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## Introduction

Content: 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 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.

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### Programme Learning Outcome in course

Content: Program outcomes for B.Sc. 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

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### **Graduate Attributes in Subject**

#### **>> Disciplinary knowledge**

Content: 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.

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### **Graduate Attributes in Subject**

#### **>> Communication Skills**

Content: Development of students' communication skills is encouraged through transaction of various Home Science messages in the community through practical. Students do various assignments that enable them to develop skills in public speaking, writing and effective interpersonal communication. This is a core area of the disciplines of Home Science. They listen to the community's needs and ascertain their needs.

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### **Graduate Attributes in Subject**

#### **>> Research-related skills**

Content: Students develop a scientific temper and a sense of inquiry through various Home Science courses. They have capabilities in asking relevant questions relating to current issues and themes and state hypothesis and rationale for inquiry. Students are capable of using appropriate research methodology especially for understanding community issues in Home Science and reporting the results in different formats. At UG level, they are offered theory and practical in Research Methods for further clarity.

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## **Graduate Attributes in Subject**

### **>> Cooperation/Team work**

Content: Students are capable of effective working in diverse contexts and teams in class rooms, laboratories, industry and the community. They have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.

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## **Graduate Attributes in Subject**

### **>> Self-directed learning**

Content: Students are capable of working independently and are able to apply Home Science concepts in an original & creative manner to solve and manage real life issues in the community and industry.

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## **Graduate Attributes in Subject**

### **>> Multicultural competence**

Content: 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.

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## **Graduate Attributes in Subject**

### **>> Moral and ethical awareness/reasoning**

Content: Students are sensitized of ethical conduct in different situations (academic and personal). They have skills in understanding and avoiding unethical behavior such as misrepresentation, plagiarism and environmental misuse and violence. They are formally taught ethics of research and human interventions as a part of core paper.

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## **Graduate Attributes in Subject**

### **>> Leadership readiness/qualities**

Content: Students have leadership qualities in organizing teams and their mobilization for effective problem solving in Home Science areas. Students apply creative leadership for realization of various goals. As a leader, they are trained to have greater community sensitivity and connect.

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## **Graduate Attributes in Subject**

### **>> Lifelong learning**

Content: Students are capable of self-directed/ self-paced learning for the continued learning and holistic development for meeting their professional and personal needs in varying environment and changing contexts.

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## **Qualification Description**

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

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

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## **Teaching-Learning Process**

Content: There is a shift from teacher centric to learner centric pedagogies. The teacher teaches content through well structured lectures, presentations, handouts and book referencing. Field based learning is the most popular approach. The student is engaged in making questionnaires, interview schedules for children, adolescents, men, women, elderly, patients, artisans and elicit first hand subject related knowledge. Discussion, team projects and practicals help in further consolidating knowledge and is an adjunct to all Home Science subjects. NGO internship, field trips, industry internships, industry based projects further harness subject specific skills. Outcome based approach makes it learner centric.

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## **Assessment Methods**

Content: Variety of assessment methods are used and can be broadly classified into end semester theory and practical exams. There is reasonable external evaluation. The skill papers are evaluated on continuous evaluation and formative assessment. All theory papers have assignments, projects, quiz etc. for which 25% marks are year marked. Internships are evaluated by three member faculty board for presentation and communicational skills.

The practicals are conducted assisted by manual where quality instruction material is made available to students. They are assessed on predetermined key. This ensures quality and minimum batch variation between multiple teachers. Seminar, Viva- voce, computer-assisted practicals are popular and time tested methods. The computer tools are frequently updated and contemporarised.

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## **Learning Outcome based approach to Curriculum Planning**

### **>> Nature and extent of the B.Sc/B.A./B.Com Programme**

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

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

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## **Learning Outcome based approach to Curriculum Planning**

### **>> Aims of Bachelor's degree programme in (CBCS) B.SC.(HONS.) HOME SCIENCE**

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

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## CC 6: Communication Systems And Mass Media

### Core Course - (CC) Credit:6

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#### Course Objective(2-3)

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

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#### Course Learning Outcomes

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

#### Unit 1

##### Understanding Self

8

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

#### Unit 2

##### 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 and functions
- Theories of small group communication, types of networks in small groups

#### Unit 3

##### Organization and Public Communication

25

- Organizational communication: concept, types, functions and networks
- Public communication- concept and techniques
- Intercultural communication- concept, stages and barriers
- Relationship between culture and communication

#### Unit 4

##### Mass Communication and Mass Media

12

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

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

## References

### COMPULSORY READINGS

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

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

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

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## CC 3: Dynamics of Communication & Extension Core Course - (CC) Credit:6

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### Course Objective(2-3)

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

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

### THEORY

PERIODS 60

#### Unit 1

##### **Communication: Concepts**

**18**

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

#### Unit 2

##### **Understanding Human Communication**

**20**

- Culture and communication- signs, symbols and codes in communication
- Postulates/Principles of Communication
- Elements of Communication and their characteristics
- Models of Communication
- Barriers to Communication

#### Unit 3

##### **Factors influencing communication**

**8**

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

- Empathy
- Persuasion
- Perception
- Listening

#### Unit 4

##### **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

#### Practical

**60**

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



## References

### COMPULSORY READINGS

- Devito, J. (1998). *Human Communication*. New York: Harper & Row.
- 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
- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

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

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## CC 10: Fashion Design Concepts Core Course - (CC) Credit:6

### Course Objective(2-3)

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

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### Course Learning Outcomes

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

**CONTENT****PERIODS (60)****Unit 1****Fashion****12**

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

**Unit 2****Importance of clothing****16**

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

**Unit 3****Components of garment****20**

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

**Unit 4****Design****12**

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

**Practical****60 Periods**

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

**References****COMPULSORY READINGS:**

- Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
- Marshall S.G., Jackson H.O., Stanley M.S., Kefgen M. & Specht T., 2009, Individuality in Clothing & Personal Appearance, 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:

- Frings, Stephens, G., 2007, Fashion: From Concept to Consumer, 9<sup>th</sup> edition, Pearson Education, India.

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### Teaching Learning Process

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

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### Assessment Methods

As per Delhi University norms.

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### Keywords

Fashion, design, garment components, fashion cycle

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## CC 2: Food and Nutrition Core Course - (CC) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

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

#### THEORY: CONTENTS

#### PERIODS

Unit 1

#### Basic Concepts in Food and Nutrition

6

- Basic terms used in study of food and nutrition
- Understanding relationship between food, nutrition and health

- Functions of food-Physiological, psychological and social

## Unit 2

### Nutrients

22

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

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

## Unit 3

### Food Groups

22

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

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

## Unit 4

### Methods of Cooking and Enhancing the Nutritional Quality of Foods

10

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

## Practical

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

## References

### COMPULSORY READING:

- Chadha R and Mathur P (eds)(2015). *Nutrition: A Lifecycle Approach*. Hyderabad: Orient Blackswan.
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. New Delhi: Elite Publishing House Pvt Ltd.

- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). *Basic Food Preparation: A Complete Manual*, Fourth Edition. Hyderabad: Orient Black Swan.
- Rekhi T and Yadav H (2014). *Fundamentals of Food and Nutrition*. New Delhi: Elite Publishing House Pvt Ltd.
- Srilakshmi B (2014). *Food Science*, 6th Edition. Delhi: New Age International Ltd.

#### Additional Resources:

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

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### Teaching Learning Process

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

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### Assessment Methods

As per University of Delhi norms.

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### Keywords

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

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## CC 1: Human Development I: The Childhood Years Core Course - (CC) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

- The student will be able to develop an understanding about the discipline of Human Development.
- The student will acquire a detailed understanding of developmental milestones and domains from conception to middle childhood.

- The student will be able to understand the salient features of child development by developing skills of using the various methods of primary and secondary data collection.
- The student will gain insight on context specific cultural practices of development in children and explore the role of family and community in the life of children.

## **THEORY:**

### **CONTENTS (TOTAL PERIODS: 60)**

### **PERIODS**

#### **Unit 1**

#### **Introduction to Human Development**

**15**

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

#### **Unit 2**

#### **Prenatal, Birth and the Neonate**

**15**

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

#### **Unit 3**

#### **Infancy and Preschool Years**

**15**

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

#### **Unit 4**

#### **Middle Childhood Years**

**15**

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

#### **Practical**

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

## References

### COMPULSORY READING:

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

### Additional Resources:

- Rice, F. P. (1998). Human Development: A Life-span Approach. New Jersey:Prentice Hall.
- Bee. H. (1995). The Developing Child. Harper Collins.

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## Teaching Learning Process

- Power point presentations
- Lecture methods
- Audio Visual methods

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## **CC 8: Human Development II: Development in Adolescence and Adulthood**

### **Core Course - (CC) Credit:6**

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### Course Objective(2-3)

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

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### Course Learning Outcomes

- To study different domains of development in adolescence- physical, cognitive, language and socio-emotional
- To understand different domains of development in adulthood- physical, cognitive, language and socio-emotional

- To familiarize the students in use of different techniques of studying various domains of development in adolescence
- To familiarize the students in use of different techniques of studying various domains of development in adulthood

## THEORY

### CONTENTS (TOTAL PERIODS: 60)

### PERIODS

#### Unit 1

#### **Introduction to Adolescence**

**15**

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

#### Unit 2

#### **Adolescence: Cognitive, Language and Moral Development**

**15**

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

#### Unit 3

#### **Introduction to Adulthood**

**15**

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

#### Unit 4

#### **Adulthood: Socio-emotional and Cognitive development**

**15**

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

#### Practical

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



## References

### COMPULSORY READINGS:

- Berk, L.E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Rice, F.P. (1998). Human Development: A Lifespan Approach. New Jersey: Prentice Hall.
- Rutter, M. and Rutter, M. (1992). Developing Minds: Challenge and continuity across the lifespan. London: Penguin
- Santrock, J.W. (2007). A Topical Approach to Lifespan Development. New Delhi: Tata McGraw-Hill.
- Papalia, D.E. and Martorell, G. (2015). Experience Human Development. McGraw Hill Education.

### Additional Resources:

- Singh, A. (Ed). 2015. Foundations of Human Development: A Lifespan approach. New Delhi: Orient BlackSwan.
- Sharma, N. (1999). Understanding Adolescence. National Book Trust.

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## Teaching Learning Process

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

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## Assessment Methods

As per the norms of University of Delhi.

