indian Dietetics Association. (2018). *Clinical Dietetics Manual, 2<sup>nd</sup> Edition*. Elite Publishing House Pvt. Ltd.
- Jelliffe DB & Jelliffe E F P (1989). *Community nutritional assessment with special reference to less technically developed countries*. Oxford Medical Publications. Oxford University Press, Oxford, UK
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd.
- Wadhwa A and Sharma S (2003). *Nutrition in the Community- A Textbook*. Elite Publishing Pvt Ltd, New Delhi.

### **TEACHING LEARNING PROCESS**

- Power point presentations
- Experiential learning through demonstrations
- Field visits/ hospital visits
- Discussion

### **ASSESSMENT METHODS**

- Continuous evaluation of all assignment in practicals
- Class assessment methods like assignment and quiz as per University norms
- End semester exams

### **KEYWORDS**

- Public Nutrition
- Nutrition care
- Dietetics

- Community
- Nutrient Deficiencies
- Nutritional Assessment
- Nutrition Programmes
- Therapeutic Nutrition

**Facilitating the achievement of course learning objectives**

<b>Unit no.</b>	<b>Course Learning outcomes</b>	<b>Teaching and learning activities</b>	<b>Assessment tasks</b>
1	Understand the basics and principles of public nutrition; Identify various fields with which it is related to – being an interdisciplinary subject; develop a comprehension about versatile nutritional problems, affecting the Indian population (in age-groups, gender, socio-economic group), under the broad umbrella of public nutrition.	Theory classes on principles of public nutrition; recognizing different areas with which it is associated (directly / indirectly) the comprehension about multi-faceted nutritional problems with examples	Exploring publication on public nutrition by students; group discussion among the students to indicate that public nutrition is a multifaceted subject; Students make presentations on multi-faceted nutritional problems, Class test.
2	Understanding nutritional assessment; types of nutritional assessment (direct and indirect); parameters to find out the nutritional status under direct and indirect assessment; understanding the importance of standardization of tools and techniques for nutritional assessment (with special reference to anthropometric measurements), and methods to do the same.  A student will learn how to assess nutritional status of an individual.	Theory class on importance, types and methods of assessment of nutritional status. Use of various parameters to generate data like BMI, WHR, MUAC, birth rate, death rate, morbidity/mortality etc. in the population. Pictorial presentation of assessment of anthropometric measurements,	Diagrammatic representation of assessment of nutritional status using audio-visual aids and power point presentations by the students; class test focusing on relevant topics, definitions, classifications and various parameters under these.

		<p>clinical symptoms, dietary surveys and understanding the concept to find out indices like birth rate, morbidity, mortality etc.</p> <p>Demonstration of different techniques of assessment methods.</p>	
3	<p>Making students familiar with various micronutrient deficiencies and the national public health problems (their causes, prevalence, signs n symptoms); government programmes for their prevention and management; making awareness about National Nutrition Policy</p>	<p>Relating malnutrition as the cause of various nutritional deficiencies, national nutritional problems; comparing national prevalence data with the international one; pictorial representation of symptoms of various nutritional problems, Introduce existing and newly launched National Nutrition Policy and Programmes for the management of nutritional problems (by using latest books and publications), success stories of various programs can be shared.</p>	<p>Topic writing and power point presentation on different nutritional problems, National nutrition programmes (depicting the causes, prevalence and signs and symptoms); poster making competition, quiz on National Nutrition Policy and Programmes, Presentation by students in the form of ppt, street play, games etc on management of nutritional problems. Regularly, browsing various government websites to stay updated with the latest information on these topics.</p>

4	Students will be acquainted with nutrition care and principles of diet therapy. They will also gain understanding on modification of the normal diet for therapeutic purposes and various modes of feeding.	Detailed lectures on the basic concepts of diet therapy and how a normal diet can be adapted into a therapeutic one. Practical example-based teaching on for therapeutic diets and the related modification required.	Presentation on case studies of patients for different disease conditions needing therapeutic dietary modifications; discussing various conditions wherein different modes of feeding are used.
5	Students will comprehend the concept of dietary management in some common disorders/ diseases.	Practical examples based teaching to understand the etiology, clinical features and nutritional management of some common disorders/ diseases.	Identification of international or national dietary recommendation for patients with specific disease condition. Quiz, Class test focusing on specific nutrient requirement and dietary modifications for each disease condition.

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

### **DSE HP 2A: CHILDREN WITH DISABILITIES (CREDITS: THEORY-4, PRACTICAL-2)**

#### **COURSE OBJECTIVES**

- To understand rights based approach to disabilities and to learn about the RPwD Act.
- To study about the major types of disabilities, their causes and preventive measures; and to acquire skills in early detection of childhood disabilities and early intervention.
- To learn simple skills for inclusion of children with disabilities in classrooms and to know about barriers which persons with disability face.

#### **COURSE LEARNING OUTCOMES**

- Students will know the various models and approaches to understand disabilities.
- Students will understand prevention and detection of disabilities.



- Students will acquire knowledge of etiology of disabilities.
- Students will learn simple skills of early intervention and inclusion.

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

**UNIT I: Introduction to Childhood Disabilities    15**

- Defining disabilities
- Models of disability
- Classifying disabilities
- Social construction of disability
- Demography

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 1, pg 1-27

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer (India) Pvt. Ltd., Chapter 9, pg 205-233

**UNIT II: Common Childhood Disabilities    25**

- Prevention of disabilities
- Identification, Assessment and etiology with reference to
  - Locomotor disability
  - Visual disability
  - Auditory and speech disability
  - Intellectual disability
  - Autism
  - Learning Disability

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

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

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.

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

**UNIT III: Children with Disabilities and Society    20**

- Families of children with disability
- Educational practices- Special education and inclusion

- Policy and laws – UNCRPD, RPwD

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

Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India, Chapter 2, pg 102-150

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

The Rights of Persons With Disabilities Act, 2016.<http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20of%20PwD%20Act%202016.pdf>

### COMPULSORY READING

- 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 Impairments
- 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 to organizations working with children with disabilities.
- Observations of Children with Disabilities/ Case profile of child with disability
- Interactions with persons with disability to know the challenges faced by them
- Generating awareness in community about disabilities
- Planning developmentally appropriate material for children with disabilities.
- Exploring audio-visual sources with reference to children with disabilities and their families.
- Select psychometric tests (Ravens Progressive Matrices, Portage, Tests for detecting Learning Disabilities, Disability Screening Schedule).

## **READINGS**

- 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 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**

- 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 know the various models and approaches to understand disabilities.	Classroom lectures Power-point presentation Discussions	Assignment Survey of views of general public
2.	Students will understand prevention and detection of disabilities.	Classroom lectures Audio- Video resources Power-point presentation	Quiz Test
3.	Students will acquire knowledge of etiology of disabilities.	Classroom lectures and discussions Presentations Tests like DSS, Portage Audio- Video resources Workshops	Presentations by students Assignments Questionnaire/ Interviews
4.	Students will learn simple skills of early intervention and inclusion.	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 HP 2B: CHILD RIGHTS AND GENDER EMPOWERMENT (CREDITS: THEORY-4, PRACTICAL-2)

#### COURSE OBJECTIVES

- To gain an understanding of child rights and situation of children in difficult circumstances.
- To understand the concept of gender equity and empowerment.
- To gain knowledge about relevant legislations, policies and programmes.

#### COURSE LEARNING OUTCOMES

- The students will develop an understanding of rights of children in India.
- The students will gain insights about the status of children in difficult circumstances.
- The students will develop an understanding of biological, social and cultural determinants of sex and gender.

- The students will gain knowledge of key issues and concerns of girl child and women in India.

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

**UNIT I: Understanding Child Rights    15**

- Meaning of Child Rights and Convention on the Rights of the of Child
- Disadvantage and exclusion
- Demographic profile of the child in India
- Protection and promotion of child rights : Laws and policies

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

Satyarthi. K., & Zutshi. B, (2006). Globalization, Development and Child rights. New Delhi: Shipra Publications

**UNIT II: Children in Difficult Circumstances    15**

- Street children , working children and homeless children
- Child abuse
- Child trafficking
- Children in conflict with law

Chopra.G,(2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer. Chapter 4, pg 77- 95, Chapter 5, pg 101- 131, Chapter 7, pg 165-179

Bajpai. A, (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.

**UNIT III: Conceptualizing Gender and Gender Empowerment    30**

- Defining terms – sex, gender, masculinity , femininity
- Socialization for gender – gender roles and stereotypes
- Patriarchy and social institutions
- Perspective on feminism
- Demographic profile
- Issues and concerns related to girls and women in India
- Media and Gender
- Laws and policies and programmes for girls and women in India

Bhasin. K, (2017).Understanding Gender, New Delhi: Raj Press. pg 1-86

Bhasin, K.(2017).What is Patriarchy?New Delhi: Raj Press. pg 1-40

Bhasin, K. (2017).Exploring Masculinity.New Delhi: Raj Press. pg 1-60

Kishwar.M,(1999).Off the Beaten Track: Rethinking Gender Justice for Indian Women. NewDelhi: Oxford University Press

Saikia.N,(2008).Indian Women: A socio- legal perspective. New Delhi: Serials Publication.

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

### COMPULSORY READING

- Bajpai,A.(2006). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- Bhasin, K. (2017).*Understanding Gender*, New Delhi: Raj Press.
- Chopra,G.(2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer
- Saikia,N.(2008).*Indian Women: A socio- legal perspective*. New Delhi: Serials Publication.

### ADDITIONAL RESOURCES

- 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).*What is Patriarchy?* New Delhi: Raj Press.
- Indian Journal of Social Work
- Kishwar,M.(1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: Oxford University Press.
- Satyarthi, K.& Zutshi , B. (2006). *Globalization, Development and Child rights*. New Delhi: Shipra Publications.

### PRACTICAL

### CONTENT

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

- Understanding child rights and gender in diverse social groups through visits to relevant organizations.
- Interaction with children in difficult circumstances.
- Understanding gender realities in different social groups.
- Exploring the concept of child rights and gender through audio- visual sources and workshops.

### READINGS

#### 1. **Films / Documentaries**

- Traffic Signal

Director: Madhur Bhandarkar

<https://www.youtube.com/watch?v=jlplhqdqHVI>

- Laxmi

Director: Nagesh Kuknoor

<https://www.youtube.com/watch?v=leSbSGWJxEQ&t=1s>

- Unlimited girls

Director: Paromita Vohra

- Skin deep

Director: Reena Mohan

<https://www.youtube.com/watch?v=drB7LGbvCs>

- Dor

Director: Nagesh Kaknoor

[https://www.youtube.com/watch?v=DAG\\_T9nU6Tk](https://www.youtube.com/watch?v=DAG_T9nU6Tk)

- Salaam Bombay

Director: Mira Nair

<https://www.youtube.com/watch?v=bvokHYSKre4>

## 2. Television/ Media

- **Ammu and Aman (Child Rights)**

<https://www.youtube.com/watch?v=843luSEd29M>

[https://www.youtube.com/watch?v=8kd0uM\\_al2s](https://www.youtube.com/watch?v=8kd0uM_al2s)

<https://www.youtube.com/watch?v=veo2klo2LFk>

[https://www.youtube.com/watch?v=Ac1VPnvrp\\_A](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=vuo4wbREE4U>

<https://www.youtube.com/watch?v=o8dgY8aqGnA>

[https://www.youtube.com/watch?v=nUvM4XjT\\_vk](https://www.youtube.com/watch?v=nUvM4XjT_vk)

<https://www.youtube.com/watch?v=pxa7GBVetZA>

- **Ted Talk**

<https://www.youtube.com/watch?v=laBJFSAxVgY>

<https://www.youtube.com/watch?v=laBJFSAxVgY>

<https://www.youtube.com/watch?v=uKpHtbP8OUI>

<https://www.youtube.com/watch?v=M74FoRd-0o>

<https://www.youtube.com/watch?v=6oOevLDtPJo>

## TEACHING LEARNING PROCESS

- Class room lectures
- Audio- visual resources : films, documentaries etc
- Workshops/ Talks
- Power point presentations
- Field visits
- Research and newspaper articles

## ASSESSMENT METHODS

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

## KEYWORDS

- Child Rights
- Children in Difficult Circumstances

- Gender
- Gender Empowerment

### **Facilitating the achievement of Course Learning Objectives**

<b>Unit</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
<b>1</b>	Will develop an understanding of rights of children in India.	Classroom lecture and powerpoint presentations	Written assignment
2	Will gain insights about the status of children in difficult circumstances.	Use of audio visual resources , classroom lecture on children in difficult circumstances	Written assignment
3	Will develop an understanding of biological, social and cultural determinants of sex and gender	Classroom lecture and discussion	Group presentation and written assignment
4	Will gain knowledge of key issues and concerns of girl child and women in India.	Discussion and Classroom lecture	Group presentation by students

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

### **DSE HP 3A: COMMUNICATION FOR DEVELOPMENT (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

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.

Kumar, K. J. (2000). *Mass communication in India*. New Delhi: Jaico Publishing House. Section II, V. Page 49-60, 166-360, 384-400, 517-594.

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

New Delhi: I .K. International Publications. ISBN: 9789380578903. Chapter 1, 2, 5, 6. 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
- Pannu, P. & Azaad, Y. T. (2012). *Communication Technology for Development*. New Delhi: I .K. International Publications. ISBN: 9789380578903. Chapter 7. Page 65-80.
- Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L). Chapter 8, 204-232.

#### **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/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	Group presentations, class test , quiz

		Development Communication- Dominant Paradigm, Dependency Model, Basic Needs Model, New Paradigm of 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 promoting health, environmental	Assignment, quiz and designing of SBCC campaign template

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

**DSE HP 3B: EXTENSION MANAGEMENT  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To learn about concept and scope of extension in national development.
- To understand the principles and process of program design and management.
- To develop skills for using participatory approaches in programme management.
- To develop sound knowledge for various development schemes and programs

**COURSE LEARNING OUTCOMES**

- Learn about concept and scope of extension in national development.
- Understand the principles and process of program design and management.
- Develop skills for using participatory approaches in programme management.
- Develop sound knowledge for various development schemes and programs

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 60 HRS (Credits 4)</b>
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<b>UNIT I: Extension: Concept and principles</b>	<b>15</b>
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- 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 – 1-6
- Ray G.L., (2015), *Extension, Communication and Management*, Paperback book publishing, Chapter 1, 2 & 3

<b>UNIT II: Participation, Leadership and Methods of Extension</b>	<b>15</b>
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- 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
  - 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 – 31-36  
 Kumar, S. (2002). *Methods for community participation: a complete guide for practitioners*.  
 New Delhi: Vistaar Publications. ISBN:8178290723, Chapter – 1,2, 3 & 4  
 Mikkelsen, Britha, (2002). *Methods for Development Work and Research*.New Delhi: Sage  
 Publications. Chapter 2, 3 & 7

### **UNIT III: Programme Management**

**15**

- Project cycle- goals, objectives, indicators, outputs and outcomes
- Principles of extension program management
- Models of extension program management
- Difference between monitoring and evaluation, participatory monitoring and evaluation

Sandhu, A S. (2018). *Extension Programme Planning*.New Delhi: Oxford and IBH Publishers.  
 ISBN: 9788120409118, Chapter – 1, 2 & 3.