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## Keywords

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

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## CC 5: Introduction to Textile Core Course - (CC) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

- Describe textile fibres in terms of their production and properties
- Understand production techniques and properties of yarns

- Explain various methods of fabric construction and relate them to specific uses keeping in mind fabric properties
- Recall various dyeing, printing and finishing techniques

## **THEORY**

### **CONTENTS (TOTAL PERIODS: 60)**

### **PERIODS**

#### **Unit 1**

##### **Introduction to Textile Fibres**

**6**

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

#### **Unit 2**

##### **Production, Chemistry, Properties and Usage of Fibres**

**14**

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

#### **Unit 3**

##### **Production and Properties of Yarns**

**10**

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

#### **Unit 4**

##### **Techniques of fabric construction**

**12**

- Weaving - Parts of a loom - Operations and motions of the loom - Classification of weaves- construction, characteristics, usage
- Knitting 5 - Classification of knits - Construction and properties of warp and weft knits
- Non-wovens 3 - Types - Construction - Properties and usage

#### **Unit 5**

##### **Basics of Wet Processing**

**9**

- Dyeing: - Fundamentals of dyeing - Stages of dyeing
- Printing: - Fundamentals of printing - Difference between dyeing and printing, - Methods of printing: Block, Screen - Styles of printing: Direct, Resist, Discharge - Digital and Transfer printing
- Finishes: - Classification of finishes, - Routine finishes - Selected special finishes

#### **Practical**

- Fibre Identification tests –Visual, burning, microscopic and chemical 2
- Yarn Identification – Single, ply, cord, textured, elastic, monofilament, 2 multifilament and spun yarn
- Thread count and balance 2
- Yarn Count 1
- Dimensional stability 1
- Weaves- Identification and their design interpretation on graph 2
- Fabric analysis of light, medium & heavy weight fabrics (five each) 2 - Fibre type - Yarn type - Weave - GSM - End use - Trade name
- Tie and Dye 3

## References

### COMPULSORY READING:

- Rastogi, D. & Chopra, S. (Eds.) (2017). Textile Science. New Delhi, India: Orient Black Swan Publishing Limited.
- Rastogi, D, Chopra, S., Arora, C. & Chanchal. (Eds.). Textile Science-A Practical Manual. (2016).New Delhi, India: Elite Publishing House Pvt. Ltd.
- Sekhri S. (2013). Textbook of Fabric Science: Fundamentals to Finishing. Delhi, India: PHI Learning.

### Additional Resources:

- Joseph, M. L. (1988). Essentials of Textiles. (6th Edition). Florida: Holt, Rinehart and Winston Inc.
- Corbman, P.B. (1983). Textiles- Fiber to Fabric. (6th Edition). USA:McGraw Hill.
- Collier B. &Tortora G. Phyllis. (1997) Understanding Textiles. USA: Merrill

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## Teaching Learning Process

- Lectures, Power Point presentations
- Experiential learning through demonstrations

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## Assessment Methods

As per University of Delhi norms

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## Keywords

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

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## **CC 11: Life Sciences**

### **Core Course - (CC) Credit:6**

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#### **Course Objective(2-3)**

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

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#### **Course Learning Outcomes**

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

### **SECTION A – BOTANY**

#### **Unit 1**

##### **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 2**

##### **PROPAGATION OF PLANTS – SEED AND VEGETATIVE (8)**

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

#### **Unit 3**

##### **TYPES OF GARDEN (7)**

- Ornamental garden
- Kitchen garden
- Herbal Garden

#### Unit 4

##### **ECONOMIC BOTANY (4)**

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

#### Unit 5

##### **BIOTECHNOLOGICAL APPLICATIONS (4)**

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

### **SECTION B- ZOOLOGY**

#### **UNIT I- ANIMAL DIVERSITY AND CELL BIOLOGY (8)**

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

#### **UNIT II- PARASITOLOGY AND ECONOMIC ENTOMOLOGY (8)**

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

#### **UNIT III- BIOTECHNOLOGY (6)**

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

#### **UNIT IV- HUMAN GENETICS AND DISEASES ( 6 )**

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

#### **UNIT V- VERMICOMPOSTING (2)**

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

#### Practical

### **SECTION A- BOTANY**

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

## SECTION B- ZOOLOGY

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

### References

#### COMPULSORY READING

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

#### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

Assessment as per norms prescribed by University of Delhi.

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## Keywords

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

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## CC 9: Nutrition - A Lifecycle Approach

### Core Course - (CC) Credit:6

#### Course Objective(2-3)

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

- To provide an overview of nutrition considerations during special conditions for children and adults.

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### Course Learning Outcomes

- Comprehend the principles of planning nutritionally adequate diets.
- Acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
- Exercise food choices consonant with good health based on sound knowledge of principles of nutrition.
- Understand nutrition considerations during special conditions for children and adults.

### Unit 1

#### **Principles of meal planning**

**12 classes**

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

### Unit 2

#### **Nutrition during adulthood**

**20 classes**

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

- Adults
- Pregnant women
- Lactating mothers
- Elderly

### Unit 3

#### **Nutrition during childhood**

**20 classes**

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

- Infants
- Preschool children
- School children
- Adolescents

### Unit 4

#### **Nutrition for special conditions: An Overview**

**8 classes**

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

### Practical

#### **1: Introduction to meal planning 2 practicals**

- Rich sources of nutrients
- Use of food exchange lists

#### **2: Planning nutritious diets for: 10 practicals**

- Adult
- Pregnant and Lactating woman
- Preschooler

- School age child and Adolescent
- Elderly

### 3: Planning nutrient rich snacks/dishes for: 2 practicals

- Infants (Complementary foods)
- Children

#### References

#### COMPULSORY READINGS

- Chadha R and Mathur P eds. (2015). Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi.
- ICMR(2010). Recommended Dietary Allowances for Indians. Published by National Institute of Nutrition, Hyderabad.
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Seth V, Singh K, Mathur P (2018). Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition. Elite Publishing House, Delhi.
- Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi Publ. Global Books Organisation, Delhi.
- Puri S, Bhagat A, Aeri, BT, Sharma A (2019). Food Exchange List: A Tool for meal Planning. Elite Publishing House. 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..
- NIN (2011). Dietary Guidelines for Indians- A Manual. Second edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

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### Teaching Learning Process

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

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### Assessment Methods

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

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### Keywords

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

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## CC 7: Personal Finance & Consumer Studies

### Core Course - (CC) Credit:6

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#### Course Objective(2-3)

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

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#### 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:

#### CONTENTS (TOTAL PERIODS: 60)

#### PERIODS

##### Unit 1

18

##### 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

##### Unit 2

##### Consumer in India: Consumer problems and education

20

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

**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

**Practical**

- 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.

**References****COMPULSORY READING:**

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

**Additional Resources:**

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

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**Teaching Learning Process**

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

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**Assessment Methods**

As per University of Delhi norms.

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**Keywords**

- Department of Resource Management & Design Application
- Household income

- Income management
- Expenditure patterns
- Personal Finance
- Consumer credit
- Consumer education and empowerment
- Consumer rights and responsibilities
- Consumer Protection Act (COPRA)
- Standardization marks
- Food adulteration

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## CC 12: Physical Sciences

### Core Course - (CC) Credit:6

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#### Course Objective(2-3)

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

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#### Course Learning Outcomes

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

### Section A:Chemistry

#### Unit 1

#### Carbohydrates, Lipids and Proteins (20)

- Classification, Monosaccharides – Fischer's structure of aldoses and ketoses, ring structure of sugars
- Anomers and epimers, oxidation of sugars, reduction of sugars, reducing properties of sugars, mutarotation
- Formation of disaccharides, reducing and non-reducing disaccharides,
- Polysaccharides – homo and heteropolysaccharides.
- Building blocks of lipids – fatty acids, glycerol
- Storage lipids – triacyl glycerol, glycerophospholipids
- Structure and classification of amino acids, peptide linkage, zwitter ion, Ninhydrin test
- Protein structure – Levels of organization – primary, secondary,

- tertiary and quaternary structure; Denaturation of proteins
- Enzyme and Concept of Lock & Key and Induced Fit Theory

#### Unit 2

##### **Polymers/Plastics (5)**

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

#### Unit 3

##### **Dyes (5)**

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

### **Section B: Physics**

#### Unit 4

##### **House hold Equipment and Consumer Awareness (8)**

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

#### Unit 5

##### **Electricity, Sound and Optics (11)**

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

- longitudinal wave motion, echo and their uses
- Recording and reproduction of Sound – various methods
- Lenses- convex and concave, focal length, aperture, aberrations
- Principle and working of Camera-analog and digital
- Elementary knowledge of Radio- AM and FM

## Unit 6

### Modern Physics and Electronics (11)

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

## Practical

60

### Chemistry

- Volumetric analysis
- Acid base titration (Estimation of free alkali present in the given soap solution).
- Precipitation Titration (Estimate amount of salinity in a given solution using silver nitrate).
- Complexometric titration (Determination of hardness of water).
- Redox titration (Estimation of Cu).
- Qualitative tests for carbohydrates and preparation of derivative (Osazone)
- Monosaccharides, disaccharides and polysaccharides.
- Separation of mixture of amino acids using paper chromatography and determination of  $R_f$  values.
- Preparation of methyl orange dye.

### Physics

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

### Demonstration experiments

- To study the various sources of electricity and measure their e.m.f.'s.
- To study the various sources of light and record their wattages.

- To obtain a pure spectrum of various sources of light (Na and Hg) using a spectrometer.

## References

### COMPULSORY READING:

- Bahl A. and Bahl B.S, (2012). *Advanced Organic Chemistry*. New Delhi: S. Chand and Sons.
- Solomon T.W. (2009). *Organic Chemistry (10<sup>th</sup> ed)*. U.S.A.: John Wiley & Sons.
- Khare P. & Swarup A. (2010). *Engineering Physics: Fundamentals and modern applications*. U.S.A.: Jones and Barlett Publishers.
- Claude H. Brechner (2012). *Household Physics*. U.S.A.: Hardpress Publishing.

### Additional Resources:

- Ahluwalia, V. K., Dhingra, S., Gulati, A., (2005), *College Practical Chemistry*, New Delhi: University Press (India) Pvt. Ltd.
- Morrison R. T. and Boyd R. N.(2011). *Organic Chemistry*. New Delhi: Pearson.
- Voet, D and Voet, J(2018). *Principles of Biochemistry*. U.S.A.: John Wiley and sons.
- Nelson, D.L. and Cox, M. M., Lehninger's (2017). *Principles of Biochemistry*. U.S.A.: W.H. Freeman and Co.
- Berg, J. M., Tymoczko, J.L. and Stryer, L.(2015). *Biochemistry*. U.S.A.: W. H. Freeman and Co.
- Vogel(2003). *Textbook of practical Organic Chemistry*. New Delhi: Pearson Education.
- Sidney E. Ray (2002). *Applied Photography Optics, 3<sup>rd</sup> Edition*. U.S.A.: Focal Press.
- Murugesan(2002). *Modern Physics*. New Delhi: S. Chand and Co.
- Skoog D.A. (2006). *Principles of Instrumental Analysis, 6<sup>th</sup> edition*. U.S.A.: Saunders College Publishing.
- Bhatia, K.B.(1993). *Elements of Electrical Gadgets*. New Delhi: Arya Book Depot.
- Khanna and Gulati (1999). *College Practical Physics*. New Delhi: S. Chand and Co.

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## CC 13: Research Methodology in Home Science

### Core Course - (CC) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

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

### Unit 1

#### **Research- Meaning, purpose and approaches** **20**

- Exploration, Description, Explanation
- Scientific method and research
- Quantitative and Qualitative approaches
- Research Designs –Experimental and Observational

#### ***Conceptualization and Measurement***

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

### Unit 2

#### **Sampling & Tools** **20**

- Role of sampling in research
- Types of sampling

#### ***Research Tools and Techniques***

- Validity and reliability
- Interviewing and observational methods
- Scales

### Unit 3

#### **The Research Process** **20**

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

### Practical

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

## References

### COMPULSORY READINGS

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

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

Assessment as per Delhi University Norms

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## Keywords

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

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## CC 4: Resource Management Core Course - (CC) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

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



- Develop skills in preparation of time plans for self and family.
- Undertake time and motion studies for work simplification.
- Practicing managerial skills for sustainability.

**THEORY:**

**CONTENTS (TOTAL PERIODS: 60)**

**PERIODS**

**Unit 1**

**18**

**Introduction to Management**

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

**Unit 2**

**20**

**Resources and sustainability**

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

**Unit 3**

**22**

**Functions of Management**

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

**Practical (Total = 60)**

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

## References

### COMPULSORY READING:

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

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

## CC 14: Socio Economic Environment

### Core Course - (CC) Credit:6

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#### Course Objective(2-3)

- To gain and understand the various roles and responsibilities of family.
- Discuss various issues in community life of Indian society : Rural, urban and tribe
- Understand the major economic problems of India and their implications in society.
- To gain knowledge about various development policy measures adopted in the country.

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#### Course Learning Outcomes

- Understand various dimensions of the family changing roles and responsibilities.
- Unfold perspectives and issues in community life of Indian society : Rural, urban and tribal.
- Gain knowledge about various dimensions of society and culture.
- Apprehend the basic concepts of economics and their utilization in day today life.
- Gain an understanding of National Income in India, working of the banking structure, 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:

#### CONTENTS (TOTAL PERIODS: 60)

#### PERIODS

##### Unit 1

##### Sociological Orientation

- Society ,Culture and Institution
- Family, Kinship and Relationships
- Social Groups and Multiplicity
- Cultural diversity in contemporary life

15

##### Unit 2

##### Emergence of New Ideological Orientations

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

15

##### Unit 3

##### Introduction to Economics

- Definition, scope of Economics.
- Central problems of an economy
- Wants – Classification and Characteristics.
- Utility – Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility
- Law of Demand & supply, Elasticity.
- Engel's Law of Consumption.

15

- Consumer's Surplus
- Equilibrium of Demand and Supply, market.
- Factors of Production– land, labour, capital and organisation
- National Income estimates
- Money-Types & functions of money, Measurement of the value of money-Index number, Inflation
- Types & functions of Banks
- Revenue, Taxation and International trade, Balance of payment problems in India

#### Unit 4

### Indian Economic Environment

15

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

#### Practical

### A. Sociology practical

60 (30+30)

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

### B Economics Practical

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

#### References

### COMPULSORY READING:

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

#### Additional Resources:

- Bhushan Vidya & Sachdeva .D.R. (2011). *An Introduction to Sociology*: New Delhi: Kitab Mahal Publishers.
- Srinivas, M.N. (Ed.) 1996. *Caste: Its twentieth century avatar*. New Delhi: Viking Penguin.
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- Dewett, K. K., & Navalur, M.H. latest edition. Modern economic theory. S. Chand
- 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.
- Mithani D.M., latest edition, Macro-Economics. Himalaya Publishing House
- Sundaram K.P.M., latest edition, Introduction to Economics. Ratan Prakashan
- Datt & Sundharam, latest edition, Indian economy, S. Chand.
- Jhigan , M.L. latest edition. Money, banking, international trade and public finance. VrindaPublications

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## Teaching Learning Process

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

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## **DSE 23: Advertising and Public Relations** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

- To understand the concept, scope and relationship between advertising, Public Relations and Corporate Communications
- To evaluate the different types of advertising appeals, advertisements, campaigns and their impact on audience.
- To gain insight into audience segmentation and it's importance in advertising and Public Relations
- To learn the laws, standards, regulations and ethics of advertising and Public Relations

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### Course Learning Outcomes

- Understand the concept, scope and trends in advertising, Public Relations and Corporate Communications

- Critically evaluate the different types of advertising appeals, advertisements, campaigns and their impact on audience.
- Gain insight into audience segmentation and its importance in advertising and Public Relations
- Understand the scope and relationship between PR, Marketing, Publicity, Advertising and Corporate Communications
- Learn the laws, standards, regulations and ethics of advertising and Public Relations

#### Unit 1

### **Advertising**

**20**

- Definition and types of Advertising
- Appeals in Advertising
- History of Advertising
- Advertising Theories and Models-AIDA model, DAGMAR Model, Maslow's Hierarchy Model, communication theories applied to advertising
- Ethical and legal aspects in advertising
- Advertising agencies, their organizational structure and functions
- Apex bodies in advertising
- Role of Advertising in Marketing mix, PR
- Media Planning

#### Unit 2

### **Communication Research for advertising**

**10**

- Approaches in advertising research
- Campaign assessment research
- Tools and techniques in advertising research and analysis

#### Unit 3

### **Public Relations**

**5**

- Definition, origin, growth and importance of Public Relations (PR)
- Growth of PR in India
- Relationship between PR, Marketing, Publicity and Advertising
- Principles of PR
- PR in government
- PR Industry, Practice and Application
- PR Research in India

#### Unit 4

### **PR Tools and Techniques**

**20**

- PR Tools and Techniques
- Functions of PR organizations
- Ethical and legal aspects in PR
- Apex bodies in PR

#### Unit 5

### **Foundation skills for Corporate Communication and PR**

**15**

- Growth of new media and changing corporate media relations practices
- Corporate Communication: Concepts, structure and practice
- Crisis Communication: functions of organizational communication departments within a corporation
- The making of a PR and Corporate Communication professional
- Corporate branding and image building

- Analyzing advertisements in different media
- Developing print and video advertisements
- Analyzing and practicing public relations tools and techniques
- Building a Public Relations campaign

## References

### COMPULSORY READINGS

- Aggarwal, B.V. and Gupta, V.S. (2002). Handbook of Journalism and Mass Communication. New Delhi: Concept Publishing Company.
- Banik, G.C. (2006). PR and Media Relations. Jaico Publishing House Delhi.
- Cornelissen, J. (2014). Corporate Communication: A Guide to Theory and Practice. Sage Publication
- Dominick, J and Wimmer. (2013). Mass Media Research: An Introduction. Cengage Learning; 10th edition
- Jethwani, Verma, Sarkar (2015). Public Relations: Concept, Strategies, Tools. 3rd Edition, New Delhi: Sterling Press
- Jethwani, Jain Shruti (2012), Advertising Management, New Delhi: Oxford Higher Education

### Additional Resources:

- Kothari, CR (2012) Research Methodology Methods & Techniques, Published by New Age International (P) Ltd, New Delhi
- Oliver, S. (2004). *Handbook of Corporate Communication and Public Relations: Pure and applied*. UK: Routledge
- Podnar, K. (2015). *Corporate Communication: A Marketing Viewpoint*. Delhi : Routledge Publication
- Sachdeva I. (2005). Public Relations: Principles and Practices. New Delhi. Oxford Higher Education
- Sam Black, (2008). *Practical Public Relations*. Universal Book Stall, New Delhi.
- Vilanilan J. V. (2011). *Public Relations in India, New Task and Responsibilities*. Sage Publication India Pvt. Ltd, New Delhi
- Cutlip and Centre (1982). Effective Public Relation. Newyork: Prentice Hall

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, SBCC, Advertising, Public Relations, Corporate Communications, Media, Research

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## DSE 17: Apparel Marketing & Merchandising Discipline Specific Elective - (DSE) Credit:6

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### Course Objective(2-3)

- To explore the fundamental concepts of Marketing
- To analyze application of marketing concepts in the fashion industry

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### Course Learning Outcomes

- Understand the dynamics of fashion market environment
- To apply the learning of marketing mix in the fashion industry
- Comprehend the retail promotional tools
- Understand consumer market segments

### Unit 1

#### **Introduction to Marketing 10**

- Definition and scope of marketing
- Marketing concepts
- Marketing environment

### Unit 2

#### **Product and Pricing 18**

- Product line, product mix and Product classification
- Product lifecycle and marketing strategies
- New product development
- Branding
- Methods of pricing
- Pricing strategies

### Unit 3

#### **Promotion 12**

- Advertising – forms of advertising
- Sales promotion – definition and types
- Personal selling
- Effectiveness of promotional tools at different stages of product life cycle

### Unit 4

#### **Retail Formats 8**

- Different types of brick & mortar stores
- Different types of online stores

### Unit 5

#### **Market Segmentation 12**

- Segmentation
- Targeting
- Positioning

### Practical

- Case study of a fashion brand- signage, logo, tagline, positioning, target market, USP of the product
- SWOT analysis of the fashion brand
- Analysis of tangible and intangible brand elements
- Making of a positioning map
- Analysis of demographic segmentation on the basis of consumer groups and consumer generations

### References

#### **COMPULSORY READING:**

- Posner, H., 2011, Marketing Fashion, Laurence King Publishing, London, ISBN: 978-1-85669-723-1



- Kotler, P. & Lane, K., 2016, Marketing Management, 15th edition, Pearson India Education Services, ISBN: 978-93-325-5718-5
- Kendall, G.T., 2009, Fashion Brand Merchandising, Fairchild Books, USA, ISBN: 978-1-56367-561-4

#### Additional Resources:

- Robbins, P.S. and Dcenzo, A.D. (2005), Fundamentals of Management- Essential Concepts and Applications, 5th Edition, Parson Education Inc. India
- Poloian, G.L. (2009), Multichannel Retailing, Fairchild Books, New York
- Robbins, P.S. and Coulter, M., (2008), Management, 9th Edition, Prentice Hall India Pvt. Ltd.

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## Teaching Learning Process

Lectures, Power point presentations, Videos

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## Assessment Methods

As per DU norms

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## Keywords

Apparel, Marketing, Merchandising, Product, Brand, Retail, Promotion

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# DSE 18: Apparel Production

## Discipline Specific Elective - (DSE) Credit:6

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### Course Objective(2-3)

- To develop a keen eye for assessing fit in clothes
- To develop a level of proficiency in making patterns for simple garments
- To be able to independently lay patterns, cut fabric and sew a garment

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### Course Learning Outcomes

- Apply the knowledge of fabrics and fabric terminology to follow preparatory steps before garment cutting
- Use and apply the concept and techniques of pattern making, laying out and cutting
- Judicious application of knowledge for looking for producing quality in patterns, and processes thereafter till full garment assembly
- Have skill and command in basic pattern making for children and women's clothes
- Apply the learnt concept of fit evaluation

#### Unit 1

### Introduction to pattern making

12

- Measurement on body and dress form
- Labeling and recording measurements
- Importance of patterns and pattern information
- Methods of pattern making
- Rules of pattern making
- Principles of pattern making

#### Unit 2

### Preparatory steps for garment construction

10

- Fabric types: weights, widths and trade name

- Fabric terminology
- Preparatory steps- preshrinking, straightening and truing
- Layouts for patterns-general guidelines, basic layouts- lengthwise, partial lengthwise, crosswise, double fold, open, combination fold
- Layouts for special fabrics- Unidirectional, bold and large prints, plaids, stripes and checks, various widths of fabrics
- Pinning , marking and cutting
- Cutting tools and machines

### Unit 3

#### **Seams and finishing of raw edges**

**10**

- Sewing machines- components of a sewing machine,
- Types of industrial sewing machines- single needle lock stitch, overlock, blind stitching, button hole and button stitching, bartacking
- Seams defects and remedies
- Sewing needles and threads
- Relationship between needle, thread, stitch length & fabric weight
- Basic seam categories- super imposed seam, lapped seam, ridge seam, bound seam, flat seam and decorative seam
- Additional seam techniques: clipping, notching, grading, trimming, easing, under stitching, stay stitching, trimming a corner.
- Edge treatments of straight & curved edges- self finish, crossway strips and its importance, bias facing, bias binding, shaped facing, self-finishing, casings and finishing with trims