### **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.

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 41, 42 & 43

### **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/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 Programmes

#### **Facilitating the achievement of Course Learning Objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching Learning Activities</b>	<b>Assessment Tools</b>
UNIT I	Learn about concept and scope of extension in national development	Extension: Concept and principles · 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	Quiz. Test, MCQs
Unit II	Develop skills for using participatory approaches in programme management	Participation, Leadership and Methods of Extension · Stakeholders in development · People's participation and social mobilization in development, levels of participation · Participatory Learning and Action – concept, principles, classification of tools	Group presentations on PLA Techniques, MCQs

		<p>and techniques</p> <ul style="list-style-type: none"> <li>· Leadership in extension-functions, types of leaders and leadership styles</li> <li>· Diffusion of innovation and adoption-concept, theory and application</li> <li>· Methods of community contact in Extension - classification, characteristics and selection</li> </ul>	
Unit III	Understand the principles and process of program design and management	<p>Programme Management</p> <ul style="list-style-type: none"> <li>· Project cycle- goals, objectives, indicators, outputs and outcomes</li> <li>· Principles of extension program management</li> <li>· Models of extension program management</li> <li>· Difference between monitoring and evaluation, participatory monitoring and evaluation</li> </ul>	Quiz. Test, MCQs
	Develop sound knowledge for various development schemes and programs	<p>Development Programmes</p> <ul style="list-style-type: none"> <li>· Development issues and goals- national and international perspectives, Sustainable Development Goals</li> <li>· 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.</li> </ul>	Group presentations on development programmes

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

**DSE HP 4A: PROCESSES IN APPAREL DESIGN  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To enable the students to have a basic concepts of pattern making and skills for general and special layouts



- To inculcate in students the basic skills in stitching and garment construction
- To teach the students the fundamentals of fit and enable them to design for different figure types

### **COURSE LEARNING OUTCOMES**

- Acquire skills in pattern making and garment construction
- Explain the preparatory steps involved in garment construction
- Apply basics of sewing, sewing machine, tools and techniques and various seams and seaming techniques
- Recognize the concept of fit and acquire designing skills for different figure types

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 60 HRS (Credits 4)</b>
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<b>UNIT I: Introduction to pattern making</b>	<b>10</b>
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- Measurement on body and dress form: importance, precautions, landmarks and procedure of taking measurements
  - Importance of patterns and pattern information
  - Methods of pattern making
- Armstrong, H.J., 2009, *Pattern Making for Fashion Design*, Harper Collins Publishers Inc., New York. Chapter 2 pg. 23-31

<b>UNIT II: Preparatory steps for garment construction</b>	<b>14</b>
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- Fabric types: weights and widths
  - Supporting materials: interfacing, lining, underlining and interlining
  - 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
  - Pinning, marking and cutting
- Reader's Digest (Eds.). 2002, *New Complete Guide to Sewing*, Reader's Digest Association (Canada) Ltd. Montreal. Chapter 1, pg. 16-30; 56-65

<b>UNIT III: Seams and finishing of raw edges</b>	<b>18</b>
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- Sewing machine and components of sewing machine
- Sewing needles and threads, stitches
- Relationship between needle, thread, stitch length and fabric weight
- Seam defects and remedies
- Types of seams- Plain and its finishing, flat, ridge, decorative
- Additional seam techniques: clipping, notching, grading, trimming, easing, under-stitching, stay stitching, trimming a corner.

- Edge treatment of straight and curved edges – self finish, crossway strips-importance and applications, bias binding, bias facing, casing and finishing with trims
- Shaping methods, dart and dart equivalents

Reader's Digest (Eds.). 2002, *New Complete Guide to Sewing*, Reader's Digest Association (Canada) Ltd. Montreal. Chapter 3, pg. 84-91; Chapter 4, pg 138-145

#### **UNIT IV: Design & Fit**

**18**

- Figure types – Triangular, Inverted triangular, Hourglass, Rectangular
- Designing for different figure types
- Factors affecting fit, Recognizing correct fit
- Fitting area, fitting guidelines, fitting procedure

Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, *Fitting and Pattern Alteration: A Multimethod Approach*, Fairchild Publications, New York. Chapter 1 & 2 pg. 2-62; Chapter 4 pg 64-98

#### **PRACTICAL**

#### **CONTENT**

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

- Development of bodice, skirt and various sleeves and collars for self
- Develop style variations in adult bodice using dart manipulation on standard block
- Adaptation of basic skirt block into style variations
- Introduction to sewing machine and basic sewing exercises
- Development and identification of seams, plackets, fasteners,
- Edge finishing (binding, facing), pleats and gathers
- Construction of skirt for self
- Construction of skirt top/ kurta for self

#### **COMPULSORY READING**

- Armstrong, H.J., 2009, *Pattern Making for Fashion Design*, Harper Collins Publishers Inc., New 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

#### **ADDITIONAL RESOURCES**

- Jennifer Lynne & Matthews-Fairbanks, 2018, *Pattern Design: Fundamentals*, Fairbanks Publishing LLC.
- Reader's Digest (Eds.). 1997, *The New Complete Guide to Sewing*, David & Charles.

#### **TEACHING LEARNING PROCESS**

- Theory content to be taught through lecture method supported with power point presentations
- Practical to be taught through demonstrations and construction of samples with focus on application of knowledge gained in theory classes.

### ASSESSMENT METHODS

- Students would be evaluated for theoretical learning through class assignments given twice for a semester taught. Pictorial quiz /MCQ's would also be used to assess the level of basic understanding.
- Practical learning would be continuously evaluated through marking of samples/products created by the student.

### KEYWORDS

Apparel, Design, Pattern, Garment construction

#### Facilitating the Achievement of Course Learning Outcomes

Unit no.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Acquire skills in pattern making and garment construction	Interactive lecture along with power-point presentation on methods of pattern making. Detailed discussion along with demonstration to explain procedure of taking body measurements.	Pictorial quiz /MCQ's to assess the level of basic understanding
2	Explain the preparatory steps involved in garment construction	Demonstrative lecture for practical understanding of the various steps involved.	Class test focusing on short notes and definitions
3	Apply basics of sewing, sewing machine, tools and techniques and various seams and seaming techniques	Demonstrative lecture along with power-point for better understanding of basics of sewing.	Pictorial quiz /MCQ's to assess the level of understanding

4	Recognize the concept of fit and acquire designing skills for different figure types	Detailed discussion along with demonstration to explain essentials of fitting and designing for different figure types.	Student presentations on designing for different figure types
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\* Assessment tasks listed here are indicative and may vary

### **DSE HP 4B: TRADITIONAL INDIAN TEXTILES (CREDITS: THEORY-4, PRACTICAL-2)**

#### **COURSE OBJECTIVES**

- To study the traditional textile arts in their historical perspective, the impact of modernization and their contemporary status
- To create awareness about the khadi, handloom and handicraft sectors and measures undertaken by organisations for their sustenance
- To impart knowledge of fundamentals of textile storage and conservation

#### **COURSE LEARNING OUTCOMES**

- Explain history, construction and design of selected traditional woven fabrics
- Recognise and identify embroidered fabrics of different states in terms of construction and designs
- Describe our heritage of varied dyed, painted and printed fabrics
- 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
- Classify conservation techniques and recognise signs of deterioration of textiles
- Carry out care and conservation of traditional textiles

#### **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 printings of Gujarat

- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat,

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

## **UNIT II: 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

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

## **UNIT III: Conservation of Textiles 8**

- Types of Conservation- Preventive and Curative
- Factors affecting deterioration of textiles
- Care and storage of textiles

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

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

- Tie and dye using various techniques in double colour dyeing on cellulosic and protein fabrics
- Batik on cotton fabric
- Block printing and screen printing using pigments on cotton fabric
- Embroidery stitches of traditional embroideries
- Conservation techniques
- Portfolio on Traditional textile crafts-
- ❖ Woven Textiles
- ❖ Painted/printed textiles
- ❖ Embroidered textiles
- Product development
- Visit to craft centres - Documentation Report of 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**

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

### **TEACHING LEARNING PROCESS**

Lectures, Demonstrations, Power point presentations, Visits to craft centers, exhibitions, museums, Use of traditional textile artefacts as teaching aids

### ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/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

Textile Heritage, Traditional Embroideries, Printed fabrics, Natural dyes, Ikat, Tie Dye, Brocades, Khadi, Handloom, Craft clusters, Textile Conservation, Block printing

#### Facilitating the achievement of course learning objectives

Unit No.	Course learning outcome	Teaching and learning activities	Assessment tasks
1.	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 recognise and identify embroidered fabrics of different states in terms of construction and designs	Interactive lectures on etymology, origin, raw material, embroidery stitches and workmanship, design, colour, traditional articles made with embroideries of different states with help of power point, photographs, samples and demonstration.	Assignment in the form of MCQs and short answer type questions.
	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	Test in form of definitions, short answer type questions

		fabrics, photographs. Visit to Crafts Museum.	
2.	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 and interventions by organisations	Interactive lectures and discussion on interventions by organisations for sustenance of textile crafts.	Presentation by students
	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
3.	Students will classify conservation techniques and recognise signs of deterioration of textiles	Theory classes on classification of conservation techniques and factors causing deterioration of textiles with the help of power point and visual aids.	Quiz
	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.	Test in form of MCQs

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

**DSE HP 5A: ENTREPRENEURSHIP DEVELOPMENT  
(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    20**

- 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

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)

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

**UNIT II: Enterprise Planning and Launching    20**

- 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

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)

Coulter Mary K, 2008, Entrepreneurship in Action, 2<sup>nd</sup> 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)

**UNIT III: Enterprise Management (with specific reference to start ups and micro enterprises) 20**

- 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/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,	Discussion, Class test

		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 HP 5B: BASICS OF DESIGN APPLICATION (CREDITS: THEORY-4, PRACTICAL-2)**

#### **COURSE OBJECTIVES**

- To enable students to understand the basic concepts of design applicable to interior spaces
- To learn application of different materials and finishes for interior design
- To develop proficiency in presentation of design drawings for creating aesthetic and sustainable interior and exterior spaces

#### **COURSE LEARNING OUTCOMES**

- Comprehend the methods of design with focus on interiors
- Understand use of different materials and finishes to create aesthetic & sustainable interior design
- Proficiency in working and presentation drawings to be used as a design professional

#### **THEORY                      CONTENT**

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

#### **UNIT I: Design Fundamentals**

**24**

- Concepts of design
- Types of design: structural & decorative
- Elements of content: space, point, line, shape, form, texture, light & colour

- Elements of order: scale, similarity, proximity, sequence, trends, themes & geometrical organization
- Principles of composition – rhythm, balance, proportion, emphasis, unity, (variety, simplicity/economy, suitability)
- Colour & its application
  - Dimensions of colour
  - Importance of colour & its role in creation of the design
  - Colour systems: colour schemes
  - Colour trends
- Design drawing – drawing as a language to explore & communicate ideas

Premavathy, Seetharam. & Pannu, Parveen (2005). *Interior Design and Decoration*. CBS Publishers & Distributors, New Delhi Chapter 1: Pg 6-8, Chapter 2: Pg11-17, Chapter 3: Pg26 – 46, Chapter 4: Pg47-80, Chapter 5: Pg83 – 97, Chapter 6: Pg98-118

## **UNIT II: History of Design**

**6**

- History of interior design – including periods like Mughal architecture, Colonial style, Renaissance.
- Architectural styles – based on themes and main periods, like post Renaissance and modern styles
- Vernacular design
- Sustainable design

Premavathy, Seetharam. & Pannu, Parveen (2005). *Interior Design and Decoration*. CBS Publishers & Distributors, New Delhi Chapter 8: Pg 148-165, Chapter 11: Pg213-227  
 Allen, P.S & Stimpson, M.F. (n.d.). *Beginning of Interior Environment*. New York: Macmillan College Publishing Company. Chapter 9: Pg 253-294

## **UNIT III: Furniture & Furnishings**

**30**

- Furniture – types, construction, selection and purchase, arrangement, care and maintenance
- Material selection for furniture and furnishings and its application for:
  - Reuse
  - Recycle
  - Refurbish
- Contemporary trends in interior design with respect to furniture, furnishings & accessories
- Furnishings – selection, care and maintenance of fabrics used for:
  - Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.

- Floor coverings
- Traditional and modern surface finishes – types and uses:
  - Wall
  - Floor
  - Ceilings
  - Roofing
- Lighting applications:
  - Energy efficient lighting
  - Types of lamps and luminaires
- Accessories – uses, classification, design, selection & arrangement

Premavathy, Seetharam. & Pannu, Parveen (2005). *Interior Design and Decoration*. CBS

Publishers & Distributors, New Delhi Chapter 7: Pg 119-147, Chapter 9: Pg 169-186, Chapter 10: Pg 187-212, Chapter 13: Pg 255-269

**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 of different surfaces such as trees, floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with Water Colours, Stubbing, Pencil Colours.
- 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 & perspective plans with rendering (Manual/Computer aided).
- Furniture & furnishing plans of specific areas- Critical Analysis
- Measuring light in different residential areas and compare with existing standards.
- Preparation of portfolio based on historical designs & market review of furniture and furnishing materials (upholstery, curtains and draperies, bed & table linen)
- ✓ 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

- Deshpande, R. S. (1975). *Modern ideal homes for India*. Pune: United book corporation
- Lawrence M (1987). *Interior decoration*. New Jersey: Chartwell Books
- Riley & Bayern (2003). *The elements of design*. Mitchell Beazley

### ADDITIONAL RESOURCES

- Deshpande, R. S. (1975). *Modern ideal homes for India*. Pune: United book corporation
- Lawrence M (1987). *Interior decoration*. New Jersey: Chartwell Books
- Riley & Bayern (2003). *The elements of design*. Mitchell Beazley
- Goldstein & Goldstein. (2013). *Art in everyday life*. New York: The Macmillan Company
- Rutt. A. H. (1991). *Home furnishing*. Wiley Eastern Private Ltd

### TEACHING LEARNING PROCESS

- Power-point presentations
- Experiential learning through demonstrations

### ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/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

- Elements and Principles of Design
- Colour
- Furniture and furnishings

#### Facilitating achievement of course learning objectives

Unit	Learning outcome	Teaching and Learning Activities	Assessment tasks
I	Comprehend the methods of design with focus on interiors.	Theory lectures concept of design – types, elements and principles of designs.	Class tests focussing on short notes and definitions.
II & III	Understand use of different materials and finishes to create aesthetic & sustainable interior design	Interactive lectures on history of furniture, different materials and finishes for wall, floors and ceiling and types of furnishings.  Focus on creating interiors by using the concept of 3	Diagrammatic representations of historical furniture and portfolio on various materials and finishes

		Rs, i.e., reuse, recycle and refurbish for a sustainable interior design.	
III	Proficiency in working and presentation drawings to be used as a design professional	Discussion and demonstration concerning different aspects of interior design – furniture, furnishings; with special emphasis on placement, dimensions, finishes, lighting and accessories.	Drawing floor plans and elevation plans with focus on details like use of colours, materials and finishes.

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

# SKILL ENHANCEMENT COURSES

## SEC HP 01: SOCIOLOGY OF WORKING WITH FAMILIES AND COMMUNITIES (CREDITS: THEORY-2, 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 dimensions of society and culture.
- In-depth understanding of the family changing roles and responsibilities.
- Educate students to deal with socio economic problems of India.

THEORY	CONTENT	DURATION: 30 HRS (Credits 2)
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<b>UNIT I: Family, Society and Culture</b>		<b>10</b>
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- Various dimensions of family, society and culture
- Customs, belief and folklore in everyday life
- Cultural plurality , practices and ethnic identity
- Social groups
- Poverty and deprivation
- Role of media

Abraham, M.F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York:Oxford University Press. Chapter 11,4,5,9,7

Das.V. (Ed.) (2003). The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press. Chapter 2,7

<b>UNIT II: Social Stratification and Its Implication</b>		<b>10</b>
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- Social mobility and social change
- Forms of social stratification and their interrelationships : class, caste , gender , ethnicity , race and occupation
- Ethnographic approaches to study caste groups; weavers and artisan communities

Beattie, J. (1964). Other Cultures. Cohen and West. Chapter 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

<b>UNIT III: Emergence of New Ideological Orientation</b>		<b>10</b>
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- Conflicts and consensus in society
- Changing gender spaces in family , work and its implication on the individual and society across cultures



- Experiences of exclusion on the individual : Caste, minority, disability, violence , immigration and religion

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

### COMPULSORY READING

- Abraham, M.F. (2006). *Contemporary Sociology: An introduction to concepts and theories*: New York: Oxford University Press.
- Das.V. (Ed.) (2003) *The Oxford companion to sociology and social anthropology: volume 1 and 2*. New Delhi: Oxford University Press.
- Rawat. H.K. (2007). *Sociology: Basic concepts*. New Delhi: Rawat Publications.

### ADDITIONAL RESOURCES

- Beattie, J. (1964). *Other cultures*. Cohen and West.
- Bhushan Vidya& Sachdev.D.R. (2011). *Introduction to Sociology*: New Delhi: Kitab Mahal Publishers.
- Journal of Contribution to Indian Society
- Srinivas, M.N. (Ed.) 1996. *Caste: Its twentieth century avatar*. New Delhi: Viking Penguin.

### PRACTICAL

### CONTENT

### DURATION: 60 HRS (Credits 2)

- To visit an art gallery/ culture-specific area like “Delhi haat” and use 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).
- To visit any religious place of to comprehend (through non-participant observation) the rituals, beliefs, practices, norms, and taboos of the particular setting.
- Construct and conduct an interview schedule (structured/semi-structured) to understand the exclusion dynamics (based on caste/ minority/ gender/disability/ immigration or religion) in an individual life.
- Review of diverse Indian socio-cultural context through Audio-Visual aids and Print media.
- 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.
- Organize a talk/ workshop to comprehend how to use ethnography as a research method.
- Ethnography of a community to understand the intersection of various social structural variables (caste, class, region, language, ethnicity, religion) in their family and work processes by doing the following steps:
  - ◆ Prepare tools to collect data
  - ◆ Collect ethnographic data from the field
  - ◆ Report writing

## READINGS

- Abraham, M.F. (2006). *Contemporary Sociology: An introduction to concepts and theories*: New York: Oxford University Press.

## TEACHING LEARNING PROCESS

- Class room lectures
- Audio- visual resources : films, documentaries etc
- Workshops/ Talks
- Power point presentations
- Field visits
- Research and newspaper articles

## ASSESSMENT METHODS

Quiz, Assignments, Observation analysis, activity planning, Checklist planning, Presentations

## KEYWORDS

- Family
- Society
- Culture
- Community
- Sociology of working with families and communities

### Facilitating the achievement of Course Learning Objectives

S.no	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	<p>To orient the students in understanding the practical dimension of society and culture.</p> <p>In depth understanding of the family relationship, and its changing roles and responsibilities.</p> <p>Empower students to deal with socio economic problems of India</p> <ul style="list-style-type: none"><li>●</li></ul>	<p>Discussion on the various dimensions of the family, society, social groups poverty and deprivation in order to have in-depth understanding of the concepts with the help of visual aids.</p> <p>In-depth understanding of the cultural diversity will be covered to learn about various components of culture, customs, belief system and folklore in everyday life.</p>	<p>Case study method, documentary movies, newspaper article review, objective questions and written test will be conducted to execute the learning outcome.</p>

2.	Students will have gained knowledge on different forms of social stratification like .caste, class, gender, ethnicity, race and occupation.	Case study method will be used to study the functioning of the various caste groups with group discussion.  Theory classes on different system of social mobility and social change with ethnographic approaches will be covered in visual aids and power point presentations.	Student’s presentation with specific case study, essay writing and poster making on different social cause to have better understanding about the topic
3.	To orient the students about the changing gender space in family and secondly students will gain knowledge about the experiences of exclusion on the individual.	Power point presentation will be used to learn the conflicts and consensus in the society and work implication of the individual across culture will be focused in detailed along with brain storming discussion.	Case study method, documentary movies, newspaper article review, objective questions and written test will be conducted to execute the learning outcome.

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

**SEC HP 02: 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; Social Psychology
- Psychological disorders and Psychological test

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**

- Classical conditioning
- Operant conditioning
- Learning strategies; Learning in a digital world
- Application of theories in everyday life

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
- Attention
- 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
- Intrinsic and extrinsic motivation
- Mental health

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 behaviour. New Delhi: TataMcGraw-Hill

### TEACHING LEARNING PROCESS

- Power point presentations
- Audio Visual Methods
- Lecture Methods

### ASSESSMENT METHODS

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

### KEYWORDS

- Psychology
- Perception
- Learning
- Memory
- Behaviour

### 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	Interactive classroom lectures Audio- Video resources	Multiple Choice Quiz Term Papers

	psychology as a discipline and its core concepts		
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 HP 03: OVERVIEW OF INDIAN ECONOMY (CREDITS: THEORY-4)**

#### **COURSE OBJECTIVES**

- Understand the major economic problems of India and their implications in society.
- To gain knowledge about various development policy measures adopted in the country

#### **COURSE LEARNING OUTCOMES**

- Apprehend the basic concepts of economics and their utilization in day to day life.
- To gain an understanding of National Income in India, working of the banking structure and monetary and fiscal policy and the balance of payment situation in India.
- Comprehend the major economic problems of India and their implications in society.
- Understand various development policy measures adopted in the country.

#### **THEORY                      CONTENT**

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

#### **UNIT I: Micro Economics**

**20**

- Definition, scope of Economics
- Central problems of an economy
- Wants – Classification and Characteristics
- Utility – Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility
- Demand – Law of Demand, Elasticity of Demand
- Engel’s Law of Consumption
- Consumer’s Surplus
- Supply – Law of Supply, Elasticity of Supply
- Equilibrium of Demand and Supply
- Factors of Production– land, labour, capital and Entrepreneurship

Ahuja, H.L. Latest Edition. *Modern micro economics*. Sultan Chand & Sons (bilingual).

## **UNIT II: Macro Economics**

**20**

- National Income estimates
- Types of Markets
- Money
  - Types & functions of money
  - Value of money – quantity theory, Measurement of the value of money
  - Index number
  - Inflation
- Types & functions of Banks
- Revenue, Taxation and International trade, Balance of payment problems in India

Mithani, D.M. Latest Edition. *Macro-economics*. Himalaya Publishing House.

## **UNIT III: Indian Economic Environment**

**20**

- Indian Economy: Changing structure, Economic planning & NITI Aayog
- Growth and Development indicators
- Importance of Indian agriculture, industries and tertiary sector
- 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

Misra & Puri. Latest edition. *Indian economy*. Himalaya Publishing House.

## **COMPULSORY READING**

- Ahuja, H.L. Latest Edition. *Modern micro economics*. Sultan Chand & Sons (bilingual).
- Misra & Puri. Latest edition. *Indian economy*. Himalaya Publishing House.
- Mithani, D.M. Latest Edition. *Macro-economics*. Himalaya Publishing House.

## **ADDITIONAL RESOURCES**

- 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*. Vrinda Publications.
- Sundaram K.P.M. Latest edition. *Introduction to economics*. Ratan Prakashan.

## **TEACHING LEARNING PROCESS**

- Lecture method
- Power- Point presentations
- Debate and Discussions

## ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/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
- Micro Economics
- Macro Economics
- Indian Economic Environment

### Facilitating achievement of course learning objectives

Unit	Course Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
<b>UNIT I</b>	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
<b>UNIT II</b>	To gain an understanding of National Income in India, working of the banking structure and monetary and fiscal policy and the balance of payment situation in India.	Interactive presentation and discussion on national income, types of markets, money, banking, revenue, taxation and international trade	Class test on definitions, multiple choice questions, students presentation, debate
<b>UNIT III</b>	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



\*Assessment tasks listed here are indicative and may vary

**SEC HP 04: HUMAN PHYSIOLOGY  
(CREDITS: THEORY-2, 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**

- 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.

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 30 HRS (Credits 2)</b>
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<b>UNIT I:</b>	<b>5</b>
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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.
    - ❖ 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

<b>UNIT II:</b>	<b>12</b>
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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)
- **Respiratory System:**
  - ❖ General overview of the respiratory passage, structure and functions
  - ❖ Structure of lungs and its functions
- **Digestive System:**
  - ❖ Overview of the Gastrointestinal tract, organization and functions
  - ❖ Structure and functions of: Stomach, Liver, Gallbladder, Pancreas and Intestines.

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

**UNIT III:****11**

- **Excretory System:**
- ❖ Structure and function of Kidney and Nephron
- **Endocrine System:**
- ❖ Overview of Endocrine System, Feedback mechanism/cascade
- ❖ Structure and functions of Pituitary , Thyroid and Endocrine part of Pancreas
- **Reproductive System:**
- ❖ Overview of Reproductive System both male and female
- ❖ Structure and functions of the Uterus, ovaries and testes.
- ❖ Physiology of menstruation 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:****2**

- Overview of organization and functions of the Nervous System (cerebrum, cerebellum, spinal cord , sympathetic and parasympathetic system)
- Reflex Arc

Ganong W.F.(2003)-*Review of Medical Physiology.21st ed.* McGraw Hill.  
Section II Chapter 4, 6, 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) *Principlesof 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 METHOD

- Internal assessments are marked as per DU rules through tests, assignments, projects PowerPoint presentations and field visit reports.
- There is continuous evaluation of practical.

## 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	Diagrammatic representation of heart, lungs, stomach, liver, gallbladder, pancreas and intestines. Multiple choice questions and student presentations

		factors affecting)Blood Pressure (definition and factors affecting)  Structure of lungs and its functions  Structure and functions of; Stomach, Liver, Gallbladder, Pancreas and Intestines.	
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 IV	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**

### **SEC HP 05: BAKERY SCIENCE (CREDITS: PRACTICAL-4)**

#### **COURSE OBJECTIVES**

- To make aware a student of the scope of bakery industry
- To make aware a student with the knowledge and understanding of the raw material used for preparation of various bakery products.
- To make aware a student with the basic operation and working of various equipments involved in bakery processing.

#### **COURSE LEARNING OUTCOMES**

- Understand the scope of bakery industry

- Understand different raw materials used for preparation of various bakery products
- Acquire knowledge of basic operations and working of different equipments involved in processing of bakery products.

**PRACTICAL                      CONTENT    DURATION: 120 HRS (Credits 4)**

- Current status and scope of Bakery Industry in India. Pertinent standards & regulations.
- Ingredients & processes for cakes, breads, buns, pizza base, cookies and biscuits.
- Equipments used, product quality, characteristics, faults and corrective measures
- Modification of bakery products for people with special nutritional requirements e.g. high fibre, low sugar, low fat, gluten free bakery products.

Dubey, S.C. (2007). *Basic Baking* 5th Ed. Chanakya Mudrak Pvt. Ltd. Part I- Chapter 1,2,3, 4; Part II , Chapter1-7.

Barndt R. L. (1993). *Fat & Calorie – Modified Bakery Products*, Springer US., Chapter-10

**PRACTICAL**

- Preparation of cream cakes and its quality assessment.
- Preparation of sponge cakes and its quality assessment.
- Preparation of breads and its quality assessment.
- Preparation of buns its quality assessment.
- Preparation of pizza base its quality assessment
- Preparation of cookies its quality assessment
- Preparation of biscuits its quality assessment

Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt Ltd.

Dubey, S.C. (2007). *Basic Baking* 5th Ed. Chanakya Mudrak Pvt. Ltd.

**COMPULSORY READING**

- Dubey, S.C. (2007). *Basic Baking* 5th Ed. Chanakya Mudrak Pvt. Ltd.
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt Ltd.
- Raina et.al. (2010). *Basic Food Preparation-A Complete Manual*. 4rd Ed. Orient Black Swan Ltd.
- Samuel A. Matz (1999). *Bakery Technology and Engineering*, PAN-TECH International Incorporated.

**ADDITIONAL RESOURCES**

- Barndt R. L. (1993). *Fat & Calorie – Modified Bakery Products*, Springer US.
- Faridi Faubion (1997). *Dough Rheology and Baked Product Texture*, CBS Publications
- Manay, S. & Shadaksharaswami, M. (2004). *Foods: Facts and Principles*, New Age Publishers.

## TEACHING LEARNING PROCESS

- Lecture methods
- Power point presentations
- Demonstrations

## ASSESSMENT METHODS

- Tests
- Projects
- Continuous Evaluation
- Examination as per University of Delhi Norms

## KEYWORDS

- Department of Home Science
- Bakery Science
- Cakes
- Biscuit
- Bread

### Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Students will have a broad perspective of status, scope and regulations of Bakery Industry	Detailed discussion on current status and scope of Bakery Industry. Interactive lectures on pertinent standards & regulations.	Quiz, match the following
2	Students will be aware of various ingredients and processes for some bakery products	Theory lectures on bakery product characteristics and flow chart based detailed discussion on processes for cakes, breads, buns, pizza base, cookies and biscuits.	Multiple choice questions and student presentations Diagrammatic representations of flow diagrams
3	Students will have gathered information on the equipments and quality characteristics of bakery products	Theory based lectures on equipments used, product quality, characteristics, faults and corrective measures for bakery products	Class tests focusing on short notes and definitions
4	Students will have acquired knowledge of the healthy modifications of bakery products	Interactive lectures on healthy modification of bakery products for people with special nutritional requirements.	Essay writing and poster making

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

**SEC HP 06: 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.

Sethi M (2005) *Institutional Food Management*, New Age International Publishers, Chapter 1, pg 5-20

West, B.B. & Wood, L. (1988) *Food Service in Institutions* 6th Edition Revised. Chapter 2, Page 31-43

**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

Sethi M (2005). *Institutional Food Management*, New Age International Publishers, Chapter 30-31 pg-739-792

Payne- Palacio J and Theis M (2011) *Food service Management: Principles and Practices*. 12<sup>th</sup> ed. Pearson Education, chapter 5-9, pg-124-258

### **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

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

### **COMPULSORY READING**

- Desai V (2011) *The Dynamics of Entrepreneurial Development and Management*, Himalya Publishing House Pvt. Ltd., Mumbai.
- 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**

- Knight, J.B. & Kotschevar, L.H. (2000) *Quantity Food Production Planning & Management* 3rd edition John Wiley & Sons.
- 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 METHOD**

- As per University of Delhi norms



- Continuous evaluation of practicals/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 planning and development of a business proposal in order to start a home based catering unit.	Demonstrative lecture on preliminary planning survey of types of units, identifying clientele, menu, operations and delivery and writing project proposal.	Students will be developing project plan, determining investments and writing project/business proposal. Group discussions and presentations.
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**\*Assessment tasks listed here are indicative and may vary.**

**SEC HP 07: NUTRITION AND FITNESS  
(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**

- To understand the basic components of physical fitness and develop the ability to self administer activities for improvement in various components of physical fitness for health & wellness.
- To imbibe the skill of group counselling/ education programmes for improved physical activity through all age groups.
- To develop an insight into the relationship between physical fitness & nutrition and learn the skill of planning diet and hydration schedules/charts for individuals through various stages of the life-cycle, undertaking recreational physical fitness programs.
- To understand of the concept of body weight and body composition management and develop the skill to plan weight reducing / muscle building dietary schedules (diets and group counseling/education)

**COURSE LEARNING OUTCOMES**

- An understanding of the basic components of physical fitness and ability to self administer activities to improve various components of physical fitness for health & wellness.
- A skill to administer group counselling/ education programmes for improved physical activity through all age groups.
- An insight into the relationship between physical fitness & nutrition and the skill to plan diet and hydration schedules/charts for individuals through various stages of the life-cycle, undertaking recreational physical fitness programs.
- An understanding of the concept of body weight and body composition management and the skill to plan weight reducing / muscle building dietary schedules (diets and group counseling/education)

**PRACTICAL**

**CONTENT**

**DURATION: 120 HRS (Credits 4)**

## **UNIT I: Understanding Fitness**

- Definition of fitness, wellness, health and related terms
- Types of fitness
- Assessment of fitness
- Readiness and approaches to keeping fit

### **Skills:**

- Physical Activity Readiness Assessment (PAR-Questionnaire)
- Physical Fitness Assessment- health related (Demonstration)
- Physical Fitness Assessment-skill related (Demonstration)
- Assessment of Physical fitness – case / group study

Joshi AS. (2010). Nutrition and Dietetics. Tata Mc Graw Hill. Chapter:6, pg205-208, 215.

PAR-Questionnaire: (<https://www.acgov.org/cao/rmu/documents/parQandSafety.pdf>)

## **UNIT II: Importance of Physical activity**

- Importance and benefits of physical activity
- Activity – frequency, intensity, time and type with examples
- Physical Activity Guidelines
- Physical activity pyramid

### **Skills:**

- Developing an educational tool on importance of physical activity
- Planning a need-specific physical activity education session for some of the following groups: Adults/ Children/Pregnancy/Adolescents/ Geriatrics

Consensus Physical Activity Guidelines for Asian Indians ([http://www.iapen.co.in/guidelines\\_physical\\_activity.pdf](http://www.iapen.co.in/guidelines_physical_activity.pdf))

[https://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P26\\_PhysicalActivityPyramid.pdf](https://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P26_PhysicalActivityPyramid.pdf)

Joshi AS. (2010). Nutrition and Dietetics. Tata Mc Graw Hill. Chapter:6, pg205-208, 215.

## **UNIT III: Importance of nutrition**

- Role of Nutrition in Fitness
- Applying Nutritional guidelines for recreational fitness programs
- Use of Nutritional supplements for physical fitness

### **Skills:**

- Diet for individuals undergoing recreational Fitness programme/Planning a nutrition education programme (Adult-moderate to heavy activity level- double session / Adolescence (moderate to high activity level) / Child (moderate to high activity level)
- Survey of supplements consumed/ available for an adult undergoing recreational fitness program
- Hydration for mild to moderate Fitness programme: Gymnasia or fitness centre (moderate activity level)

Joshi AS. (2010). Nutrition and Dietetics. Tata Mc Graw Hill. Chapter:6, pg205-227.

Potgieter, S. (2013). Sport nutrition: A review of the latest guidelines for exercise and sport nutrition from the American College of Sport Nutrition, the International Olympic Committee and the International Society for Sports Nutrition. *South African journal of clinical nutrition*, 26(1), 6-16.

[www.pfndai.com/WhitePaper\\_Eating\\_ExercisingRightForGoodHealth\\_FinalP.pdf](http://www.pfndai.com/WhitePaper_Eating_ExercisingRightForGoodHealth_FinalP.pdf), Chapter 6, pg87-102.