### Unit 4

#### **Pattern development for children and women**

**20**

- Child bodice block
- Design variations in frocks- A-line, yoked, short bodice, elongated bodice with gathers, pleats and flares
- Child's sleeve block
- Adapting to various sleeves- puffed and variations, flared, cap
- Developing design variations in collars-peter pan and its variations, mandarin, one piece stand and fall collar
- Adult women's bodice block and sleeve block
- Adult women's skirt block
- Developing design variations in bodice- dart terminology, dart manipulation, balancing, trueing and equalizing,
- Developing design variations in adult skirts- A-line, flared, gathered and pleated
- Plackets and appropriate fasteners

### Unit 5

#### **Design & Fit**

**8**

- Body shapes
- Designing for different figure types
- Fit: Fitting area, fitting guidelines, fitting procedure, fitting problem and remedies
- Factors affecting fit, line, ease, grain, set and balance

### Practical

**60**

#### **Drafting of child basic bodice and sleeve block**

- Adaptation of three bodice-short waist, standard waist and low waist
- Adaptation of sleeves- cap, petal and puffed
- Developing collars- one piece stand & fall, peter pan, mandarin

- Adapting bodice to various frocks-A-line, yoked, short bodice, elongated bodice with gathers, pleats and flares

### **Drafting of adult basic bodice and sleeve block**

- Adaptation of bodice with dart manipulation-curved dart, dart cluster, princess line and empire line
- Adaptation of skirt-A-line, flared, gathered and pleated

### **Sewing basics and construction**

- Samples of -dart, dart tuck and dart equivalents
- Construction of plackets with suitable fastener- even hem with button and button hole, wrap & projection with hook & eye, concealed zipper
- Construction of any one frock with collar and sleeve

### **References**

### **COMPULSORY READINGS**

- Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York.
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America
- Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, Fitting and Pattern Alteration : A Multimethod Approach, Fairchild Publications, New York.

### **Additional Resources:**

- Carr H. & Latham B. (1994), The Technology of Clothing Manufacture, 2nd edition, Blackwell SC.
- Cooklin, G. (1991), Introduction to clothing manufacture, Blackwell publishing.

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## **Teaching Learning Process**

- Lecturing
- Demonstrating audio visual aids
- Collaborating
- Classroom discussion
- Debriefing
- Classroom Action Research
- Evolution of teaching methods
- PPT
- Lab practical's

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## **Assessment Methods**

- Continuous evaluation system
- An open-ended question that gets them writing/talking
- Ask students to reflect
- Use quizzes
- Choral reading
- One question quiz
- End semester exams

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## **Keywords**

- Pattern Making

- Garment Construction
- Seams
- Finishing
- Drafting
- Design
- Fit
- Bodice Block
- Sleeve Block

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## **DSE 25: Basics of Interior Design and Hospitality Management**

### **Discipline Specific Elective - (DSE) Credit:6**

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#### **Course Objective(2-3)**

- 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

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#### **Course Learning Outcomes**

- Comprehend the concept of design applicable to interior spaces in hospitality industry.
- Proficiency in presentation drawings to be used in hospitality management.
- Understand the maintenance of materials and finishes to create aesthetic and sustainable interiors.

#### **Unit 1**

##### **Introduction to foundation of art and design      10**

- Objectives of design : Beauty, Functionalism and Expressiveness
- Types of Design: Structural and decorative (Naturalistic, stylized, abstract and geometric; modern and traditional design
- Elements of design: Line, Shape and Form, Space, Pattern, Texture, Light, Color
- Principles of design: Balance, Harmony, Scale, Proportion, Rhythm, Emphasis

#### **Unit 2**

##### **Components of Interior Design      20**

- Surface in Interior: wall finishes, floor finishes, ceiling finishes
- Types of Furniture and furnishings
- Types of accessories
- Sustainable interior design

#### **Unit 3**

##### **Functions of Hospitality Industry      30**

- Importance & functions of housekeeping department in hospitality industry
- Functions and management of Food Service Department
- Introduction to front office department and personal management
- The functions of linen room and laundry
- Eco-tourism concept and management of facilities using organic methods and techniques

#### **Practical**

**60**

- Making drawing sheet on the following - Types of lines, Patterns, Textures and Colors
- Designs – Types
- Making Accessories: Application of elements and principles of design in creating

- Visit to Architect Offices/ Interior Designs/ Sites/ ongoing completed projects Exhibitions/House design by project.
- Elements of decoration for hospitality industry.
- Table setting for Restaurants & Banquettes.
- Visit to various departments of hotels to learn to prepare facility maintenance records.
- Collect information regarding eco-tourism in India.
- Plan an eco-tourism trip (schedule, budget, implementation, challenges or meeting emergency situations) for a specific target group with specific objectives

## References

### COMPULSORY READING

- Goel, S., Seetharaman, P. & Kakkar, A. (2015). Interior Space Designing: A practical manual. New Delhi: Elite Publishing House Pvt. Ltd. (2<sup>nd</sup> Ed).
- Andrew Sudhir (1985). *Hotel Housekeeping: Training Manual*. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
- Gandotra, V., Shukul, M. and Jaiswal, N. (2010). *Introduction to Interior Design and Decoration*. Dominant Publishers and Distributors, Delhi.

### Additional Resources:

- Bhatt Pranav and Goenka Shanita (1990). *The Foundation of Art and Design*. Lakhani Book Depot, Bombay.
- Andrews, S. (2000). *Food and Beverage Management*. Tata McGraw Hill Publishing Co. Ltd, New Delhi.

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## Teaching Learning Process

- Classroom lectures
- Power point presentations
- Experiential learning through demonstrations
- Project works
- Field visits

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Resource Management & Design Application
- Interior Design
- Hospitality Management
- Eco-tourism
- Hospitality Industry

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## **DSE 26: BASICS OF NUTRITION EPIDEMIOLOGY AND ANTHROPOLOGY**

### **Discipline Specific Elective - (DSE) Credit:6**

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#### **Course Objective(2-3)**

- To enable the students to understand the epidemiology of various nutritional problems as well as relevance of anthropology in health, disease and nutrition.
- To encourage the application of epidemiology and anthropology in prevention of disease and promotion of health through nutrition.

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#### **Course Learning Outcomes**

On completion of the course, students are expected to be able to –

- Describe major methods and indicators in the context of epidemiology in nutrition
- Explain epidemiology of major public health problems specifically relating to under nutrition, over-nutrition and micronutrient deficiencies
- Demonstrate knowledge of anthropology as applied to health, disease and nutrition
- Understand effect of cultural, ecological, geographical and other variations on malnutrition

#### **Unit 1**

##### **Epidemiology in Nutrition (10 periods)**

- Definition and scope of epidemiology , Health and Nutritional epidemiology
- Determinants of MCH & indicators commonly used to track maternal/ child health & nutrition
- Definitions of commonly used epidemiological indicators like Crude death rate, IMR, U5MR, Birth rate, Fertility rate, , Maternal mortality rate/ratio etc..
- Disease frequency, causes and prevention - population at risk, Incidence and its comparison.
- Epidemiological Methods and Types
  - a. Observational, Experimental, and Potential errors.
  - b. Case fatality, Mortality.

#### **Unit 2**

##### **Epidemiology of Major public Health and Nutrition Problems in India (14 periods)**

- Status of maternal & child nutrition/health, under-nutrition and over-nutrition as per latest surveys
- Prevalence and utilization rates of key indicators/interventions for women, children, adolescence: globally and in India
- Studying the progress of key indicators of vulnerable age groups based on disaggregated data rural vs urban, male vs female, SC, ST, OBC and Wealth quintiles. (NNMB, SRS, DLHS,CES, MICS,NFHS I, II and III data) and calculating per annum progress/deterioration.
- Vital statistics and Causes of IMR, NMR, MMR, Under 5 Mortality rates & its relationship with nutrition.
- Emergence of evidence based interventions for improving Maternal and Child Health and under-nutrition and over-nutrition from global and National epidemiological data base.

#### **Unit 3**

##### **Epidemiology of Major Micronutrient deficiencies (10 periods)**

- Status of micronutrient deficiencies in mothers and children as per latest surveys
- Prevalence and utilization rates of key indicators/interventions to improve micronutrient deficiencies for women, children, adolescence: globally and in India;
- Studying the progress of key indicators of vulnerable age groups based on disaggregated data rural vs urban, male vs female, SC, ST, OBC and Wealth quintiles. (NNMB, SRS, DLHS,CES, MICS,NFHS I, II and III data) and calculating per annum progress/deterioration.

## Unit 4

### **Introduction of Anthropology and Its Relevance to Nutrition (14 periods)**

- Definition and Application of the Discipline of Anthropology as applied to:
  - a. Health and Disease
  - b. Nutrition and Nutritional Status
- Historical development of Nutritional Anthropology: Evolution from a biomedical to a socio cultural view of nutrition.
- Emic vs Etic Perspective.
- Factors Affecting Food choices and household level practices
  - a. Ecological and Geographical
  - b. Poverty, economic status
  - c. Socio cultural; education, ethnic and religious factors.
  - d. Sensory Qualities of Foods and culture
  - e. Girl child and women
  - f. Intra Household Distribution of Food

## Unit 5

### **Cultural Interpretation of Malnutrition and Rural Urban differences (12 periods)**

- Community beliefs about cause prevention and treatment of under nutrition, micronutrient deficiencies (PEM, IDA, VAD, IDD ) in children and women, over-nutrition in developed and developing countries.
- Ethno-physiology: cultural perceptions of body physiology in different stages of the life cycle (child, adolescent, adult) and its impact on home level nutrition and health care.
- Comparing rural vs urban differences as regards :
  - a. Time and activity patterns; workload of men and women and its impact on food intake and nutritional status (especially vulnerable groups)
  - b. Health care seeking behaviors – treatment of illness.
  - c. Complementary feeding and breast feeding practices; family support.
  - d. Seasonal variations in malnutrition and morbidity.

### Practical

- Assessing the epidemiology of a nutrition and health problems in vulnerable groups of the population & tracking progress in the last decade
- Comparing the frequency of occurrence/exposure of nutrition and health
- Study of Nutrition Anthropology/Research Tools and Methods
  - Brief overview of QL tools (purpose and technique):
  - Focus Group Discussion
  - Open ended Interviews - In depth Interviews & Key Informant Interviews
  - Various Types of observation methods.
  - Importance of integrating qualitative and quantitative methods (QL and QN);
  - Overview of concept of participatory Research (PR) as distinct from Qualitative Research
- Principles of PR
- Features of good PR
- Introduction of few PR methods (eg. Community mapping, preference ranking, Venn Diagrams, seasonality diagram)
  - Data collection in the area of health and Nutrition using above methods

### References

### COMPULSORY READING

- Bonita R., Beaglehole R., Kjellström T (2006). Basic Epidemiology, 2nd Edition, WHO, 2006  
[http://whqlibdoc.who.int/publications/2006/9241547073\\_eng.pdf](http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf)
- Koblinsky M (1993). The Health of Women : A Global Perspective. (1993) NCIH, Washington, DC, USA.
- Lal S (2009). Textbook of Community Medicine. CBS Publication
- Langseth L (1996). Nutritional Epidemiology: Possibilities and Limitations. Washington DC, ILSI Press.