#### **UNIT IV: Weight Management**

- Assessment and categorisation of overweight and underweight using Skin-fold methods
- Applying principles of Diet and exercise for weight management (fat loss and LBM gain) in recreational programmes
- Fad diets

#### **Skills:**

- Fad Diets: Planning an education session regarding usage of fad diets in gymnasias
- Diet for Fitness (some of the following): Fat Loss (child/adult/adolescent /geriatric, sedentary activity)
- Diet for Fitness (some of the following): LBM gain (child/adolescent/adult/geriatric undergoing a recreational physical fitness programme)

Joshi AS. (2010). Nutrition and Dietetics. Tata Mc Graw Hill. Chapter:8 pg 256-275.

[www.pfndai.com/WhitePaper\\_Eating\\_ExercisingRightForGoodHealth\\_FinalP.pdf](http://www.pfndai.com/WhitePaper_Eating_ExercisingRightForGoodHealth_FinalP.pdf), Chapter6, pg87-102.

#### **COMPULSORY READING**

- Consensus Physical Activity Guidelines for Asian Indians ([http://www.iapen.co.in/guidelines\\_physical\\_activity.pdf](http://www.iapen.co.in/guidelines_physical_activity.pdf))
- Joshi AS. (2010). *Nutrition and Dietetics*. Tata Mc Graw Hill.
- Physical Activity Readiness Questionnaire: (<https://www.acgov.org/cao/rmu/documents/parQandSafety.pdf>) [www.pfndai.com/WhitePaper\\_Eating\\_ExercisingRightForGoodHealth\\_FinalP.pdf](http://www.pfndai.com/WhitePaper_Eating_ExercisingRightForGoodHealth_FinalP.pdf)
- Potgieter, S. (2013). Sport nutrition: A review of the latest guidelines for exercise and sport nutrition from the American College of Sport Nutrition, the International Olympic Committee and the International Society for Sports Nutrition. *South African journal of clinical nutrition*, 26(1), 6-16.

#### **ADDITIONAL RESOURCES**

- Wardlaw, G. M., Smith, A. M., & Collene, A. (2012). *Contemporary nutrition: A functional approach, 2<sup>nd</sup> ed.* McGraw-Hill.
- Williams, M. H. (2004). *Nutrition for health, fitness and sport*. McGraw-Hill.
- [https://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P26\\_PhysicalActivityPyramid.pdf](https://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P26_PhysicalActivityPyramid.pdf)

## TEACHING LEARNING PROCESS

- All practical sessions will involve topic- specific exercises to be undertaken by the students
- Each session will be started with imparting of theoretical base of the specified topic, followed by application of theories to imbibe specific skills
- Visits/ demonstrations/case-studies/observation/interactions with professionals/ 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

- Assessment will be made as per university norms for S E Courses
- Continuous evaluation of each session/ each imbibed skill with be conducted

## KEYWORDS

- Department of Food and Nutrition
- Fitness-diets
- Recreational fitness
- Fitness- Nutrition
- Hydration for fitness

### 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.	<p>Students will gain knowledge about menu planning and factors affecting it; food purchase and storage;</p> <p>quantity food production; Hygiene and sanitation.</p>	<p>Detailed discussion of different types of menu and factors affecting menu planning, different purchasing methods, storage conditions and store room records.</p> <p>Discussion on standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control.</p> <p>Demonstration of a specialized cuisine.</p>	<p>Evaluation will be done on the assignments on menu planning for different food service units.</p> <p>Standardization of a recipe</p> <p>Scaling up of recipe for large number of customers</p> <p>Organising a Food stall/ Event catering</p> <p>Developing a checklist for good hygiene practices</p>
3.	<p>Students will be able to use knowledge of preliminary steps and resources for planning and development of a business proposal in order to start a home based catering unit.</p>	<p>Demonstrative lecture on preliminary planning survey of types of units, identifying clientele, menu, operations and delivery and writing project proposal.</p>	<p>Students will be developing project plan, determining investments and writing project/business proposal. Group discussions and presentations.</p>

\*Assessment tasks listed here are indicative and may vary

**SEC HP 08: EARLY CHILDHOOD CARE AND EDUCATION  
(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**

- To enable the students to understand the nature, aims and objectives of Early Childhood Care and Education.
- To enable students to develop skills in working with child using play and educational materials.
- To help students learn methods to evaluate components of a quality programme for young children.

**COURSE LEARNING OUTCOMES**

- The student will develop skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts
- The student will learn skills in assessing developmental indicators using tools and techniques.
- The student will develop skills in creating learning materials and use them in family, ECCE centre and community.
- The students will identify the components of a quality programme for children in multiple contexts.

**PRACTICAL                      CONTENT    DURATION: 120 HRS (Credits 4)**

**UNIT I: Developmental Needs of Children birth-6 yrs    24**

- To prepare a checklist/ observation guide to study various aspects of child’s environment based on developmental needs (using rights- based approach)
- To conduct an observation of children in two different contexts using prepared checklist.
- To analyse and document the observations made in the two settings.

Morrison, G. S. (2003). Fundamentals of Early Childhood Education. Merrill/Prentice Hall: Virginia. Chapter 6  
<http://laffranchinid.faculty.mjc.edu/Ch5.pdf>

**UNIT II: Domain Related Development Indicator    24**

- To observe children in three developmental age groups birth-2 years; 2-4 years; 4-6 years. (videos and field observations).

Romila Soni, R. (2015). Theme Based Early Childhood Care and Education Programme: A Resource Book. National Council of Educational Research and Training (Chapter 1)  
 The Window of Opportunity: Learning in Early Year:<http://ceced.net/ceced-films/>

- To analyse and document the observations of the children in three age groups.  
 Morrison, G. S. (2003). Fundamentals of Early Childhood Education. Merrill/Prentice Hall: Virginia (Chapter 6, 7, 8)  
 Singh, A. (1995). Playing to Learn: A Training Manual for Early Childhood Education. M. S. Swaminathan Research Foundation (Section 2)

**UNIT III: Activities for Fostering Development Birth-6 yrs    32**

- To create learning material for fostering development in various age groups and domains. Learning through play, UNICEF 2018.

<https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>

- To conduct any one of activity planned in the class (storytelling, puppet show, drama).
- To prepare a checklist to study major components of an ECCE programme.

#### **UNIT IV: Components of an ECCE Programme**

**40**

- To visit two ecce programmes for children to understand major components using the checklist.

Swaminathan, M. (1998). *The First five Years*. Sage Publications. (Ch. 11. Early Childhood Care and Education in India: A Perspective / Margaret Khalakdina)

Youtube video: UNESCO: Opportunity and Freedom to Learn (India)

- To organise workshop in any of the following:
  - Understanding childhood nutrition and health
  - Developing worksheets to teach concepts
  - Enhancing social and language skill

Organizing a Child Care Srvices. Indira Gandhi National Open University DECE (The Child :Toddler, Unit 14, Unit 15)

The Child: Development during Preschool years, UNIT 19, UNIT 20

Romila Soni, R. (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training (Chapter 2)

- Music, movement and drama for children

Romila Soni, R. (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training (Chapter 2)

Singh, A. (1995). *Playing to Learn: A Training Manual for Early Childhood Education*. M. S. Swaminathan Research Foundation (Appendices)

- To plan a curriculum.

Organizing a Child Care Centre. Indira Gandhi National Open University (UNIT 30)

Romila Soni, R. (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training (Chapter 2)

- To design space for an ECCE programme

Organizing a Child Care Centre. Indira Gandhi National Open University (UNIT 51)

Singh, A. (1995). *Playing to Learn: A Training Manual for Early Childhood Education*. M. S. Swaminathan Research Foundation (Section 3).

- Resources and material equipment, toys and books for children

Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study (UNIT 21, 22)

- Records keeping

Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material (Practical manual-I, Introduction)



- Evaluation indicators of ECCE programmes

Organizing a Child Care Centre. Indira Gandhi National Open University (UNIT 33)

### **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
- Romila Soni, R. (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training.
- 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

### **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.
- 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
- Singh, A. (1995). *Playing to Learn: A Training Manual for Early Childhood Education*. M. S. Swaminathan Research Foundation.

### **TEACHING LEARNING PROCESS**

- Audio Visual Aid
- Hands on Experience
- Analyzing
- Discovery Method
- Field visits
- Workshops
- 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

- Human Development and Childhood Studies
- Child Development
- Early Years
- ECCE
- Development Indicators
- Activities for Children

### Facilitating the achievement of Course Learning Objectives

S. no.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	The student will develop skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts	To prepare a checklist/ observation guide to study various aspects of child's environment based on developmental needs (using rights- based approach). To conduct an observation of children in two different contexts using prepared checklist. To analyse and document the observations made in the two settings.	Checklist Report analysis
2.	The student will learn skills in assessing developmental indicators using tools and techniques.	To observe children in three developmental age groups birth-2 years; 2-4 years; 4-6 years. (videos and field observations). To analyse and document the observations of the children in three age groups.	Observation analysis
3.	The student will develop skills in creating learning materials and use them in family, ECCE centre and community.	To create learning material for fostering development in various age groups and domains. To conduct any one of activity planned in the class (storytelling, puppet show, drama). To prepare a checklist to study major components of an ECCE programme	Activity designing Checklist planning
4.	The students will identify the components of a quality programme for	To visit two ecce programmes for children to understand major components using the checklist. To organise workshop in any of the	Visit to organisations Workshop

	children in multiple contexts.	following: Understanding childhood nutrition and health Developing worksheets to teach concepts Enhancing social and language skills Music, movement and drama for children To plan a curriculum. To design space for an ECCE programme Resources and material equipment, toys and books for children Records keeping Evaluation indicators of ECCE programmes	planning
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\*Assessment tasks listed here are indicative and may vary

**SEC HP 09: ADOLESCENTS' RELATIONS AND WELL-BEING  
(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**

- To enable students to understand needs and challenges of adolescents in different contexts.
- To help students appreciate principles of self-understanding and strategies to promote well-being.
- To enable students demonstrate skills of working with adolescents in various contexts and understand dimensions of well-being

**COURSE LEARNING OUTCOMES**

- Students will learn skills of using various methods to assess and document needs and challenges of Adolescents in different contexts.
- Students will learn methods to understand themselves and ways to promote their own well-being.
- Students will learn skills of engaging with adolescents in various contexts to understand components of well-being, challenges to achieving it and methods of promoting it.

**PRACTICAL                      CONTENT    DURATION: 120 HRS (Credits 4)**

**UNIT I: Methods of Understanding Adolescents Relationships    30**

- Mapping relationships with sibling, peers, parents and significant others using
- Sociometry

- Interview
- Questionnaire
- Case study as a method for understanding relationships
- Writing a brief biography of relationship with a close friend

Sharma, N. (2009). *Understanding Adolescence*, New Delhi: National Book Trust. Chapter 1

Santrock, J. W. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill. Chapter 11, 12

## **UNIT II: Understanding the Self 30**

- Exercise on self-reflection
- Diagrammatic representation of Self
- Retrospective
- S W O T
- Autobiography
- Self & Well-being Assessment (Standardised Scales)
  - Life Satisfaction Scales
  - Subjective Well-Being Scale
  - Susan Harter's scale

Sharma, N. (2009). *Understanding Adolescence*, New Delhi: National Book Trust. Chapter 2, 3, 4

Rice, F. P. (2007). *Adolescent: Development, Relationships and Culture*. inc: US, Allyn & Bacon. Chapter 8

## **UNIT III: Promoting Well-Being 30**

- Workshops to understand well-being and document methods of playful interactions to foster development in all domains through sessions on
  - Managing emotions with reference to relationships
  - Learn crisis management
- Methods of promoting well-being
  - Yoga and mindfulness
  - Self-development resources
  - Counselling

Manthei, R. (1997). *Counselling: The skills of finding solutions to problems*. London: Routledge. Chapter 1, 2

Rice, F. P. (2007). *Adolescent: Development, Relationships and Culture*. inc: US, Allyn & Bacon. Chapter 10

## **UNIT IV: Understand Influences And Challenges Among Adolescents**

**30**

- Analysis of different forms of media to understand interpersonal relationships
- Movies (Juno,Udaan)
- Documentary
- Ted Talks
- Articles

### **COMPULSORY READING**

- Manthei, R. (1997). *Counselling: The skills of finding solutions to problems*. London: Routledge.
- Sharma, N. (2009). *Understanding Adolescence*, New Delhi: National Book Trust.

### **ADDITIONAL RESOURCES**

- Rice, F. P. (2007). *Adolescent: Development, Relationships and Culture*. inc: US, Allyn & Bacon.
- Santrock, J. W. (2010). *Life Span Development: A Topical Approach*, New Delhi: Tata McGraw Hill

### **TEACHING LEARNING PROCESS**

- Audio Visual Aid
- Hands on Experience
- Analyzing
- Discovery Method

### **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.

### **KEYWORDS**

- Relationships
- Well-Being
- Human
- Development
- Childhood
- Studies

**Facilitating the achievement of Course Learning Objectives**

S. No.	Course learning outcomes	Teaching & learning activity	Assessment Tasks
1.	Students will learn skills of using various methods to assess and document needs and challenges of Adolescents in different contexts.	Mapping relationships with sibling, peers, parents and significant others using <ul style="list-style-type: none"> <li>- Sociometry</li> <li>- Interview</li> <li>- Questionnaire</li> </ul> Case study as a method for understanding relationships Writing a brief biography of relationship with a close friend Analysis of different forms of media to understand interpersonal relationships <ul style="list-style-type: none"> <li>- Movies (Juno,Udaan)</li> <li>- Documentary</li> <li>- Ted Talks</li> <li>- Articles</li> </ul>	Written Assignments on done practical's done in each area
2.	Students will learn methods to understand themselves and ways to promote their own well-being.	Exercise on self-reflection Diagrammatic representation of Self Retrospective S W O T Autobiography Self & Well-being Assessment (Standardised Scales) <ul style="list-style-type: none"> <li>- Life Satisfaction Scales</li> <li>- Subjective Well-Being Scale</li> <li>- Susan Harter's scale</li> </ul>	Documentation of practical assignments in each area
3.	Students will learn skills of engaging with adolescents in various contexts to understand components of well-being, challenges to achieving it and methods of promoting it.	Workshops to understand well-being and document methods of playful interactions to foster development in all domains through sessions on <ul style="list-style-type: none"> <li>o Managing emotions with reference to relationships</li> <li>o Learn crisis management</li> </ul> Methods of promoting well-being <ul style="list-style-type: none"> <li>o Yoga and mindfulness</li> <li>o Self-development resources</li> </ul> Counselling	Short presentations by students

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

**SEC HP 10: TRAINING FOR DEVELOPMENT  
(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**

- To know the importance and scope of training for development
- To understand and critically evaluate the different training approaches and methodologies for various development goals
- To elaborate on the roles and functions of different phases of the training process
- To develop skills in planning, executing and evaluating training programmes

**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, executing and evaluating training programmes for different stakeholders

<b>PRACTICAL</b>	<b>CONTENT</b>	<b>DURATION: 120 HRS (Credits 4)</b>
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<b>UNIT I: Concept of Training</b>	<b>40</b>
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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

<b>UNIT II: Methods and Techniques of Training</b>	<b>40</b>
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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

<b>UNIT III: Training Methods and Techniques: Practice</b>	<b>40</b>
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- Develop training modules 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, NR, (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/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 building in HRD	MCQs on concept of training, Quiz on roles and responsibility of training, games – types 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 (grassroots 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 corporates	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 HP 11: ADVOCACY AND BEHAVIOUR CHANGE COMMUNICATION (CREDITS: PRACTICAL-4)**

#### **COURSE OBJECTIVES**

- To understand the concept and approaches of Behaviour Change Communication (BCC).
- To gain insights into the inter-linkages between communication approaches and behaviour change.
- To learn the concepts and processes of advocacy for development and social change.

#### **COURSE LEARNING OUTCOMES**

- Understand the concept and approaches of Behaviour Change Communication (BCC).
- Insights into the inter-linkages between communication approaches and behaviour change.
- Learn the concepts and processes of advocacy for development and social change

**PRACTICAL**

**CONTENT**

**DURATION: 120 HRS (Credits 4)**

**UNIT I: Advocacy****40**

- Meaning, purpose and types of Advocacy
- Tools, techniques and approaches to advocacy
- Elements and steps of an advocacy strategy
- Planning advocacy campaigns for different stakeholders

Pannu, P., & Azad Tomar, Y. (2012). *Communication Technology for Development*, I.K International publishing House Pvt Ltd, New Delhi. Chapter- 3 pages 43-83.

**UNIT II: Behaviour Change Communication (BCC)****40**

- Concept and relevance of BCC
- Differences between BCC and Advocacy
- Approaches and theories of BCC
- BCC- Strategy design and implementation.
- Appraisal of communication action plan for BCC

Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L), Chapter- 1-8, 15, 17.

**UNIT III: Strategic Communication and BCC****40**

- Role of BCC in promoting health, environmental sustainability, peace and human rights
- Analysis of BCC campaigns for social mobilization and policy change

C. Atkins & R Rice (EDS) *Public Communication Campaigns*. Newbury Park, CA Sage, Chapter- 6-10, Page No.- 105-193, Chapter- 14, Page No.- 249-268, Chapter- 27, 28, Page No.- 323-357, Chapter-31, Page No.-389-403.

Cox, R. (2006) *Environmental Communications and the Public Sphere*. Thousand Oaks, CA:Sage.Chapter-12, 13.

**COMPULSORY READING**

- 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.
- 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
- 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
- Cox, R. (2006) *Environmental Communications and the Public Sphere*. Thousand Oaks,CA:Sage.
- Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L)
- 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/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, strategic communication

### Facilitating the achievement of Course Learning Objectives:

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
1	Understand the concept and approaches of Behaviour Change Communication (BCC).	Presentation, video lectures , discussion on Meaning, purpose and types of Advocacy, Tools, techniques and approaches to advocacy, Elements and steps of an advocacy strategy, Planning advocacy campaigns for different stakeholders	Class participation in discussion, Quiz games
2	Insights into the inter-linkages between communication approaches and behaviour change.	Presentation, video lectures , discussion on Meaning Concept and relevance of BCC, Differences between BCC and Advocacy, Approaches and theories of BCC, BCC- Strategy design and implementation., Appraisal of communication action plan for BCC	Assignment, evaluation of BCC campaign design
3	Learn the concepts and processes of advocacy for development and social change	Videos, Case Studies, Presentations & Discussion on Concept and relevance of BCC, Differences between BCC and Advocacy, Approaches and	Quiz and group presentations

		theories of BCC, BCC- Strategy design and implementation., Appraisal of communication action plan for BCC	
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**\*Assessment tasks listed here are indicative and may vary**

## **SEC HP 12: TEXTILE DESIGN (CREDITS: PRACTICAL-4)**

### **COURSE OBJECTIVES**

- To enable the students to create ornamentation through colour application, threads and fabric layering
- To impart skills to manipulate fabric to create design and decoration

### **COURSE LEARNING OUTCOMES**

- Describe fabric manipulation methods
- Identify different methods of surface decoration
- Explore designing through colour application
- Use of thread structure in textile designing
- Describe an over view of surface layering
- Create different products using skills and understanding of various ornamentation techniques

### **PRACTICAL**

### **CONTENT**

**DURATION: 120 HRS (Credits 4)**

#### 1.Fabric manipulation –cuts, 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.

#### 2.Surface Decoration - Embroidery, Ari work, Embellishments

Campbell, J. & Bakewell, A., 2006, The Complete Guide to Embroidery Stitches: Photographs, Diagrams, and Instructions for Over 260 Illustrated Stitches, Reader's Digest Association.

Blake, J. & Fisher, J. 1975, The complete book of handicrafts, Octopus books, pg 7-33

Stradal, M., 1971, Needlecraft with beads and crystals, Mills & Boon London, pg 13

#### 3.Design through color application

- Painting
- Dyeing- Tie and dye, Batik
- Printing- Discharge, Resist, Block, Screen, Stencil

Colton, V., 1979, Reader's Digest Complete Guide to Needlework, Reader's Digest Association

Ratcliffe, M. E., 1988, Fabric Painting, Salamander Books Ltd., pg 8-30

Irwin, K. A., 2015, Surface Design for Fabric, Fairchild Books, Chapter 1, 3, 4, 5 & 6, pg 1-32, 65-185

#### 4. Surface layering

- Applique- simple, cut, felt
- Quilting- hand and machine
- Pleats
- Tucks

Singer, R., 2013, *Fabric Manipulation*, David & Charles Publishers

Blake, J. & Fisher, J. 1975, *The complete book of handicrafts*, Octopus books, pg 74

Beal, M., 2013, *New ideas in fusing fabric*, Batsford, Chapter 1, pg1-14

Linda & Kemshall, L., 2007, *The painted quilt*, Chapter 1 & 2, pg 2-28

Product development using the above design exploration techniques

#### COMPULSORY READING

- Juracek, A. Judy, 2000, *Soft Surface*, Thames & Hudson Ltd.
- Milne D'Arcy Jean, 2006, *Fabric Left Overs*, Octopus Publishing Group Ltd.
- Singer Margo, 2007, *Textile Surface Decoration-Silk & Velvet*, A&C 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

#### ASSESSMENT METHODS

- Continuous evaluation of work done in class
- Evaluation of portfolio and product

#### KEYWORDS

Decoration, Dyeing, Printing, Embroidery, Fabric, Threads

#### Facilitating the achievement of course learning objectives

Unit	Course learning outcome	Teaching and learning activities	Assessment task
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1	Students will be able to describe fabric manipulation methods	Interactive classes and demonstration of fabric manipulation methods through cuts, removal of threads	Creation of samples
2	Students will acquire the knowledge and handful experience Identify different methods of surface decoration	Hands on experience on various embroidery and embellishments	Creation of samples
3	Students will be able to acquire skills in Explore designing through colour application	Practical experience on dyeing techniques learnt	Creation of samples
4	Students will be able to Use of thread structure in textile designing	Hands on experience on creating thread based structures to create design	Creation of samples
5.	Students will acquire an over view of surface layering	Practical experience of creating design through surface layering techniques	Creation of samples
6.	Students will be able to create a product using the Create different products using skills and understanding of various ornamentation techniques	Practical application skills learnt through various exploration techniques	Submission of product as assignment

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

### **SEC HP 13: COMPUTER APPLICATIONS IN FASHION DESIGN (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

Lazear.M.Susan, 2007, *Adobe Photoshop for Fashion Design*, Pearson Publishing  
 Jain, S. & Geetha M., *CorelDraw Training Guide*, BPB Publications, India

**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

**Photoshop**

- Image editing through
  - Adjusting image luminance
  - Selections
  - Masking
  - Retouching
- 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>

**UNIT III: CAD in Fashion**

Colour

Textures

Technical drawings of fashion details and accessories

- Mood Boards with colour story and textures
- Dressing up according to themes

**COMPULSORY READING**

- Aldrich, W., 1994, *CAD in Clothing and Textiles*, 2<sup>nd</sup> 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/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

### KEYWORDS

CAD, Photoshop, CorelDraw, Design, Fashion, Mood board, Editing, Drawing, Image editing

#### 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.



<b>3</b>	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.
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**\* Assessment tasks listed here are indicative and may vary**  
**SEC HP 14: RESOURCE MANAGEMENT AND SUSTAINABLE DEVELOPMENT**  
**(CREDITS: PRACTICAL-4)**

### **COURSE OBJECTIVES**

- To build an interdisciplinary perspective on understanding sustainable development concerns and challenges
- To understand the concept of sustainability through SDG's and sustainable consumption practices
- To develop skills and competencies amongst students with regard to energy, water and waste management

### **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/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
1	Build an understanding of environmental concerns, sustainable development and its challenges.	Detailed discussion on environmental concerns such as population explosion, urbanization, globalization, urbanization etc. Interactive lectures on SDG's through multimedia education resources such as videos, slides etc.	PowerPoint presentation by the students on various environmental issues. and challenges. Case studies to understand environmental conflicts and challenges.
2	Understand the concept of ecological footprint, sustainable consumption and SDGs.	Theory class to provide conceptual framework of sustainability, sustainable development with regard to SDG's. Creating understanding and awareness of sustainable	Assignment focussing on SDG's and case analysis on sustainable development goals. Creating education material for adopting

		consumption and production to the students. Measuring carbon emissions for calculating carbon footprint.	sustainable consumption practices. Test for calculating carbon footprint.
3	Gain an understanding of the concept of green buildings and green building guidelines.	Interactive lectures on green buildings, features and green building guidelines duly supported by live cases Field visits to observe green features in various buildings.	Checklist formulation and report presentation on the observation of various components of green buildings
4	Develop skills in energy, water and waste management.	Survey to collect information about water, energy and waste conservation practices by RWA. Demonstration for Water testing, organic waste composting. Demonstration to analyse the quality of air and the presence of pollutants.	Report writing and presentation of the data surveyed. Aid designing for creating awareness on water and electricity consumption. Class test on water testing and monitoring air quality.

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

### **SEC HP 15: AUTOCAD AND SPACE PLANNING (CREDITS: PRACTICAL – 4)**

#### **COURSE OBJECTIVES**

- To understand the basics of Computer - Aided - Designing (2d).
- To develop skill in the use of AUTO-CAD / manual drawings in space designing.
- To provide knowledge pertaining to design and use of space.

#### **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 AutoCAD software for preparing house plans.
- Networking 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)**

**UNIT I:**

- 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
- Structural components of a building- innovations and new materials: Foundation; Flooring; Roofs; Doors and Windows; lintels and arches; Staircase; Partitions and Panelling
- 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.

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

**UNIT II:**

- 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 – 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). Chapter 13, 14, 17

**UNIT III:**

- Observe and prepare house plans for different income groups up to 100 sq.mt. area (Computer aided /manual).

Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).

Autodesk AutoCAD 2D tutorial -<https://images-na.ssl-images-amazon.com/images/I/C1BxaOC0-IS.pdf>

**UNIT IV:**

- Introduction to 3ds - MAX

Autodesk 3DS Max tutorial -<http://www.ptisd.org/page/open/32404/0/Basic-Skills-Binder%20book.pdf>

**COMPULSORY READING**

- AutoCAD (2016). *Manual Imprescindible/Essential Manual*. Antonio Manuel Reyez Rodriguez
- Goel, S., Seetharaman, P. & Kakkar, A. (2015). *Interior space designing: A practical manual*. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).
- Sushil Kumar (2010). *Building Constructions*. Standard Publishers.
- 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.

**ADDITIONAL RESOURCES**

- 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.

**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/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
- Auto - CAD Plans
- 2d-Drawings
- One - room Apartment
- Studio Apartments
- Building materials
- Building Symbols
- Principles of House Planning

**Facilitating achievement of course learning objectives**

Unit	Learning outcome	Teaching and Learning Activities	Assessment tasks
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I	Comprehend building by-laws and their applications in designing residential units.	Powerpoint presentation of building by-laws and their application to residential buildings	Making plans of residential units as per building by - laws
I	Critically evaluate the different types of plans on the basis of principles of planning.	Powerpoint presentations and Videos on Principles of House Planning.	Critical evaluation of diagrammatic 2D plans as per principles of house planning
I	Understand various structural components of a building such as flooring, foundation, etc.	Theory lectures on the various structural components of a building – foundation, flooring, roofs, doors and windows, lintel and arches, staircase, partition and panelling with the help of discussion, visual aids and practical examples.	Quiz, class test focussing on short notes and definitions.
II	Identify different types of building materials and their characteristics.	Samples of building materials to be shown to the class followed by discussion of their characteristics, uses and applications, cost and environment friendliness.	Identification test of various building materials
III, IV	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.  Introduction to 3ds - MAX	Preparing house plans for different income groups (up to 100 sq.m area)
I, II, III	Networking with professionals in the field of construction industry and design.	Lectures by professionals in the field of construction industry and design. Visits to construction sites	Group discussions on ongoing trends in construction industry.

II	Appreciate the importance of green building in context of sustainability.	Detailed discussion on the general parameters of a green buildings and their rating systems.	Survey of existing green building for their sustainable characteristics
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**\*Assessment tasks listed here are indicative and may vary**

## **SEC HP 16: SOCIAL MEDIA AND DIGITAL COMMUNICATION (CREDITS: PRACTICALS- 4)**

### **COURSE OBJECTIVES**

- To familiarise with various social media and digital platforms
- To distinguish between the scope of various social media and other digital platforms
- To developing skills in the use of social media for SBCC campaigns
- To acquire skills in promoting cyber security across digital platforms

### **COURSE LEARNING OUTCOMES**

- Familiarization with various social media and digital platforms in development sector.
- Identify and distinguish between the scope of various social media and other digital platforms.
- Developing skills in the use of social media for SBCC campaigns.
- Acquire skills in promoting cyber security across digital platforms.

### **PRACTICAL                      CONTENT    DURATION: 120 HRS (Credits 4)**

#### **UNIT I: Social Media& other Digital Platforms    60**

- Social Media& other digital platforms: concept, types, reach, access and scope.
- Assessing social media campaigns
- Designing social media campaigns for advocacy, social mobilisation, marketing and advertising

Hinton, S and Larissa, H. (2013) *Understanding Social Media*, Sage Publications India. Chapter – 1, 3 4 & 6

Lister, M, Dovey, J. and et al (2003 ed)*New Media: A Critical Introduction*, Routledge Taylor and Francis Group, London. Chapter - 1

#### **UNIT II: Digital Communication& Marketing    60**

- Digital Communication: concept, types, reach and access
- Analysis of websites and development of web page, blogs
- Tools and methods to create digital designs for web pages
- Digital marketing tools and techniques
- Cyber security across digital platforms



Lister, M, Dovey, J. and et al (2003 ed) *New Media: A Critical Introduction*, Routledge Taylor and Francis Group, London. Chapter – 4& 5

### COMPULSORY READING

- Hinton, S and Larissa, H. (2013) *Understanding Social Media*, Sage Publications India
- Lister, M, Dovey, J. and et al (2003 ed) *New Media: A Critical Introduction*, Routledge Taylor and Francis Group, London

### 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/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, Social Media, Digital Communication, Digital Marketing, Cyber Security

#### Facilitating the achievement of Course Learning Objectives

Unit No.	Course Learning Outcomes	Teaching Learning Activities	Assessment Tools
Unit I	Familiarization with various social media and digital platforms in development sector. Developing skills in the use of social media for SBCC campaigns	Social media & other digital platforms: concept, types, reach, access and scope. Assessing social media campaigns Designing social media campaigns for advocacy, social mobilisation, marketing and advertising	Quiz on Social media & other digital platform, group presentation - Designing social media campaigns for advocacy
Unit II	Acquire skills in promoting cyber security across digital platforms. Students will be able to identify and distinguish between the scope of social	Digital communication & marketing digital communication: concept, types, reach and access analysis of websites and development of web page, blogs tools and methods to create digital designs for web pages	MCQs – cyber security, Presentations - website analysis

	media and other digital platforms.	digital marketing tools and techniques cyber security across digital platforms	
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\*Assessment tasks listed here are indicative and may vary

**SEC HP 17: BASICS OF DESIGN  
(CREDITS: THEORY-2, 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.

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 30 HRS (Credits 2)</b>
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<b>UNIT I: Design Fundamentals</b>	<b>12</b>
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- Concepts of 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)
- Color & its application
  - Dimensions of color
  - Importance of color & its role in creation of the design
  - Color systems: color schemes
  - Color trends
- Design drawing – drawing as a language to explore & communicate ideas

Premavathy, Seetharam. &Pannu, Parveen (2005). *Interior Design and Decoration*. CBS Publishers & Distributors, New Delhi Chapter 1: Pg 6-8, Chapter 2: Pg 11-17, Chapter 3: Pg 26 – 46, Chapter 4: Pg 47-80, Chapter 5: Pg83 – 97, Chapter 6: Pg98-118.

<b>UNIT II: History of Design</b>	<b>3</b>
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- History of interior design – including periods like Mughal architecture, Colonial style, Renaissance.

- Sustainable design
- Traditional and modern surface finishes – types and uses:
  - Wall
  - Floor
  - Ceilings
  - Roofing

Premavathy, Seetharam. &Pannu, Parveen (2005). *Interior Design and Decoration*. CBS Publishers & Distributers, New DelhiChapter 8: Pg 148-165, Chapter 11: Pg213-227

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

Chapter 9: Pg 253-294

### **UNIT III: Furniture & Furnishings**

**15**

- Furniture – types, construction, selection and purchase, arrangement, care and maintenance
- Material selection for furniture and furnishings and its application for:
  - Reuse
  - Recycle
  - Refurbish
- Contemporary trends in interior design with respect to furniture, furnishings & accessories
- Furnishings – selection, care and maintenance of fabrics used for:
  - Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
  - Floor coverings
- Lighting applications:
  - Energy efficient lighting
  - Types of lamps and luminaires
- Accessories – uses, classification, design, selection & arrangement

Premavathy, Seetharam. &Pannu, Parveen (2005). *Interior Design and Decoration*. CBS Publishers & Distributers, New DelhiChapter 7: Pg 119-147, Chapter 9: Pg169-186, Chapter 10: Pg187-212, Chapter 13: Pg 255-269

### **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 of different surfaces such as trees, floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with 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/Computer aided)
- Floor plans with rendering (Theme based- Manual/Computer aided)
- Elevation & perspective plans with rendering (Manual/Computer aided).
- Furniture & furnishing plans of specific areas- Critical Analysis
- Measuring light in different residential areas and compare with existing standards.
- Preparation of portfolio based on historical designs & market review of furniture and furnishing materials

### **COMPULSORY READING**

- Jones Owen,, (1997) *The Grammar of Ornament*, London, Parkgate Book Ltd.
- Meller S. and Elffers Joost, (1998) *Textile Designs*, London, Thames and Hudson Publications.
- Mills J. and Smith J.K, (1996) *Design Concepts*, New York, Fairchild Publications.
- Vyas Kumar H., (2000) *The Indian Context*, Ahmedabad, National Institute of Design.