- Lawrence M , Worsley T (2007). Public Health Nutrition: From Principles to practice. Allen and Unwin, Australia.
- Moon G, Gould M (2000). Epidemiology: An Introduction. Philadelphia, Open University Press.
- Mother Care (1990). Behavioural Determinants of Maternal Health Care Choices in Developing Countries, Mother Care, USA.
- Park K (2017). Park's Textbook of Preventive and Social Medicine, 24th ed. Jabalpur M/s. Banarsidas Bhanot
- Pelto GH, Pelto RJ and Masser E (1989). Research Methods in Nutritional Anthropology, Tokyo, Japan: The United Nations University

#### Additional Resources:

- Vir, S (2011). Public health nutrition in developing countries, Woodhead Publishing India limited.

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### Teaching Learning Process

- Lecture
- Power point presentations

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### Assessment Methods

As per university norms

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### Keywords

Nutritional epidemiology, nutritional anthropology, epidemiology of public health, maternal and child nutrition

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## DSE 13: Child Rights and Gender Justice

### Discipline Specific Elective - (DSE) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

- The student will develop an understanding of rights of children in the Indian context.
- The student will demonstrate the ability to identify contexts and needs of individual and communities for gender sensitization and rights based interventions.
- The student will be able to identify and use approaches for gender empowerment and creating right based awareness in the everyday context.



## THEORY:

### CONTENTS (TOTAL PERIODS: 60)

### PERIODS

#### Unit 1

##### **Introduction to Child Rights**

**15**

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

#### Unit 2

##### **Children in need of care and protection**

**15**

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

#### Unit 3

##### **Social construction of gender and Indian society**

**30**

- Sex and Gender , Masculinity and Femininity , biological and cultural determinants
- Understanding lives of transgender and LGBTQ community
- Socialization for gender : gender roles, stereotypes and identity
- Patriarchy and social institutions
- Being male and female in Indian society – social traditions and contemporary issues
- Gender in the workplace and in public spaces
- Exploring the issues of violence against females
- Contemporary influences : media and popular culture
- Demographic profile of children and women in India
- Laws, policies and programmes for children and women

#### Practical

**60**

- Visits to organizations working in the area of Child Rights and Gender to understand their objectives, programmes and experience.
- Workshops on relevant issues like Gender, domestic violence, gendering of public spaces.
- Understanding child rights and gender issues in diverse social groups through field visits and interactions
- Media portrayals of women and children.

## References

### COMPULSORY READING:

- Agarwal, A. & Rao, B.V. (2007). *Education of Disabled Children*. New Delhi: Eastern Book Corporation.
- Bajpai, A. (2006). *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- Bhasin, K. (2014). *Feminism and its Relevance in South Asia*. New Delhi: Raj Press.
- Bhasin, K. (2017). *Exploring Masculinity*. New Delhi: Raj Press.
- Bhasin, K. (2017). *Understanding Gender*. New Delhi: Raj Press.
- Bhasin, K. (2017). *What is Patriarchy?* New Delhi: Raj Press.
- Chopra, G. (2015). *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Saikia, N. (2008). *Indian Women: A socio- legal perspective*. New Delhi: Serials Publication.

### Additional Resources:

- Agnes, F. (1999). *Law and Gender Inequality: The Policies of Women's Rights in India*. Oxford University Press.
- Kishwar, M. (1999). *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. New Delhi: Oxford University Press.
- Satyarthi, K. and Zutshi, B. (Ed) (2006). *Globalization, Development and Child rights*. New Delhi: Shipra Publications.

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## Teaching Learning Process

- Lectures
- Videos
- PowerPoint presentations
- Field visits

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Human Development & Childhood Studies
- Child Development
- Gender
- Masculinity
- Femininity
- Social construction
- Empowerment
- Domestic violence
- Feminism

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## DSE 29: Child Rights in India

### Discipline Specific Elective - (DSE) Credit:6

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#### Course Objective(2-3)

- To understand the meaning of child rights and rights based approach to providing services and programmes for children
- To identify groups of children who are in need of care and protection and situational analysis of the child in India
- To acquire knowledge of constitutional and legal provisions in India for care and protection of the children.

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#### Course Learning Outcomes

- Students will acquire a conceptual understanding of child rights.
- The students will acquire knowledge of vulnerable groups of children in India and status of children in India.
- Students will learn about constitutional and legal provisions in India for care and protection of the children.

#### **THEORY:**

##### Unit 1

##### **Understanding child rights**

**16**

- Definitions of a child
- Concept of child rights
- Models for understanding child rights
- Factors of exclusion
- Situational analysis of children in India
- Child protection

##### Unit 2

##### **Children in need of care and protection**

**24**

- Street and working children
- Neglected and homeless children
- Child-trafficking and child abuse
- Orphan and destitute children
- Children in conflict with law
- Children in conflict zones, disabilities
- Girl child

##### Unit 3

##### **Framework for Social Action**

**20**

- Constitutional provisions for children in India
- National policies, programs
- Laws for children ( CLPRA, POCSO, HAMA, GAWA, PC-PNDT, RPwD, JJ act)
- UNCRC, NCPCR
- Role of family, community, state and child herself in protecting rights
- Services for children-institutional and non-institutional

### Practical

- Visits to institutions working for vulnerable children.
- Exploring and analysis of child rights issues through audio-visual sources and workshops.
- Interaction with children in difficult circumstances.
- Preparing stories and awareness materials on child rights
- Case profile of a child in difficult circumstances.
- Programme planning.

### References

#### **COMPULSORY READING:**

- Bajpai, A. (2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.
- Chopra, G. (2015). Child rights in India: Challenges and Social Action. New Delhi: Springer.

#### **Additional Resources:**

- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.
- Virani, P. (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.

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## Teaching Learning Process

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Field visits
- Research and newspaper articles

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## Assessment Methods

As per University of Delhi norms

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## Keywords

- Child rights
- Child protection
- Children in need of care and protection
- Child labour
- Child abuse
- Child trafficking
- Children in conflict with law
- Adoption

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## **DSE 14: Childhood Disability and Social Action**

### **Discipline Specific Elective - (DSE) Credit:6**

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#### **Course Objective(2-3)**

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

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#### **Course Learning Outcomes**

- After studying the course
- Students will understand a Rights based approach to disabilities.
- Students will be able to understand ways of preventing disabilities.
- Students will be able to demonstrate understanding and knowledge of the etiology of a wide range of disabilities.
- The students will acquire skills in early detection of childhood disabilities and early intervention.
- The students will acquire skills in assessment and evaluation of childhood disabilities and early intervention.
- Student will learn simple skills for including Children with Disabilities in classrooms.

#### **THEORY:**

##### **Unit 1**

##### **Understanding Disability and Inclusion**

**12**

- Defining and understanding disability
- Perspective on disability:
- Extent of disability

##### **Unit 2**

##### **Types of Disability**

**28**

- Early detection, assessment and etiology with reference to:
- Physical disabilities
- Intellectual disability
- Sensory disabilities- Visual and auditory
- Learning disability
- Autism
- Prevention, therapy, education and management

##### **Unit 3**

##### **Disability and society**

**20**

- Understanding inclusion and inclusive practices, Integrated and Special education
- Overview of practices and provisioning related to addressing disability in India
- Families of children with disabilities
- Advocacy to empower Person with Disabilities
- Policies and laws – UNCRPD, RPwD act

#### COMPULSORY READINGS

- 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.
- Sharma, N. (Ed)(2010). *The Socail Ecology of Disability-Technical Series -3*Lady Irwin College. Delhi:Academic Excellence
- Mangal, S. K. (2007).*Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India

#### 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 toInclusion*,Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
- 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.

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### Teaching Learning Process

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

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### Assessment Methods

As per University of Delhi norms.

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### Keywords

- Disabilities
- Detection and prevention
- Inclusion
- Special education
- Laws

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## **DSE 27: Commercial Clothing** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

- To have knowledge of the essentials of the apparel industry
- To judiciously select quality raw material for design and garment making
- To have clear understanding of steps in garment assembly

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### Course Learning Outcomes

- Awareness of organization and working of the apparel industry
- Have a keen eye for selection of raw materials for garment making
- Conceptualize design for product development
- Presentation skills for the showcasing end-of-term in a professional manner

### Unit 1

#### **Garment Industry Essentials**

**20**

- Over view of the garment industry- brief history, manufacturers, contractors, wholesalers, retailers, branded vs Private label
- Organization of Apparel manufacturing unit- function of various departments
- Global trade: Imports and Exports- advantages and disadvantages
- Stitches, seam classes
- Labeling: manufacturer and product information, certification, care and care symbols, voluntary label information
- Sizing: Numbered, lettered, children's wear, women's wear, men's wear

### Unit 2

#### **Selection of Fabric and Accessories**

**15**

- Recognizing body shape and type
- Selection of appropriate apparel fabrics for girls, women, boys and men's wear
- Fabric: essential quality indicators and physical features of fabric
- Use of trimmings in clothing for value addition
- Accessories – types, materials, and use

### Unit 3

#### **SOURCING, SPEC SHEETS AND Procurement**

**15**

- Sourcing of Fashion materials
- Preparation of specification sheet
- Procurement of Fashion Materials
- Costing of garments

### Unit 4

#### **GARMENT ASSEMBLY AND ASSESSING QUALITY**

**10**

- Parts, panels, pieces and product
- Assessing Apparel quality-Quality feature, price, consumer, perception of quality,
- Value: relating price and quality, Quality processes in apparel industry
- Testing and inspection

### Practical

**60**

- Designing a line for women's wear based on a theme
- Developing patterns for selected designs
- Construction of any two garments from the above patterns
- Design presentation

### References

#### **COMPULSORY READINGS**

- Brown, P. and Rice, J.1998, Ready-to-wear Apparel Analysis, Prentice Hall.

- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America
- Burns leslie, Nancy B. 1997, The Business of Fashion- Designing Manufacturing and Marketing, Fairchild publications. USA.

#### Additional Resources:

- Cooklin, G., 1991, Introduction to clothing manufacture, Blackwell.
- Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., Ney York.

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### Teaching Learning Process

- Lecturing
- Audio visual aids
- Demonstrating
- Collaborating
- Classroom Action Research
- Evolution of teaching methods
- PPT
- Lab practical's

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### Assessment Methods

- Continuous evaluation system
- An open-ended question that gets them writing/talking
- Ask students to reflect
- Use quizzze
- Choral reading
- One question quiz
- End semester exams

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### Keywords

- Garment industry
- Fabric and accessories
- Sourcing of fabric and accessories
- Spec sheets
- Garment assembly
- Assessing quality

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## **DSE 5: Communication for Development : BCC** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

- 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 appreciate the nuances of development reporting and development journalism
- To understand the process and techniques of SBCC



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### 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

## LECTURES 60

### Unit 1

#### **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

### Unit 2

#### **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.

### Unit 3

#### **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

### Unit 4

#### **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

### Unit 5

#### **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

- 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

## References

### COMPULSORY READINGS

- 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.