### **ADDITIONAL RESOURCES**

- Jones Owen,, (1997) *The Grammar of Ornament*, London, Parkgate Book Ltd
- Meller S. and ElffersJoost, (1998) *Textile Designs*, London, Thames and Hudson Publications.
- Mills J. and Smith J.K, (1996) *Design Concepts*, New York, Fairchild Publications.
- Vyas Kumar H., (2000) *The Indian Context*, Ahmedabad, National Institute of Design.
- Goldstein & Goldstein. *Art in everyday life*. New York: The Macmillan Company.
- Rutt. A. H. *Home furnishing*: Wiley Eastern Private Ltd.

### **TEACHING LEARNING PROCESS**

- Power-point presentations
- Experiential learning through demonstrations

### **ASSESSMENT METHODS**

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

### **KEYWORDS**

- Elements and Principles of Design
- Colour
- Furniture and furnishings

**Facilitating achievement of course learning objectives**

<b>Unit</b>	<b>Learning outcome</b>	<b>Teaching and Learning Activities</b>	<b>Assessment tasks</b>
I	Comprehend the concept of design applicable to interior spaces.	Theory lectures design fundamentals – types, elements and principles of designs.  Diagrammatic representation on colour and its application.	Class tests focussing on short notes and definitions.
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

**SEC HP 18: COMPUTER APPLICATIONS IN COMMUNICATION AND MEDIA DESIGN**

**(CREDITS: THEORY-2, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To familiarize the students about the scope of computer applications in visual media design.
- To impart knowledge and skills of factors defining effective visual media creation.
- To train the students in the use of selected software for design and production of media used for social, professional as well as development communication.

**COURSE LEARNING OUTCOMES**

- The students will understand the scope of visual communication and application of computer enabled systems and software for media designing.
- They will be able to grasp the underlying factors defining effective visual media creation.
- The students will develop familiarity with different software used for media designing and the ability to design media using selected computer software.

<b>THEORY</b>	<b>CONTENT</b>	<b>DURATION: 30 HRS (Credits 2)</b>
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<b>UNIT I: Introduction to Media and Design</b>	<b>15</b>
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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

<b>UNIT II: Media Design and Development</b>	<b>15</b>
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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

Sampath K (1998), *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd, Chapter – 4,12,13

Kihrwadkar A, Pushpanadan, (2006), *Information and Communication Technology in Education*, Sarup and Sons, Delhi. Chapter- 9

<b>PRACTICAL</b>	<b>CONTENT</b>	<b>DURATION: 60 HRS (Credits 2)</b>
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- 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
- Visit to a media house
- Studying the websites of various media houses
- Studying the ongoing Activities and problems

### 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/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	The students will 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,	Quiz, match the following

		Terminology and technology used in media design	
1	They will be able to 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	The students will develop familiarity with different software used for media designing and the ability to design media using selected computer software	Presentations/ agency visits/ class discussions 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 visit report, creation of media (poster, brochure, leaflet), quiz Assignments, quiz, MCQs

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

**SEC HP 19: INFORMATION, EDUCATION AND COMMUNICATION  
MATERIALS FOR DEVELOPMENT  
(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**

- To understand various development issues.
- To learn about IEC materials, their applications and preparation for development.

**COURSE LEARNING OUTCOMES**

- Understand various Development Issues
- Learn about various types of IEC material





Wittich and Schuller. (1967). Audio visual materials. London: Havper & Row publications. Chapter 1-3

Kumar, J.K. (2010). Mass communication in India. Ahemdabad: Jaico publishing house. Chapter 1-4

### **Learning Activities**

- 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.

### **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/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**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching Learning Activities</b>	<b>Assessment Tools</b>

UNIT I	Concept of IEC Material	<ul style="list-style-type: none"> <li>● Meaning of IEC Material</li> <li>● Importance and scope of IEC material for development</li> <li>● Different types of IEC materials for development</li> <li>● Role of IEC materials for development</li> </ul>	<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"> <li>● Selection of IEC material <ul style="list-style-type: none"> <li>- Strength and Limitations of Various IEC materials</li> <li>- Criteria for selecting IEC material</li> <li>- IEC materials for combining for greater impact</li> </ul> </li> <li>● Developing a creative brief <ul style="list-style-type: none"> <li>- Importance of creative brief</li> <li>- Elements of creative brief</li> </ul> </li> <li>● Preparing prototype IEC material <ul style="list-style-type: none"> <li>- Guidelines for developing new IEC material</li> <li>- Qualities of effective IEC material</li> </ul> </li> <li>● Pretesting the prototype of IEC material <ul style="list-style-type: none"> <li>- Assessing the pretested results and revising IEC materials</li> <li>- Monitoring the use and impact of IEC materials.</li> </ul> </li> </ul>	<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"> <li>● Graphics and audio visual charts, posters, flashcards, flexes, flip books, pamphlets, leaflets, brochures, booklets, modules, manuals</li> <li>● Mass Media: IEC materials for radio, television, newspapers and magazines <ul style="list-style-type: none"> <li>- Radio scripts writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Project &amp; presentation <ul style="list-style-type: none"> <li>- development of any one prototype of IEC material- Graphics and audio visual charts / posters/ flashcards/ flexes/ flip books/ pamphlets/ leaflets/ brochures/ booklets/ modules/ manuals</li> </ul> </li> </ul>



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

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

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

### **UNIT III: In House accidents, Fire safety and First Aid**

**6**

- 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.

Sudhir, Andrews (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi. Chapter 11: pp 304-319;

Schneider, Madelin, Tucker, Georgina and Scoviak, Mary (1998). *The Professional Housekeeper*. John Wiley & Sons, Inc., New York. Chapter 13: pp 247-262

### **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/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**

<b>Unit no.</b>	<b>Course learning outcomes</b>	<b>Teaching and learning activities</b>	<b>Assessment tasks</b>
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, differences between major and minor accidents in the hospitality institutions, fire safety measures in	Multiple choice questions/ Quiz

		the institution, first aid for commonly occurring health problems.	
<b>PRACTICAL</b>			
<b>Unit no.</b>	<b>Course learning outcomes</b>	<b>Teaching and learning activities</b>	<b>Assessment tasks</b>
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 HP 21: 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

**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, customs, 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

Middleton, V.T.C. (2009). *Marketing in Travel and Tourism*. USA: Elsevier Ltd. Chapter 1, pg 2-19.

Sharma, K. (2004). *Introduction to Tourism Management*. New Delhi : McGraw Hill Education (India) Private Limited. Chapter 1-3, 5-7,10, 22.

**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, 5 and 8
- Sharma, K. (2004). *Introduction to Tourism Management*. New Delhi : McGraw Hill Education (India) Private Limited. Chapter 8, 9, 16

**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 Ltd. Chapter 1 & 4.
- Middleton, V.T.C. (2009). *Marketing in Travel and Tourism*. USA: Elsevier Ltd. Chapter 2, pg 20-37, chapter 3 , pg 38-55, chapter 17, pg 316-334
- Sharma, K. (2004). *Introduction to Tourism Management*. New Delhi : McGraw Hill Education (India) Private Limited. Chapter 11, 14, 15 & 17

**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 aboard 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 itenary 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
- Holland, J., and Leslie, D. (2018). *Tour Operators and Operations: Development, Management and Responsibility*. CAB International.
- Middleton, V.T.C. (2009). *Marketing in Travel and Tourism*. USA: Elsevier ltd
- Sharma, K. (2004). *Introduction to Tourism Management*. New Delhi : McGraw Hill Education (India) Private Limited.

### **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.
- Kamra, K.K and M.Chand, *Basics of Tourism-Theory, Operation and Practice*, Kanishka Publishers, New Delhi. First Edition. 2006.
- 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/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**

<b>Unit No.</b>	<b>Course Learning outcomes</b>	<b>Teaching and learning activities</b>	<b>Assessment Tasks</b>
<b>1, 2</b>	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
<b>3</b>	Ability to plan and schedule the travel itinerary along with costing.	Classroom discussion on itinerary planning and tourism marketing.  Demonstration on planning and scheduling travel itinerary and related costs.	Project work on planning and scheduling travel itineraries
<b>1,2</b>	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 HP 22: 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 1: Concepts and Theories of Communication in Nutrition – Health**

- 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, Page 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, Page 1085-1089

### **UNIT II: The Components and Processes of NHC**

- 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, Page 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, Page 1095 – 1103

### **UNIT III: Programs and Experiences of NHC global and Indian perspective**

- NHC in developed and developing nations: some examples
- Evolution of NHC in India: traditional folk media to modern methods of communication
- Traditional folk media in Gujarat 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](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, Page 203-206, 212- 216, 1110 – 1112.

### **UNIT IV: Nutrition - Health – Communication in Government Programs and NGOs**

- 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](http://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.

## **TEACHERS LEARNING PROCESS**

- Lectures
- Discussion
- Power point presentation
- Demonstration
- Project
- Field visit

## **ASSESSMENT METHODS**

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

## **KEY WORDS**

- 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	Assignments  Identification on the main nutrition and health concerns in the community  Class test focussing on short notes and definitions
2	Students will acquire fundamental knowledge of the components and processes of Nutrition health communication and Behaviour Change Communication (BCC)	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  Power point presentations discussing the various methods and aids used for imparting nutrition health education	Development of slogans and messages on nutrition and health issues  Charts  Poster  Leaflet  Flipbook/ Flashcards  Power point presentation on important nutrition and health issues
3	Students will be aware of the various program and experiences of NHC in	Lecture Method on the evolution of NHC in India - traditional folk media, modern methods of	Demonstration  Skit Play



	global and Indian perspective	communication, communication in rural and urban set up. Example based teaching on NHC in developed and developing nation	Puppet show etc for dissemination of important nutrition and health related messages  Evaluation of the 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 HP 23: 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)****UNIT I: Basic aspects of biophysics****10**

- 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

Reference 1 chapter 1; Reference 2 chapter 4, 6; Reference 4 chapter 9, 10, 16,37,46,50; Reference 9 chapter 2

**UNIT II: Biophysical Phenomena: concepts and application in the field of nutrition****5**

- Viscosity
- Surface tension
- Adsorption
- pH and buffer
- Colloids

Reference 4 chapter 8; Reference 5 chapter 2; Reference 6 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

Reference 4 chapter 8, 17; Reference 6 chapter 13; Reference 7 chapter 25, 34

3

#### **UNIT IV: Principle and Working of advanced instruments**

- Colorimeters
- Spectrophotometers
- Fluorimeters
- Chromatography

Reference 3 chapter 4,5, 16, 22,26

2

#### **UNIT V: Principle and Applications of clinical instruments**

- 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 temperatures using UV-Vis spectrophotometry.
- To determine the latent heat of ice using method of mixtures.
- 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**

- Holma D.H. and Peck H (1993). *Analytical Biochemistry (2<sup>nd</sup>ed.)*. United Kingdom: Langham Scientific and Technical.
- Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons.

- Srivastava A.K. and Jain P.C. (1986). *Chemical Analysis: An Instrumental Approach (2<sup>nd</sup> Ed.)* New Delhi: S.Chand and Sons.
- Young Hugh D. and Freedman Roger A..(2017). *University Physics with Modern Physics(14<sup>th</sup> Edition)* New Delhi: Pearson Education.

#### ADDITIONAL RESOURCES

- Pomeranz Y and Meloan CE (1996). *Food Analysis: Theory and Practice (3<sup>rd</sup>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/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 knowledge of electromagnetic radiations, sound, heat, electricity, fuses, cost of electricity etc.	Detailed theory classes on the mentioned topics. Interactive discussions and small questionnaire	Multiple choice questions, quiz, short questions on conversion of units from one system to another
2.	Students will be aware of the basic concepts of biophysics like viscosity, surface tension,	Detailed discussion on the basic concepts with the help of visual aids	Class tests on the short notes and definitions

	adsorption, colloids, capillarity etc in the field of nutrition		
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. Hand on experiments in the practical class.	Students presentations and class tests
4.	Students will gain knowledge of the principle and working of advanced research instruments.	Theory class on the topics with detailed discussions.	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 HP 24: LIFE SKILLS EDUCATION  
(CREDITS: THEORY-4)**

**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: 60 HRS (Credits 4)**

**UNIT I: 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.

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**

### **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**

- 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

### **Learning Experiences**

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). *LifeSkills 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 (5<sup>th</sup>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/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 definition of life skills and life skills education, importance of life skills 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.	<p>Components for planning &amp; organizing life skills programs -</p> <p>a. Understanding group characteristics and needs</p> <ul style="list-style-type: none"> <li>· life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas.</li> <li>· focusing on cultural practices that govern everyday life.</li> <li>· analyzing the gender nuances that exist within the group.</li> <li>· components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills, etc.</li> </ul> <p>B. Importance of communication in imparting life skills education</p> <ul style="list-style-type: none"> <li>· concept and importance of communication</li> <li>· aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and</li> </ul>	MCQs on planning & organizing life skills programs, Group presentations - Components for planning & organizing life skills programs



		<p>functioning in groups, delegating responsibilities)</p> <p>c. Core approaches and strategies to implement life skills program</p> <ul style="list-style-type: none"> <li>· understanding and developing self-skills/potential: self-awareness, self-esteem self-confidence, creative thinking, interpersonal skills, etc.</li> <li>· use of participatory techniques and methods: individual exercises, group activities, games etc.</li> <li>· communicating with the audience: receiving feedback, handling questions, etc.</li> <li>. Organizing a life skills program, planning a need based life skills program (select components) determining the purpose, collecting materials, organizing content.</li> <li>. Getting prepared for the presentation: psychological level, delivering the presentation</li> <li>. Life skills assessment</li> <li>· scales and quantitative techniques</li> <li>· qualitative approaches</li> </ul>	
Unit III	Inculcate listening skills and handle stress.	<p>Life skills and youth development</p> <ul style="list-style-type: none"> <li>· adolescence and youth- definitions, concept-socio cultural perspectives</li> <li>· youth demographics and role in society</li> <li>· challenges of adolescence and youth development</li> <li>· formal and non-formal approaches to youth development</li> <li>· positive youth development</li> </ul>	Quiz on Life skills and youth development

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

**SEC HP25: 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's 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.
    - 6– 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, 26.
- 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 activities for holistic development during Infancy and Toddlerhood.	Field visits and guided observation followed by classroom discussion to understand developmental needs of children	Discussion on developmental needs of young children Documentation of observations from different context
2.	The student will learn skills in creating activities for fostering development during	Use of audio visual resources and field visits to study developmental indicators among young children	Assignment on listing development indicators of age groups birth-2 years; 2-4 years; 4-6 years Documentation of observations followed by classroom discussions

	Infancy and Toddlerhood.	Guided observations and classroom discussion Workshops, Lecture and Classroom discussion	Assignment on planning and preparing activities to foster development in children  Conducting activities in ECCE setting
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**\*Assessment tasks listed here are indicative and may vary**

## **SEC HP26: 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.
- Dave, A. (1987). *Pre-Mathematics Experiences for Young Children*.
- 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.
- Robinson, H. (1985). *Exploring Teaching*. London: Allyn and Bacon.
- 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 (5, 4,3,2,1 and 0 for latecomers and absentees)
- 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
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\*Assessment tasks listed here are indicative and may vary

**SEC HP 27: 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. &Kandhavadvu P., (2017), *Sustainability in Fashion and Apparel – Challenges and Solutions*, Woodhead Publishing, India
- Sundram & Rudradatt (1986) *Indian Economy*, Sultan chand & 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/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	Course learning outcome	Teaching and learning activities	Assessment tasks
1.	<ul style="list-style-type: none"> <li>• Students will understand the new product development process</li> </ul>	<p>Theory lectures on understanding of Key elements of design Process</p> <p>Presentations on Design instigation, using video tutorials and workshop mode</p>	<p>MCQs, Presentation on design idea generation, Assignments on mind maps, mood boards</p>
2.	<ul style="list-style-type: none"> <li>• Students will learn methods of generating, evaluating and developing new product ideas</li> </ul>	<p>Teaching through power point presentations, video Tutorials, visual aids and body forms</p>	<p>Assignments to prepare forms, Analyse photographs</p>
3.	<p>Students will be able to develop prototypes of good quality marketable products using basic fabrication processes and sustainable materials</p>	<p>Demonstrations, workshops, power point presentations, samplers</p>	<p>Evaluating product</p>
4.	<p>Students will be able to enhance analytical and critical thinking abilities</p>	<p>Sourcing suitable materials, Sustainable design, Costing</p>	<p>Project Assignment</p>

\* Assessment tasks listed here are indicative and may vary

**SEC HP 28: 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
- Acquire 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 Personality 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](http://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.	<p>Students will have acquired in depth knowledge of the components of the physical image based on body type, face shape and personal colour analysis.</p> <p>Based on the physical image analysis, they will be aware of the practical ways to strengthen it.</p>	<p>Interactive sessions on different kinds of body shapes and proportions, face shapes and personal colours.</p> <p>Diagrammatic representation of the ways to improve the image based on the body and face shapes analysis.</p>	<p>Diagrammatic representation of kinds of body shapes, face shapes and personal colours.</p>
2.	<p>Students will be acquainted with the effect of elements and principles of design on visual appearance</p>	<p>Detailed discussion using visual aids on the elements and principles of design.</p>	<p>Reference image based presentation of effect of elements and principles of design.</p>
3.	<p>Students will have a broad perspective of the role of verbal and non-verbal communication etiquettes.</p> <p>They will also acquire an overview of the personal style and grooming.</p>	<p>Practical example based teaching on kinds and importance of verbal and non verbal etiquettes, using demonstrations.</p> <p>Group discussion on kinds of personal styles and their elements, in terms of clothing and accessories.</p>	<p>Student presentation on etiquettes.</p> <p>Reference image based presentation on kinds of personal styles and their elements.</p>
4.	<p>Students will have gained knowledge of wardrobe elements, and processes of its planning and organization</p>	<p>Discussion and practical examples based teaching on organisation and management of wardrobe, depending on personal style, profile and budget.</p>	<p>Based on life style analysis, suggestion of wardrobe capsules presentation</p>

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.	Diagramatic representation of looks, created by assistance in personal shopping.
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\* Assessment tasks listed here are indicative and may vary

**SEC HP 29: 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/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 No.	Course learning outcome	Teaching and learning activities	Assessment tasks
1.	Students will Recognize various tools and terminology	Demonstrations, power point presentations,	Project assignments

	used in fashion illustration		
2.	Students will be able to Understand the basics of body proportion and balance	Teaching through power point presentations, video Tutorials, visual aids and body forms	Assignments to prepare forms, Analyse photographs
3.	Students will be able to apply creative skills in sketching fashion figures and rendering textures	Demonstrations, workshops, power point presentations, samplers	Analyse photographs to create fashion figures
4.	Students will be able to Use garment details in designing theme based dresses	Demonstrations, workshops	Assignments

\* Assessment tasks listed here are indicative and may vary

### **SEC HP 30: NGO MANAGEMENT & CSR (CREDITS: THEORY-4)**

#### **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: 60 HRS (Credits 4)**

#### **UNIT I: Concept of NGO**

- 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.

D. Lewis (2001). *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: 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

Sundar, P. 2013, *Business and Community: The Story of Corporate Social Responsibility in India* , New Delhi, Sage Publication. Chapter -3-10, pg 23-320

Aggarwal, S.K. (2008). *Corporate Social Responsibility in India*, New Delhi, Sage publication Pvt. Ltd. Chapter 1, 4

Crowther, D., & Aras, G. (2008). *Corporate Social Responsibility*. Ventus Publishing ApS Chapter 1,2,4,6 &9 Pg 10-25, 41-50, 65-77 & 100-114.

## **UNIT III: NGO Management**

- 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

## **UNIT IV: Corporate Social Responsibility (CSR)**

- Concept of CSR: Companies Act and legal framework
- Principles of CSR, Acts & Laws
- CSR Initiatives, reporting and monitoring frameworks
- CSR Initiatives: National and Global Case studies

## **Learning Experiences**

1. Visit of Local NGO and it's profiling
2. Studying the Annual report of NGOs

### 3. 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/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

**SEC HP 31: GOING ABOUT RESEARCH  
(CREDITS: THEORY-2, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To understand the different research approaches.
- To gain knowledge about the process of research.
- To develop skills for developing tools for data collection.

**COURSE LEARNING OUTCOMES**

- Understand the differences between quantitative and qualitative research approaches.
- Develop knowledge of the key steps of a research process.
- Develop skills in designing of tools of data collection and their appropriate use.

**THEORY**

**CONTENT**

**DURATION: 30 HRS (Credits 2)**

**UNIT I: Purpose and approaches of research**

**10**

- Exploration, Description, Explanation
- Scientific method and research designs
- Quantitative and Qualitative approaches

***Conceptualization and Measurement***

- Variables, concepts and measurement
- Levels of measurement

Kumar, R. (2005) *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi. Chapter-1,2,5, pg – 1-44,79-97

Ramamurthy, G.C., (2011), *Research Methodology*, Dreamtech Press India Private Limited, New Delhi. Chapter -1,3,5,pg -1-28,49-82, 117-159

**UNIT II: The Research Process**

**20**

- Defining the problem, research questions and objectives



- Planning the research methodology
- Decisions about sampling
- Research tools and techniques: types, validity and reliability
- Ethics in research

Kumar, R. (2005) *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, New Delhi. Chapter – 4,7,8,9,12,14,pg 62-78,121-131,169-199, 227-252,281-290

## **PRACTICAL**

## **CONTENT**

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

- Purpose of qualitative and quantitative researches.
- Review of literature and Citation formats
- Probability and Non Probability sampling methods
- Designing data collection tools and planning their analysis
- Data collection process of structured and unstructured tools.
- Compiling data and data reduction
- Making of tables and graphs and their analysis.

## **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/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

## KEYWORDS

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

### Facilitating the achievement of Course Learning Objectives

Unit. No	Course Learning Outcomes	Teaching and Learning activities	Assessment tasks
1	Understand the differences between 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	Develop knowledge of the key steps of a research process.	Presentations on defining the problem, research questions and objectives, Planning the research methodology, Decisions about sampling	Quiz, class test
2	Develop skills in designing of tools of data collection and their appropriate use.	Presentations on Research tools and techniques: types, validity and reliability, Ethics in research	Assignments, quiz, MCQs, Preparing a list of references

\*Assessment tasks listed here are indicative and may vary

**B.Sc. (Prog.) Home Science**

**LIST OF CONTRIBUTORS (LOCF)**

<b>Paper Title</b>	<b>Members</b>	<b>Affiliation</b>	<b>Email ID</b>
<b>CC HP 101: Communication and Extension</b>	Coordinator: Dr. Sarita Anand	LIC	Email: sa_anand2007@yahoo.com
	Working Group Member 1: Dr. Parveen Pannu	IHE	Email: parveen.panu@yahoo.com
	Working Group Member 2: Ms. Sweta Suman	LIC	Email: suman.sweta@gmail.com
	Working Group Member 3: Dr. Sunaina Batra	LIC	Email: batra.sunaina@gmail.com
<b>CC HP 102: Resource Management</b>	Coordinator: Dr. Sushma Goel	LIC	Email: sushmagoel7@gmail.com
	Working Group Member 1: Dr. Mayanka Gupta	LIC	Email: mayankagupta123@gmail.com
	Working Group Member 2: Ms. Sakshi Wadhwa	LIC	Email: sakshi.wadhwa19@gmail.com
	Working Group Member 3: Ms. Richa Tyagi	IHE	Email: nch.richa@gmail.com
<b>CC HP 103: Fashion Studies</b>	Coordinator: Dr. Meena Batham	IHE	Email: meenabatham4321@gmail.com
	Working Group Member 1: Dr. Manpreet	LIC	Email: manpreetchahal.8@gmail.com
	Working Group Member 2: Garima Malik	LIC	Email: garimam1994@gmail.com

	Working Group Member 3: Dr. BhupindeR	IHE	Email: bhupsfbd@yahoo.co.in
<b>CC HP 201: Fundamentals of Nutrition and Food Science</b>	Coordinator: Dr. Tejmeet Rekhi	IHE	Email: trekhi@hotmail.com
	Working Group Member 1: Ms. Anjana Kumari	LIC	Email: smilesever.620@gmail.com
	Working Group Member 2: Dr K Geeta	IHE	Email: kgeeta41@gmail.com
	Working Group Member 3: Dr. Swati Jain	LIC	Email: swati.jain.g@gmail.com
<b>CC HP 202: Life Span Development I</b>	Coordinator: Dr. Veenu Wadhwa	IHE	Email: veenu.15@gmail.com
	Working Group Member 1: Dr. Priti Joshi	LIC	Email: pritissjoshi@gmail.com
	Working Group Member 2: Dr. Mila Tuli	IHE	Email: milatuli@gmail.com
	Working Group Member 3: Ms. Gunjan Verma	LIC	Email: gvvgunjan7@gmail.com
<b>CC HP 203: Fundamentals of Textiles</b>	Coordinator: Dr. Chanchal	IHE	Email: chanchal_dagur@yahoo.co.in
	Working Group Member 1: Dr. Sabina Sethi	LIC	Email: sabinasethi@outlook.com
	Working Group Member 2: Dr. Nidhi Goyal	LIC	Email: nidhigoy@gmail.com
		IHE	

	Working Group Member 3: Divyansha Sharma		Email: sh.divs@gmail.com
<b>CC HP 301: Physical Sciences</b>	Coordinator: Dr. Swati Raman	LIC	Email: swati.npl@gmail.com
	Working Group Member 1: Dr. Anjali Sherawat	LIC	Email: as_anjaliaman@gmail.com
	Working Group Member 2: Dr. Ravi Keshwar	IHE	Email: keshwar.ravi@gmail.com
	Working Group Member 3: Dr. Rohit Bhata	IHE	Email: bhatia.rohit10@gmail.com
<b>CC HP 302: Life Span Development II</b>	Coordinator: Dr. Veenu Wadhwa	IHE	Email: veenu.15@gmail.com
	Working Group Member 1: Ms. Richa Rana	LIC	Email: <a href="mailto:richarana.1985@gmail.com">richarana.1985@gmail.com</a>
	Working Group Member 2: Ms. Savneet Kaur	LIC	Email: savneet.kaur91@gmail.com
	Working Group Member 3: Ms. Sakshi Kumar	IHE	Email: kumarsakshi1@gmail.com
<b>CC HP 303: Nutrition for the Family</b>	Coordinator: Dr. Swati Jain	LIC	Email: swati.jain.g@gmail.com
	Working Group Member 1: Ms. Anjali	LIC	Email: anjalijuly7@gmail.com
	Working Group Member 2: Dr K Geeta	IHE	Email: kgeeta41@gmail.com
	Working Group Member 3: Dr. Pragya Singh	IHE	Email: singhpragya333@gmail.com

<b>CC HP 401: Life Sciences</b>	Coordinator: Dr. Renuka Gupta	LIC	Email: renukagup@gmail.com
	Working Group Member 1: Dr. Rupa Upadhyay	LIC	Email: rupa_upadhyay@yahoo.com
	Working Group Member 2: Dr. Rachna Kapila	IHE	Email: rachnakapila.ihe@gmail.com
	Working Group Member 3: Dr. Nancy Raina	LIC	Email: nraina19@gmail.com
<b>CC HP 402: Personal Finance and Consumer Studies</b>	Coordinator: Dr. Meenakshi Mital	LIC	Email: meenakshimital@gmail.com
	Working Group Member 1: Ms. Vishakha Sambhav	LIC	Email: vishakha1313sambhav@gmail.com
	Working Group Member 2: Dr. Ritu Atheya	IHE	Email: ritu.atheya@gmail.com
	Working Group Member 3: Dr. Meenal Jain	LIC	Email: meenal_11287@yahoo.co.in
<b>CC HP 403: Communication Systems and Social Change</b>	Coordinator: Dr. Geeta Punhani	IHE	Email: spunhani@hotmail.com
	Working Group Member 1: Dr. Archana Kumar	LIC	Email: archnak@hotmail.com
	Working Group Member 2: Ms. Sweta Suman	LIC	Email: suman.sweta@gmail.com

	Working Group Member 3: Dr. Ruchi Gaur	LIC	Email: ruchigaur1983@gmail.com
<b>DSE HP 1A: Nutritional Biochemistry</b>	Coordinator: Dr. Shailly Nigam	LIC	Email: shaillyncbt@yahoo.co.in
	Working Group Member 1: Dr. Sandeep Yadav	IHE	Email: sandeep.yadav@ihe.du.ac.in
	Working Group Member 2: Dr. Pooja Raizada	LIC	Email: pooja_raizada@yahoo.com
	Working Group Member 3: Dr. Meenakshi Vachhar	IHE	Email: meenakshivachher@hotmail.com
<b>DSE HP 1B: Public Nutrition and Dietetics</b>	Coordinator: Dr. Lalita Verma	LIC	Email: <a href="mailto:lalitaverma@gmail.com">lalitaverma@gmail.com</a>
	Working Group Member 1: Dr. Anjani Bakshi	LIC	Email: anjanibakshi04@gmail.com
	Working Group Member 2: Dr. Vandana Sabharwal	IHE	Email: vandanasabharwal25@gmail.com
	Working Group Member 3: Dr. Anshu Sharma	IHE	Email: anshusharma2006@gmail.com
<b>DSE 2A: Children with Disabilities</b>	Coordinator: Dr. Geeta Chopra	IHE	Email: drgeeta_chopra@yahoo.com
	Working Group Member 1: Dr. Dimple Rangila	LIC	Email: dimplerangila@gmail.com
	Working Group Member 2: Ms. Smriti	LIC	Email: smriti2992@gmail.com

	Working Group Member 3: Dr. Kavita Vasudev	IHE	Email: kavita.vasudev@rediffmail.com
<b>DSE HP 2B: Child Rights and Gender Empowerment</b>	Coordinator: Dr. Mila Tuli	IHE	Email: milatuli@gmail.com
	Working Group Member 1: Ms. Ridhi Sood	LIC	Email: ridhisood22@gmail.com
	Working Group Member 2: Ms. Sakshi Kumar	IHE	Email: kumarsakshi1@gmail.com
	Working Group Member 3: Ms. Nikita Aggarwal	LIC	Email: nikitaagg94@gmail.com
<b>DSE HP 3A: Communication for Development</b>	Coordinator: Dr. Aparna Khanna	LIC	Email: aparnakhanna2969@yahoo.co.in
	Working Group Member 1: Dr. Savita Aggarwal	IHE	Email: savitaaggarwal@gmail.com
	Working Group Member 2: Dr. Sunaina Batra	LIC	Email: batra.sunaina@gmail.com
	Working Group Member 3: Ms. Sweta Suman	LIC	Email: suman.sweta@gmail.com
<b>DSE HP 3B: Extension Management</b>	Coordinator: Dr. Archna Kumar	LIC	Email: archnak@hotmail.com
	Working Group Member 1: Dr. Savita Aggarwal	IHE	Email: savitaaggarwal@gmail.com



	Working Group Member 2: Dr. Aparna Khanna	LIC	Email: aparnakhanna2969@yahoo.co.in
	Working Group Member 3: Ms. Swati Kwatra	LIC	Email: swati.kwatra@gmail.com
<b>DSE HP 4A: Processes in Apparel Design</b>	Coordinator: Madhuri Nigam	LIC	Email: <a href="mailto:madhurinigam@gmail.com">madhurinigam@gmail.com</a>
	Working Group Member 1: Dr. Manpreet	LIC	Email: manpreetchahal.8@gmail.com
	Working Group Member 2: Dr. Meena Batham	IHE	Email: meenabatham4321@gmail.com
	Working Group Member 3: Dr. Bhupinder	IHE	Email: bhupsfbd@yahoo.co.in
<b>DSE HP 4B: Traditional Indian Textiles</b>	Coordinator: Dr. Simmi Bhagat	LIC	Email: bhagat.simmi@gmail.com
	Working Group Member 1: Dr. Ritu Mathur	LIC	Email: ritumathur16@gmail.com
	Working Group Member 2: Dr. Amita Walia	IHE	Email: dr.amitawalia@gmail.com
	Working Group Member 3 : Dr. Shazia Mehtab	IHE	Email: shazia.mehtab@gmail.com
<b>DSE HP 5A: Entrepreneurship Development</b>	Coordinator: Dr. Puja Gupta	LIC	Email: drpujagupta08@gmail.com
	Working Group Member 1: Dr. Meenakshi Mital	LIC	Email: meenakshimital@gmail.com