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## Teaching Learning Process

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

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## Assessment Methods

Assessment as per Delhi University Norms

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## Keywords

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

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## **DSE 9: Entrepreneurship Development & Enterprise management**

### **Discipline Specific Elective - (DSE) Credit:6**

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#### **Course Objective(2-3)**

- 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

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#### **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**

#### **Unit 1**

##### **Entrepreneurship Development:**

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

#### **Unit 2**

##### **Enterprise Planning and Launching:**

- Types of enterprises, classification based on capital, product, location, ownership pattern and process **20**
- Project Identification: Idea generation, sensing business opportunities, feasibility study
- Project Formulation: Project report & its components, writing a business proposal
- Project Appraisal: Technical, marketing, financial, legal and environmental

#### **Unit 3**

##### **Enterprise Management (with specific reference to start ups and micro enterprises):**

- Production Management - Organizing production; input-output cycle - ensuring quality **20**

- Marketing Management- Understanding markets and marketing: types, functions & marketing mix
- Financial Management –Concept, types and sources of finance, financial ratios & projections
- Human resource management – Concept, significance, practices, challenges
- Network analysis
- Business ethics

#### Practical

60

- 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.

#### References

##### COMPULSORY READING:

- [Charantimath, P. M.](#) (2018). *Entrepreneurship Development and Small Business Enterprises*. Pearson Publications.
- Chhabra T. N. (2015). *Entrepreneurship Development*. New Delhi: Sun India.
- [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.

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### Teaching Learning Process

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

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### Assessment Methods

As per University of Delhi norms.

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### Keywords

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

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## **DSE 4: Childhood in India**

### **Discipline Specific Elective Course Credit: 4**

#### **Course Objective(2-3)**

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

#### **Course Learning Outcomes**

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

#### **Unit 1**

##### **THEORY**

**LECTURES: 60**

##### **UNIT 1: Introduction to multiple contexts of childhood in India (15)**

- Children in India : An overview
- Social construction of childhood and family
- Folk theories about childhood and family
- Childhood in mythology, stories and films
- Growing up in family and without the family
- Childhood in schools
- Children in extra – familial settings

##### **Unit 2 Psycho - social dimensions of childhood (15)**

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

##### **Practical**

**(30)**

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

## References

### COMPULSORY READINGS

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

### Additional Resources:

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

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## Teaching Learning Process

- Lecture
- Assignments
- Field Visit
- Audio visual method
- Powerpoint presentation

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## Assessment Methods

As per DU norms

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## Keywords

Human development, childhood in Indian context, psycho - social dimensions of childhood

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## **DSE 19: Ergonomic Design** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

- To sensitise students to the importance of ergonomics in design.
- To develop aptitude in identifying the product / space design problems at place of work.
- To understand interface of human element and the user's perspective in the evolution of product / space design.
- To develop skill in designing specific work - centres and products.

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### Course Learning Outcomes

- Understand concept, history and importance of ergonomics in designing.
- Develop skills in taking anthropometric measurements as applied to different work stations.
- Comprehend the inter-relationship between various components of different ergonomic models.

- Acquire competency in designing work stations for different types of work.
- Apprehend the techniques of conducting time and motion studies.
- Critically evaluate different utility products with respect to their functional effectiveness.
- Gain expertise in designing multipurpose furniture products.
- Recognise and appreciate the scope of ergonomics in the professional arena.

## **THEORY**

### **Unit 1**

#### **Introduction 14**

- Ergonomics – concept, significance, history and growth
- Applications of Ergonomics in design and work efficiency
- Anthropometric Measurements – History and its application in interior designing for different work areas and workers
- The bio- mechanisms of work as related to the user, the work and the environment

### **Unit 2**

#### **The User 16**

- Components of worker input – affective, cognitive, temporal and physical (physical, physiological, psycho- physiological aspects of work

### **Unit 3**

#### **Work Environment 16**

- Functional design and arrangement of workplaces
- Indices of indoor comfort: ventilation, lighting, temperature, noise
- Work study
- Time and motion study
- Energy Studies

### **Unit 4**

#### **Product Design and Development 14**

- Concept, stages of design development
- Design communication - Specific product design features (controls and displays), socio-psychological aspect of product designs

### **Practical 60**

- Basic anthropometry – space norms/ standards.
- Time and motion study.
- Designing products – furniture (multipurpose and modular, etc.).
- Space design – preparing floor and elevation plans
- Kitchen
- Workstation
- Equipment evaluation with respect to functional effectiveness.

## **References**

### **COMPULSORY READING:**

- Baiche B. & Walliman N. (eds.). (2006). Ernst and Peter Neufert Architects' Data, third edition, Blackwell Science: Indian reprint.
- Dalela S. (1983). Textbook of Work Study, 3<sup>rd</sup> Edition, Standard Publishers Distributors.
- Steidl and Bratton. (1967). Work in the Home. John Wiley and Sons. New York.

#### Additional Resources:

- Kromer, K. et al. (1994). Ergonomics: How to design for ease and efficiency. NJ: Prentice Hall.
- Tayyari, F. Smith, J.L. (2003). Occupational Ergonomics. London: Kluwer Academics.

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### Teaching Learning Process

- Lectures supported by group tutorial work
- Hands-on - training on Auto-Cad software
- Power Point Presentations
- Open-ended Project work
- Product design and creation/product modelling
- Laboratory Assignments

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### Assessment Methods

As per University of Delhi norms.

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### Keywords

- Department of Resource Management & Design Application
- Ergonomics
- Anthropometric measurements
- Affective component
- Cognitive component
- Temporal component
- Physical component
- Equipment design
- Indoor comfort
- Time and motion study
- Design communication

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## **DSE 6: Extension for Development** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

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

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### Course Learning Outcomes

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



## Unit 1

### **Extension: Concept and principles**

**15 lectures**

- 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

## Unit 2

### **Participation, Leadership and Methods of Extension**

**15 lectures**

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

## Unit 3

### **Programme Management**

**15 lectures**

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

## Unit 4

### **Development Programmes**

**15 lectures**

- 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.

## References

### **COMPULSORY Readings**

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

### **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

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## Teaching Learning Process

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

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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### **DSE 1: Food Science** **Discipline Specific Elective - (DSE) Credit:6**

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#### Course Objective(2-3)

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

#### Course Learning Outcomes

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

#### Unit 1

##### **Introduction to Food Science**

**6**

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

#### Unit 2

##### **Basic Food Chemistry**

**10**

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

#### Unit 3

##### **Basic Food**

##### **Microbiology**

**8**

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

#### Unit 4

##### **Preservation Techniques, Principles and Their Applications**

**20**

- High temperature, low temperature, removal of moisture, irradiation and additives.

- Food packaging and labeling: FSSAI, Codex

#### Unit 5

### Sensory Science

8

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

#### Unit 6

### Food Laws and Quality Assurance

8

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

#### Practical

60

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

#### References

#### COMPULSORY READINGS:

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

#### Additional Resources:

- 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.
- Mohini Sethi, Eram Rao (2011). Food science- Experiments and applications, Second Edition. CBS publishers & Distributors Pvt Ltd.
- Sivashankar. B (2002). Food Processing and Preservation. PHI learning Pvt. Ltd.

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### Teaching Learning Process

- Lecture methods
- Power point presentations
- Demonstrations

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### Assessment Methods

- Tests
- Projects
- Continuous Evaluation

- Examination as per University of Delhi Norms

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## Keywords

- Department of Food and Nutrition
- Food chemistry
- Preservation
- HACCP
- Food microbiology
- Sensory science

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## DSE 15: Gender, Media And Society

### Discipline Specific Elective - (DSE) Credit:6

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## Course Objective(2-3)

- To sensitize students about the gender dynamics in societies and its impact on development.
- To make students appreciate the desired role of media in promoting Gender equity.

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## Course Learning Outcomes

- Examine the concept of gender and socio-cultural practices impacting the social construction of gender.
- Understand the relationship between gender equity and differentials in gender and development indicators.
- Appreciate the dimensions, theories and approaches of women empowerment.
- Critique the role of media in promoting gender equity.

## Unit 1

### Social construction of Gender

15

- Concept of gender and differences between sex and gender
- Patriarchal social order and status of women
- Socio Cultural practices influencing girls and women
- Shifts in Status of women – historical and contemporary perspectives
- Gender & Sexuality

## Unit 2

### Gender and Development

20

- Concept of Gender and Development – Indicators of human and gender development
- Approaches to women's participation in development
- Status, issues and challenges in context to violence against women-Life Cycle Approach
- Gender differentials: Women and health, nutrition and education
- Invisibility of women's work and economic participation
- Dimensions of Women Empowerment- Economic and Political

## Unit 3

### Gender and Media

15

- Social construction of gender reality by contemporary media
- Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative
- Mainstream media and gender – Portrayal and Representation
- Representation of women in media in political, cultural and social landscape

- Gender and ICTs – Case studies

#### Unit 4

### Gender, Law and Advocacy

10

- Legal provision for women's rights
- Human rights and Right to development
- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics – - News reporting

#### Practical

60

- Analysis of gender differentials using development indicator
- Gender based analysis of media with special reference to portrayal of women.
- Case studies for programmes and campaign for women's development.

#### References

### COMPULSORY READINGS

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

#### Additional Resources:

- Beauvoir, S. (2015). *The Second Sex*. London: Vintage Books.
- Chattopadhyay, S (2018). *Gender Socialization and the Making of Gender in the Indian Context*. New Delhi: Sage Publications.
- Dube, L. (2001) *Anthropological Explorations in Gender-Intersecting Fields*. New Delhi: Sage Publications.
- Ghadially, R (1989). *Women in India Society: A Reader*. New Delhi: Sage Publications.
- Ghadially, R (2007). *Urban Women in Contemporary India*. . New Delhi: sage Publications
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep
- Kishwar, M. (1994) *Off the Beaten Track – Rethinking Gender Justice for Indian Women*. Mumbai: Oxford University Press.
- Krishna, S. (Ed) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications

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### Teaching Learning Process

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

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### Assessment Methods

Assessment as per Delhi University Norms

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### Keywords

- Development Communication, Gender, Gender Equity, Women & Media, Women Empowerment.

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## DSE 20: Human Resource Management Discipline Specific Elective - (DSE) Credit:6

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### Course Objective(2-3)

- To familiarize students with the concept of human resource management and development
- To comprehend functions of human resource development
- To sensitize students towards challenges of human resource managers

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### Course Learning Outcomes

- Understand human resource management & development.
- Comprehend functions of human resource development.
- Gain insight into challenges of human resource managers.

### THEORY:

Unit 1 15

#### Human Resources Management

- Concept, functions, roles, skills and competencies.
- Changing environment of HRM – Globalization, corporate downsizing, cultural environment, work force diversity, changing skill requirement, technological changes.
- HRM support for improvement programs- re engineering processes, contingent work force, decentralised work sites.

### Unit 2

Functions of HRD 3

- Human Resource Planning
- Job design and analysis: job description and job specification
- Recruitment, selection and placement
- Performance appraisal and development
- Basics of Employee compensation
- Training and Development:
- Motivation

### Unit 3

Human Resources Audit 15

- Concept, significance, components, process
- HRM as a strategic partner
- Work life balance.