	Working Group Member 2: Dr.Meghna	IHE	Email: meghnasharma77@yahoo.co.in
	Working Group Member 3: Ms.Vishakha Sambhav	LIC	Email: vishakha1313sambhav@gmail.com
<b>DSE HP 5B: Basics of Design Application</b>	Coordinator: Dr. Sushma Goel	LIC	Email: sushmagoel7@gmail.com
	Working Group Member 1: Ms. Anju Kakkar	LIC	Email: kathuria_anju@rediffmail.com
	Working Group Member 2: Ms. Vaishali Gupta	LIC	Email: <a href="mailto:vagupta@live.com">vagupta@live.com</a>
	Working Group Member 3: Ms. Richa Tyagi	IHE	Email: nch.richa@gmail.com
<b>SEC HP 1: Sociology of Working with Families and Communities</b>	Coordinator: Dr. Dolly Florence	LIC	Email: dollyflorenceurmu@gmail.com
	Working Group Member 1: Dr. Poonam Sachdev	IHE	Email: pmsachdev1956@gmail.com
	Working Group Member 2: Dr. Veenu Wadhwa	IHE	Email: veenu.15@gmail.com
	Working Group Member 3: Ms. Savneet Kaur	LIC	Email: savneet.kaur91@gmail.com
<b>SEC HP 2</b>	Coordinator: Dr. Bhanumathi Sharma	LIC	Email: bhanumathisharma@gmail.com

<b>Understanding Psychology</b>	Working Group Member 1: Ms. Smriti	LIC	Email: smriti2992@gmail.com
	Working Group Member 2: Dr. Dipjyoti Konwar	LIC	Email: deepjyotikonwar@gmail.com
	Working Group Member 3: Dr. Kavita Vasudev	IHE	Email: kavita.vasudev@rediffmail.com
<b>SEC HP 3: Overview of Indian Economy</b>	Coordinator: Dr. Shanta Tirkey	LIC	Email: shantak11@gmail.com
	Working Group Member 1: Mrs. Debajani baxipatra	IHE	Email: debajani17@gmail.com
	Working Group Member 2: Dr. Mayanka Gupta	LIC	Email: mayankagupta123@gmail.com
	Working Group Member 3: Ms. Vishakha Sambhav	LIC	Email: vishakha1313sambhav@gmail.com
<b>SEC HP 4: Human Physiology</b>	Coordinator: Dr. Pooja Raizada	LIC	Email: pooja_raizada@yahoo.com
	Working Group Member 1: Dr. Manjula Suri	IHE	Email: mnjlsuri@gmail.com
	Working Group Member 2: Dr. Renuka Gupta	LIC	Email: renukagup@gmail.com
	Working Group Member 3: Mr. Vinoy Krishna	LIC	Email: vinoy.krishna@gmail.com
<b>SEC - 5: Bakery Science</b>	Coordinator: Dr Vidhu Yadav	IHE	Email: yadav.vidhu40@gmail.com

	Working Group Member 1: Dr. Rajni Chopra	IHE	Email: rajnichopra145@gmail.com
	Working Group Member 2: Dr. Dipesh Aggarwal	LIC	Email: <a href="mailto:dipeshaggarwal87@gmail.com">dipeshaggarwal87@gmail.com</a>
	Working Group Member 3: Ms. Anjana Kumari	LIC	Email: smilesever.620@gmail.com
<b>SEC HP 6: Home Based Catering</b>	Coordinator: Dr. Tejmeet Rekhi	IHE	Email: trekhi@hotmail.com
	Working Group Member 1: Dr. Nidhi Jaiswal	LIC	Email: nidhi.jaiswal01@gmail.com
	Working Group Member 2: Dr. Neha Bakshi	LIC	Email: nehabakshi.9@gmail.com
	Working Group Member 3: Dr. Sonal Gupta	IHE	Email: sonal.gupta26@gmail.com
<b>SEC HP 7: Nutrition and Fitness</b>	Coordinator: Dr. Priti Rishi Lal	LIC	Email: drprতিরিশিলাল@gmail.com
	Working Group Member 1: Dr. Sonal Gupta	IHE	Email: sonal.gupta26@gmail.com
	Working Group Member 2: Dr. Neha Bakshi	LIC	Email: nehabakshi.9@gmail.com
	Working Group Member 3: Dr. Anjani Bakshi	LIC	Email: anjanibakshi04@gmail.com
<b>SEC HP 8: Early Childhood Care and Education</b>	Coordinator: Dr. Vinita Bhargava	LIC	Email: vini.bhargava@gmail.com
	Working Group Member 1: Dr. Priti Joshi	LIC	Email: pritissjoshi@gmail.com

	Working Group Member 2: Dr. Preetika Badgujar	IHE	Email: pree.badgujar@gmail.com
	Working Group Member 3: Ms. Sakshi Kumar	IHE	Email: kumarsakshi1@gmail.com
<b>SEC HP 9: Adolescents' Relations and Well-Being</b>	Coordinator: Dr. Vinita Bhargava	LIC	Email: vini.bhargava@gmail.com
	Working Group Member 1: Dr. Mila Tuli	IHE	Email: milatuli@gmail.com
	Working Group Member 2: Dr. Veenu Wadhwa	IHE	Email: veenu.15@gmail.com
	Working Group Member 3: Ms. Smriti	LIC	Email: smriti2992@gmail.com
<b>SEC HP 10: Training for Development</b>	Name: Dr. Aparna Khanna Coordinator	LIC	Email: aparnakhanna2969@yahoo.co.in
	Working Group Member 1: Dr. Sarita Anand	LIC	Email: sa_anand2007@yahoo.com
	Working Group Member 2: Ms. Swati Kwatra	LIC	Email: swati.kwatra@gmail.com
	Working Group Member 3: Dr. Savita Aggarwal	IHE	Email: savitaaggarwal@gmail.com
<b>SEC HP 11: Advocacy and Behaviour Change Communication</b>	Coordinator: Dr. Parveen Panu	IHE	Email: parveen.panu@yahoo.com
	Working Group Member 1: Dr. Sarita Anand	LIC	Email: sa_anand2007@yahoo.com
		LIC	

	Working Group Member 2: Dr. Aparna Khanna  Working Group Member 3: Dr. Sunaina Batra	LIC	Email: aparnakhanna2969@yahoo.co.in  Email: batra.sunaina@gmail.com
<b>SEC HP 12: Textile Design</b>	Coordinator: Madhuri Nigam  Working Group Member 1: Dr. Manpreet  Working Group Member 2: Dr. Meena Batham  Working Group Member 3: Dr. Ritu Mathur	LIC  LIC  IHE  LIC	Email: madhurinigam@gmail.com  Email: manpreetchahal.8@gmail.com  Email: meenabatham4321@gmail.com  Email: ritumathur16@gmail.com
<b>SEC HP 13: Computer Applications in Fashion Design</b>	Coordinator: Sareekah  Working Group Member 1: <b>Garima Malik</b>  Working Group Member 2: <b>Dr. Bhupinder</b>  Working Group Member 3: <b>Divyansha Sharma</b>	LIC  LIC  IHE  IHE	<b>Email:</b> <a href="mailto:saru10@gmail.com">saru10@gmail.com</a>  <b>Email:</b> <a href="mailto:garimam1994@gmail.com">garimam1994@gmail.com</a>  <b>Email:</b> <a href="mailto:bhupsfbd@yahoo.co.in">bhupsfbd@yahoo.co.in</a>  <b>Email:</b> sh.divs@gmail.com
<b>SEC HP 14: Resource Management and Sustainable Development</b>	Coordinator: Dr. Renu Arora  Working Group Member 1: Dr. Meenakshi Mital	IHE  LIC  IHE	Email: <a href="mailto:renuarora59@yahoo.co.in">renuarora59@yahoo.co.in</a>  Email: meenakshimital@gmail.com  Email: <a href="mailto:pratima.singh@ihe.du.ac.in">pratima.singh@ihe.du.ac.in</a>

	Working Group Member 2: Ms.Pratima Singh  Working Group Member 3: Dr. Meenal Jain	LIC	Email: meenal_11287@yahoo.co.in
<b>SEC HP15: AutoCAD and Space Planning</b>	Coordinator: Dr. Poonam Magu  Working Group Member 1: Dr. Reema Chaurasia  Working Group Member 2: Ms. Anju Kakkar  Working Group Member 3: Ms. Hriiyiphro Kayina	IHE  IHE  LIC  LIC	Email: pmagu_65@yahoo.com  Email: reemach@gmail.com  Email: kathuria_anju@rediffmail.com  Email: yiphrokayina@gmail.com
<b>SEC HP 16: Social Media and Digital Communication</b>	Coordinator: Dr. Aparna Khanna  Working Group Member 1: Dr. Yuki Azad Tomar  Working Group Member 2 : Ms. Swati Kwatra  Working Group Member 3: Ms. Sweta Suman	LIC  IHE  LIC  LIC	Email: <a href="mailto:aparnakhanna2969@yahoo.co.in">aparnakhanna2969@yahoo.co.in</a>  Email: yukiazad@gmail.com  Email: swati.kwatra@gmail.com  Email: suman.sweta@gmail.com
<b>SEC HP 17: Basics of Design</b>	Coordinator: Dr. Sushma Goel  Working Group Member 1: Ms. Anju Kakkar	LIC  LIC  LIC	Email: sushmagoel7@gmail.com  Email: kathuria_anju@rediffmail.com  Email: <a href="mailto:vagupta@live.com">vagupta@live.com</a>

	Working Group Member 2: Ms. Vaishali Gupta  Working Group Member 3: Ms. Richa Tyagi	IHE	Email: nch.richa@gmail.com
<b>SEC HP 18: Computer Applications in Communication and Media Design</b>	Coordinator: Dr. Savita Aggarwal  Working Group Member 1: Dr. Aparna Khanna  Working Group Member 2: Dr. Yuki Azad Tomar  Working Group Member 3: Dr. Ruchi Gaur	IHE  LIC  IHE  LIC	Email: savitaaggarwal@gmail.com  Email: aparnakhanna2969@yahoo.co.in  Email: yukiazad@gmail.com  Email: ruchigaur1983@gmail.com
<b>SEC HP 19: Information, Education and Communication Material for Development</b>	Coordinator: Dr. Aparna Khanna  Working Group Member 1: Dr. Ruchi Gaur  Working Group Member 2: Ms. Swati Kwatra  Working Group Member 3: Ms. Bableen Kaur	LIC  LIC  LIC  IHE	Email: aparnakhanna2969@yahoo.co.in  Email: ruchigaur1983@gmail.com  Email: swati.kwatra@gmail.com  Email: bableenbakshi@gmail.com
<b>SEC HP 20: House Keeping</b>	Coordinator: Dr. T.G. Rupa  Working Group Member 1: Dr. Renu Arora  Working Group Member 2: Ms. Anju Kakkar	LIC  IHE  LIC	Email: tgrupa70@gmail.com  Email: renuarora59@yahoo.co.in  Email: kathuria_anju@rediffmail.com



	Working Group Member 3: Ms. Hriiyiphro Kayina	LIC	Email: yiphrokayina@gmail.com
<b>SEC HP 21 Travel and Tourism</b>	Coordinator: Dr. Sushma Goel  Working Group Member 1: Dr. Poonam Magu  Working Group Member 2: Ms. Sakshi Wadhwa  Working Group Member 3: Dr. Mayanka Gupta	LIC  IHE  LIC  LIC	Email: sushmagoel7@gmail.com  Email: pmagu_65@yahoo.com  Email: sakshi.wadhwa19@gmail.com  Email: mayankagupta123@gmail.coM
<b>SEC HP 22: Nutrition Health Communication</b>	Coordinator: Dr. Sonal Gupta  Working Group Member 1: Dr. Pragya Singh  Working Group Member 2: Dr. Anshu Sharma  Working Group Member 3: Dr. Aparna Kohli	IHE  IHE  IHE  LIC	Email: sonal.gupta26@gmail.com  Email: singhpragya333@gmail.com  Email: anshusharma2006@gmail.com  Email: aparnakohli@hotmail.com
<b>SEC- 23: Biophysics</b>	Coordinator: Dr. Swati Raman  Working Group Member 1: Dr. Shailly Nigam  Working Group Member 2: Dr. Anjali Sherawat	LIC  LIC  LIC  IHE	Email: swati.npl@gmail.com  Email: shaillyncbt@yahoo.co.in  Email: asanjaliaman@gmail.com  Email: keshwar.ravi@gmail.com

	Working Group Member 3: Dr. Ravi Keshwar		
<b>SEC HP 24: Life Skills Education</b>	Coordinator: Dr. Aparna Khanna  Working Group Member 1: Dr. Sarita Anand  Working Group Member 2: Ms. Swati Kwatra  Working Group Member 3: Ms. Manpreet Kaur	LIC  LIC  LIC  IHE	Email: aparnakhanna2969@yahoo.co.in  Email: sa_anand2007@yahoo.com  Email: swati.kwatra@gmail.com  Email: manpreetkaur0510@gmail.com
<b>SEC HP 25: Activities and Resources for Child Development – I</b>	Coordinator  Name: Ms. Savita Sagar  Working Group Member 1: Ms. Nikita Aggarwal  Working Group Member 2: Ms. Sukhna Sawhney  Working Group Member 3: Ms. Smriti	LIC  LIC  IHE  LIC	Email: savita.sagar@gmail.com  Email: nikitaagg94@gmail.com  Email: sukhna89@gmail.com  Email: smriti2992@gmail.com
<b>SEC HP 26: Activities and Resources for Child Development – II</b>	Coordinator Name: Dr. Vinita Bhargava  Working Group Member 1: Ms. Nikita Aggarwal	LIC  LIC  LIC	Email: vini.bhargava@gmail.com  Email: nikitaagg94@gmail.com  Email: <a href="mailto:dimplerangila@gmail.com">dimplerangila@gmail.com</a>

	Working Group Member 2: Dr. Dimple Rangila  Working Group Member 3: Ms. Sukhna Sawhney	IHE	Email: sukhna89@gmail.com
<b>SEC HP 27: Product Development in Textiles and Apparel</b>	Coordinator: Dr. Simmi Bhagat  Working Group Member 1: Preeti Sachdeva  Working Group Member 2: Sareekah  Working Group Member 3: Dr. Lisa	LIC  IHE  LIC  LIC	Email: bhagat.simmi@gmail.com  Email: sachdevapreeti8@gmail.com  Email: saru10@gmail.com  Email: lisa.pachau@gmail.com
<b>SEC HP 28: Image Styling</b>	Coordinator: Dr. Nidhi Goyal  Working Group Member 1: Ms. Jagriti  Working Group Member 2: Dr. Bhupinder  Working Group Member 3: Divyansha Sharma	LIC  IHE  IHE  IHE	Email: nidhigoy@gmail.com  Email: jagriti.bharti76@gmail.com  Email: bhupsfbd@yahoo.co.in  Email: sh.divs@gmail.com
<b>SEC HP 29: Fashion Illustration</b>	Coordinator: Dr. Simmi Bhagat  Working Group Member 1: Divyansha Sharma	LIC  IHE	Email: bhagat.simmi@gmail.com  Email: sh.divs@gmail.com

	Working Group Member 2: Madhuri Nigam	LIC	Email: madhurinigam@gmail.com
	Working Group Member 3: Ms. Namita Bhardwaj	LIC	Email: namitasharma00@gmail.com
<b>SEC HP 30: NGO Management &amp; CSR</b>	Coordinator: Dr. Geeta Punhani	IHE	Email: spunhani@hotmail.com
	Working Group Member 1: Dr. Archna Kumar	LIC	Email: archnak@hotmail.com
	Working Group Member 2: Dr. Ruchi Gaur	LIC	Email: ruchigaur1983@gmail.com
	Working Group Member 3: Dr. Jagriti Kher	IHE	Email: jagriti28@gmail.com
<b>SEC HP 31: Going About Research</b>	Coordinator : Dr. Archna Kumar	LIC	Email: archnak@hotmail.com
	Working Group Member 1: Dr. Sheetal Chopra	LIC	Email: sheetal_chopra@hotmail.com
	Working Group Member 2: Dr. Jyoti Aggarwal	IHE	Email: jyotiagg1975@gmail.com
	Working Group Member 3: Dr. Ruchi Gaur	LIC	Email: ruchigaur1983@gmail.com