### Practical

60

- Analysis of human resource management environment and HR audit in an organization through case studies.
- Simulations/Presentations :
  - o Human resource planning.
  - o Job design and analysis: job description and job specification.
  - o Recruitment, selection and placement strategies.

- o Performance appraisal and development.
- o Employee compensation methods.
- o Training and development.
- o Maintaining work life balance.

## References

### COMPULSORY READING:

- Aswathappa, K. (2008). *Human Resource and Personnel Management - Text and cases*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- [DeCenzo](#), D. A., & [Robbins](#), S. P. (2001). *Human Resource Management*. Wiley.
- Dessler, G. (2006). *Human Resource Management*. New Delhi: Prantice Hall of India Pvt. Ltd.

### Additional Resources:

- Subbaroo, R. (2007). *Personnel and Human Resource Management – Text and Cases*. New Delhi: Himalaya Publishing House.
- R Wayne Mondy, Rober M. Noe. (2006). *Human Resource Management*. Pearson.

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## Teaching Learning Process

- Lecture method
- Power point presentations
- Field visits
- Experiential learning through case studies

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Resource Management & Design Application
- Human Resource Management
- Performance Appraisal

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## DSE 8: Indian Textile Heritage

### Discipline Specific Elective - (DSE) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

- Recognise and Identify embroidered fabrics of different states in terms of stitches and designs

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

#### Unit 1

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

- Woven Textiles-Banaras Brocades , Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir **10**
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries **12**
- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajrakh printing of Gujarat **10**
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, TeliaRumal of Andhra Pradesh **10**

#### Unit 2

### **Conservation of Traditional Textiles **8****

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

#### Unit 3

### **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

#### Practical

**60**

- Stitches used in Traditional Embroideries
- Tie and dye techniques in double colour dyeing on cotton, silk and wool
- Batik on cellulose
- Block printing and screen printing with pigment colours
- Basic conservation techniques
- Portfolio and product development
- Visit to craft centers
- Craft Documentation
- Product development

#### References

#### 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:

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

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### Teaching Learning Process

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

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### Assessment Methods

- As per university of Delhi norms-
- Continuous evaluation of practicals
- Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

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### Keywords

Department of Fabric and Apparel Science, Heritage textiles. craftsmen, Traditional embroideries, Woven textiles of India, Kalamkari, Dabu, Ajrakh, Conservation, Handloom, Khadi

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## **DSE 10: Interior Design and Decoration** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

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

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### Course Learning Outcomes

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

## **THEORY**

### **Unit 1**

#### **DESIGN FUNDAMENTALS**

**20**

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

### **Unit 2**

#### **COMPONENTS OF INTERIOR DESIGN**

**22**

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

### **Unit 3**

#### **HISTORICAL PERSPECTIVES AND CONTEMPORARY TRENDS**

**18**

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

### **Practical**

**60**

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

## References

### COMPULSORY READING:

- Mauree, Mitten & Courtney, Nystuen. (2011). *Residential Interior Design: A guide to Planning Spaces*. New York: Wiley and sons.
- Piotrowski, C.M. (2014). *Professional Practice for Interior Designer*. NY: Wiley and sons
- Premavathy Seetharaman & Parveen Pannu (2009). *Interior Design and Decoration*. CBS Publishers & Distributors

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## **DSE 24: Non Formal, Adult and Life Long Education Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

- To enable the students to understand the need, concept and principles of non-formal, adult and lifelong education
- To impart theoretical and practical knowledge and skills of planning and management of non-formal education related programs as well as the need to strategize effective communication for success of the programs.
- To gain understanding and of various national and international programs in operation from time to time.

- To enable the students to appreciate and formulate appropriate monitoring and evaluation of non-formal education related programs.

#### Course Learning Outcomes

- The students will be able to grasp the concept, scope and significance of non-formal, adult and lifelong education.
- The students will develop a sound knowledge base of principles of planning, managing as well as monitoring and evaluation of non-formal education and related programs.
- They will be able to critically examine the causes of success and failure of national and international programs over a period of time.
- They will be able to use effective communication strategies for smooth operation and success of programs of adult education and lifelong learning.

#### Unit 1

##### **Non Formal Education**

**(15 lectures)**

- Difference between formal & Non-Formal Education, Significance of Non-Formal Education in India
- New education policy & NFE
- Scope of NFE in communities- Techniques of community study, Domains of Non-Formal Education
- Organizing NFE programmes- target group; physical aspects; organizing and implementation
- Publicity of Non-Formal Programme; Planning and implementing publicity plan

#### Unit 2

##### **Adult Education**

**(15 lectures)**

- Meaning, concept and scope of Adult Education
- Adult Education programme in India
- Adult Education and Extension
- Characteristics of Adult Learners; Difference between Adult & Child learning
- Learning theories; Characteristics of Adult learning, developmental tasks of Adults
- Factors associated with Adult learning
- Motivating and sustaining Adult learners

#### Unit 3

##### **Life Long Education**

**(15)**

- Definition, meaning and concept of Life Long Education
- Life Long Education: Historical and contemporary perspectives
- Components and objectives of Life Long Education
- Significance of Life Long Education in contemporary society
- Forms and domains of Life Long Education
- Principles of Life Long Education

#### Unit 4

##### **Adult education and lifelong learning: Programmes and Tools and techniques (15)**

- International, National and State level programmes
- Monitoring and evaluation of programmes
- Scope of communication methods and materials
- Methods and approaches for organizing NFE programmes for different target groups

#### **PRACTICAL**

- Visits to different NGO's involved in Non Formal/Adult/Life Long Education

- Interaction with experts from Government/Universities/ NGO's to share their experience of Non Formal/Adult/Life Long Education.
- Reporting of Literacy news, events from periodicals and newspapers.
- Planning and organizing NFE/ continuing education programmes
- Monitoring and Evaluation of programmes

#### **COMPULSORY READINGS**

- Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
- Chandra A., Shah A. 1987, Non Formal Education for All, Sterling Publishers, New Delhi.
- Singh M., 2007, New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.
- Singh N. K, 2010, Adult Education, Saurabh Publishing House, New Delhi.
- Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

#### **ADDITIONAL RESOURCES**

- Mohanty, J. (2002). *Adult Non-Formal Education*. Deep & Deep Publications.
- Chandra, S.H. & Palue, G. *Adult Continuing Education & Continuing Education at a glance*. Daya Publications.

#### **TEACHING LEARNING PROCESS**

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

#### **ASSESSMENT METHODS:**

Assessment as per Delhi University Norms

#### **Keywords**

Adult education, Non-formal education, Life-long learning

## **DSE 2: NUTRITIONAL BIOCHEMISTRY**

### **Discipline Specific Elective - (DSE) Credit:6**

#### **Course Objective(2-3)**

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

#### **Course Learning Outcomes**

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

## Unit 1

### Carbohydrate Metabolism

22

- Basic concepts of Enzymes: Active site, coenzymes, prosthetic groups
- Factors affecting enzyme activity: pH, temperature, substrate concentration
- Enzyme inhibitions: Competitive, non-competitive and allosteric
- Carbohydrate structures
- Glycolysis and oxidation of pyruvate
- Citric Acid Cycle and ATP synthesis
- Glycogenolysis
- Gluconeogenesis and the control of blood glucose

## Unit 2

### Lipid Metabolism

12

- Fatty acids
- $\beta$ -Oxidation of fatty acids
- Ketogenesis and ketosis

## Unit 3

### Protein Metabolism

12

- Structures of amino acids and proteins
- Transamination of amino acids and formation of glutamate
- Biosynthesis of urea

## Unit 4

### Nucleic Acids

4

- Structure and functions of DNA and RNA

## Unit 5

### Vitamins

10

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

## Practical

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

## References

### COMPULSORY READING:

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

### Additional Resources:

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

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## Teaching Learning Process

- Power point presentations
- Learning through presentations

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## **DSE 28: Pattern Making and Draping** **Discipline Specific Elective - (DSE) Credit:6**

### Course Objective(2-3)

- To learn the techniques of pattern making and to judiciously decide the technique required for various designs
- To be able to develop pattern making skills for various garment components
- To be proficient in making patterns in a variety of styles for women's garments

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### Course Learning Outcomes

- Use and apply the knowledge of tools and terminology used in pattern making the various pattern making tools and its terminology
- Apply the principles of pattern making for basic upper and lower slopers, sleeves, collars and dresses
- Manipulate the basic slopers to create design variations
- Assemble and complete a dress with all its components

### Unit 1

#### **PATTERN MAKING: TOOLS AND METHODS**

20

- Terms and tools for pattern making
- Various software for pattern making
- Draping: dress-form, tools and materials used, fabric preparation, steps in creating basic upper and lower body slopers
- Drafting
- Flat pattern making
- Dart manipulation
- Added fullness
- Contouring
- Rules of pattern making

## Unit 2

### **DESIGN DEVELOPMENT IN BODICES AND UPPER GARMENT COMPONENT**

18

- Bodice variations
- Sleeve variations
- Collar variations
- Placket variations

## Unit 3

### **DESIGN DEVELOPMENT IN SKIRTS AND LOWER GARMENT COMPONENT**

12

- Skirt variations
- Waist band variations
- Pocket variations
- Zipper attachments

## Unit 4

### **DRESSES WITHOUT WAISTLINE SEAMS**

10

- Developing the torso block
- Sheath dresses- boxy, fitted & semi fitted
- Princess lines
- Empire lines
- Panelled dress
- Tent dress

## Practical

60

### **DRAPING:**

- Developing Adult women's bodice block
- Developing an adult women's skirt block

### **FLAT PATTERN MAKING:**

- Developing variations in bodices
  - Double darts & multiple darts
  - Dart cluster
  - Princess line
  - Empire line
  - Yoke variations
- Sleeve variations
  - Leg-o-mutton
  - Petal
  - Bell
  - circular
- Collar variations
  - Flat and raised Peter pan on altered neckline
  - Partial peter pan
  - Mandarin
  - One piece stand and fall
- Adult skirt variations



- A-line
- Flared
- Gathered
- Pleated
- Waist bands and waist facing

## **CONSTRUCTION: GARMENT AND ITS COMPONENTS**

- Plackets- shirt plackets, continuous wrap, zipper attachments
- Pockets- inseam, slit, single welt
- Construction of a dress with collar & sleeve

## References

### COMPULSORY READINGS:

- Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York.
- Kiisel K. (2013), Draping: The Complete Course, Laurence King Publishing.

### Additional Resources:

- Liechty, E.G., D.N. Potterberg, and J.A. Rasband (2010), Fitting and Pattern Alteration; A Multimethod approach, Fairchild Publication, New York.
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America
- Pepin, H., 1947, Modern Pattern Design, Funk and Wagnalls, USA

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## Teaching Learning Process

- Lecturing
- Audio visual aids
- Demonstrating
- Collaborating
- Classroom Action Research
- Evolution of teaching methods
- PPT
- Lab practical's

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## Assessment Methods

- Continuous evaluation system
- An open-ended question that gets them writing/talking
- Ask students to reflect
- Use quizzes
- Choral reading
- One question quiz
- End semester exams

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## Keywords

- Pattern making

- Draping
- Bodice block
- Drafting
- Flat pattern making
- Sleeves
- Collars
- Skirts

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## DSE 22: PHYSIOLOGY AND PROMOTIVE HEALTH

### Discipline Specific Elective - (DSE) Credit:6

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#### Course Objective(2-3)

- 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.

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#### Course Learning Outcomes

- To understand the current state of knowledge about the functional organization of the human body.
- To be able to correlate physiology with various disorders and their pathogenesis.

#### Unit 1

### PHYSIOLOGY

#### CARDIO- RESPIRATORY PHYSIOLOGY

**10**

- Blood -Composition and function, Anemia, Jaundice
- Blood circulations (systemic, pulmonary, coronary and portal)
- Cardiac cycle, Cardiac output, Blood pressure
- Structure of lungs and its function
- Lung volume and Capacities

#### GASTROINTESTINAL PHYSIOLOGY

**10**

- Structure of stomach, liver, gallbladder, pancreas and their functions
- Composition, function and regulation of GI secretions

#### NEUROMUSCULAR- ENDOCRINE PHYSIOLOGY

**10**

- Organization of nervous system, Neuromuscular junction and Muscle contraction
- Actions and disorders of Pituitary, Thyroid and Parathyroid, Adrenal and Pancreatic hormones

#### RENAL AND REPRODUCTIVE PHYSIOLOGY

**10**

- Structure of kidney and its function, Urine formation
- Overview of Male Reproductive System: Structure and Function
- Physiology of Menstruation and Menopause
- Physiology of Pregnancy and lactation

#### Unit 2

### PROMOTIVE HEALTH

#### CONCEPT OF HEALTH, DISEASE AND ITS PREVENTION

**4**

- WHO definition of Health, Basic concept of Disease and Disease transmission
- Definition of Public Health and Disease Prevention, Concept of Immunization and Immunization Schedule

## **COMMUNICABLE DISEASES**

**6**

- Causative organism, Mode of transmission, Prevention and Control of Tuberculosis, Enteric Fever, Dengue fever, HIV/AIDS and Emerging health hazards

## **NON COMMUNICABLE DISEASES**

- General risk factors and Prevention of Diabetes, Hypertension and Cancer

## **MENTAL HEALTH**

**6**

- Psychosis, Neurosis, Drug abuse and Alcoholism

## **MATERNAL HEALTH**

**4**

- Antenatal Care, Family Planning and contraception

## **Practical**

**30**

- Case study of Iron deficiency Anemia, investigations and diagnosis. Blood indices
- Measurement of Blood pressure by using sphygmomanometer.
- Demonstration of normal chest X ray
- Demonstration of procedures of clinical examination to see for pallor, jaundice, edema and dehydration and their importance.
- Latest imaging techniques like USG, CT, MRI the basic procedures
- Basic First aid procedures, CPR, Burns
- Visit to a DOTS center
- Preparation of a project on Menstrual Hygiene
- Preparation of a project on Antenatal Care for women
- Preparation of a project on various contraceptive devices and understanding their basic mechanism of action.

## **References**

## **COMPULSORY READINGS**

- Ganong WF (2003). Review of Medical Physiology, 21<sup>st</sup> ed. McGraw Hill.
- Park JE and Park K (2009). Park's Textbook of Preventive and Social Medicine, 20<sup>th</sup> edition. M/s Banarsi Das Bhanot, Jabalpur.
- Ross and Wilson (1973). Foundation of Anatomy and Physiology, Medical Division of Longman Group Ltd.
- Bedi YP (1980). A Handbook of Social and Preventive Medicine, Atma Ram and Sons.

## **Additional Resources:**

- Singh HD (2010). Handbook of Basic human physiology for paramedical students.
- Guyton, AC and Hall, JE (2011). Textbook of Medical Physiology, XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
- Marieb, E (1998). Human Anatomy and Physiology, IV Edition, Addison-Wesley.

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## **Teaching Learning Process**

Lectures, PPT, Projects, Quiz and OPSE

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## Assessment Methods

- Internal assignment is marked as per DU rules through test, assignments, projects, power point presentation and field visit reports.
- There is continuous evaluation of practical.

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## Keywords

Physiology, Promotive Health, Neuromuscular Physiology, Endocrine Physiology, Reproductive Physiology and Communicable Diseases.

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## **DSE 16: Program Design and Evaluation** **Discipline Specific Elective - (DSE) Credit:6**

### Course Objective(2-3)

- To develop a thorough understanding and use of planning and management approaches and techniques for designing programs for development and empowerment of people.
- To gain insight into the process of Monitoring and Evaluation of programs as well as the appreciate and use various M&E tools and techniques.
- To develop the ability to comprehend the issues and challenges in M&E process.

### Course Learning Outcomes

- The students will develop an understanding of principles and process of program design and evaluation.
- Ability to plan and use various tools and techniques used for Program design and Evaluation
- Understanding and skill of various Monitoring & Evaluation techniques in program evaluation

### Unit 1

#### **Programme Planning and Management**

**15**

- Concept, approaches and phases
- Factors influencing programme management
- Stakeholder participation in programme management
- Features of Management of Development programmes

### Unit 2

#### **Conceptualizing Monitoring & Evaluation (M & E) of Programmes 25 lectures**

- Concept, approaches and components
- Programme goals, activities and indicators
- M&E frameworks and designs
- M&E tools and techniques
- Participatory monitoring and evaluation

### Unit 3

#### **Monitoring and Evaluation (M & E) of communication for development programmes**

**20 lectures**

- Trends in M & E of communication for development programmes
- Challenges, issues and strategies
- Approaches, methodologies and techniques

- Ethical issues in M&E

### Practical

- 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.

### References

#### COMPULSORY READING:

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

#### Additional Resources:

- Cracknell, B.E. (2000). *Evaluating Development Aid-Issues Problems and Solutions*. New Delhi: Sage Publications.
- Kumar, S (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar Publications
- Kusek, Jody, Z. & Ray, C. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners*. World Bank
- Reidar, D. (2004). *Evaluating Development Programmes and Projects*. New Delhi: Sage Publications.
- Worthen, B.R.; Sanders, J.R.; Fitzpatrick, J.L. (1997). *Program Evaluation*. USA: Longman Publisher
- Alex, G; Derek, B. (2000) *Monitoring and Evaluation for AKIS Projects: Framework and Options*. World Bank
- [Markiewicz](#), A. (2015). *Developing Monitoring and Evaluation Frameworks*. New Delhi: Sage Publications.
- Saunders, R.P. (2015). *Implementation Monitoring and Process Evaluation*. New Delhi: Sage Publications.

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## Teaching Learning Process

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

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## Assessment Methods

Assessment as per Delhi University Norms

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## Keywords

Development Communication, Programme, Evaluation, Monitoring, Indicators, M&E, M&E framework.

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## DSE 12: Public Nutrition

### Discipline Specific Elective - (DSE) Credit:6

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#### Course Objective(2-3)

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

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#### Course Learning Outcomes

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

#### Unit 1

##### Concept and scope of public nutrition

5

##### Periods

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

#### Unit 2

##### Nutritional problems, their implications and related nutrition programmes

22 Periods

##### a) Etiology, prevalence, clinical features and preventive strategies of-

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

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

#### Unit 3

##### Assessment of nutritional status

18 Periods

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

#### Unit 4

##### Nutrition Education

15 Periods

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

### Practical

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

### References

#### COMPULSORY READING

- Bamji MS, Krishnaswamy K and Brahman 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 and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Wadhwa A. and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.

#### Additional Resources:

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

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### Teaching Learning Process

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

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### Assessment Methods

- Class assessment methods like assignments and quiz as per University norms
- Continuous evaluation of all activities/ assignments in Practical

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### Keywords

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

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## **DSE 21: Space Planning and Design**

### **Discipline Specific Elective - (DSE) Credit:6**

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#### **Course Objective(2-3)**

- To enable students to understand the structural components of a building and comprehend building bye-laws and their applications in designing residential units
- To develop proficiency in evaluation and presentation of plans or layout drawings for interior and exterior spaces To explore different of building materials and their characteristics for designing green buildings in context of sustainability

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#### **Course Learning Outcomes**

- Understand various structural components of a building 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.
- Gain skill in preparing house plans
- Identify different types of building materials and their characteristics.
- Comprehend building bye-laws and their applications in designing residential units.
- Networking with professionals in the field of construction industry and design.
- Appreciate the importance of green building in context of sustainability.

#### **Unit 1**

### **BASIC CONCEPTS IN SPACE PLANNING AND DESIGN**

**18**

- Concept of house, housing, architecture;
- Functions and concept of adequacy of space
- Characteristics of space, principles of planning spaces; planning and designing
- Types of house plans: floor, elevation, structural drawings and perspective plans
- Types of houses: Row, Semi-detached, detached, independent houses or flats/apartments, multi-storeyed buildings
- Basic norms and space standards in operation – NBC and MPD
- Structuring spaces: indoor and outdoor; space articulation: zones in spatial planning.
- Analysis of furniture needs of different zones in a house/workstations
- Green rating systems – GRIHA and LEED.

#### **Unit 2**

### **STRUCTURAL COMPONENTS OF A BUILDING- INNOVATIONS AND NEW MATERIALS**

**20**

- Conventional/greenbuilding materials, concept of pre-fabrication and modular construction
- Foundation – different types of foundations
- Damp-proofing and water-proofing methods
- Flooring - types
- Roofs- types
- Doors and Windows- types, purpose of lintels and arches
- Staircase - types
- Partitions and Panelling - types

#### **Unit 3**

### **INTERIOR ENVIRONMENT AND SERVICES: CLIMATIC CONSIDERATIONS**

**18**

- HVAC



- Lighting: types of lighting systems, energy efficient lighting systems, user specific lighting for specific areas.
- Water and Plumbing systems: water supply system, waste water disposal, water harvesting.
- Insulation: sound and thermal – materials used and types of insulation
- Safety systems: fire protection – materials and systems used
- Security systems and automated building systems

#### Practical

- 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) **2**
- Critical Evaluation of independent houses and apartments. **2**
- Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness. **2**
- Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA and LEED. **2**
- Observe and prepare house plans for different income groups up to 100 sq.m area (Computer aided /manual). **6**

#### References

##### COMPULSORY READING:

- Adler, D. (2004). Metric handbook planning & design. Jordan Hill, Oxford: Architectural press.
- Kumar, S. (2008). Building construction. Standard publishers.
- Goel, S., Seetharaman, P. & Kakkar, A. (2015). Interior space designing: A practical manual. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).

##### Additional Resources:

- Mauree, Mitten & Courtney, Nystuen. (2011). *Residential Interior Design: A guide to Planning Spaces*. New York: Wiley and sons.
- Ernst, Neufert. P. (2000). Neufert Architect's Data. Blackwell Science Ltd.

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## Teaching Learning Process

- Lecture method
- Power point presentations
- Demonstration
- Survey

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Resource Management & Design Application
- Space Planning
- NBC
- MPD
- Housing
- GRIHA

- LEED
- Foundation
- Flooring
- Lighting
- Insulation
- Safety systems
- By-laws
- Building materials

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## DSE 7: Textile Processing

### Discipline Specific Elective - (DSE) Credit:6

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#### Course Objective(2-3)

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

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#### Course Learning Outcomes

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

#### THEORY

**LECTURES : 60**

##### Unit 1

#### **DYEING**

**22**

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

##### Unit 2

#### **PRINTING**

**24**

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

##### Unit 3

#### **Finishing**

**14**

- Classification of finishes
- Preparatory finishes
- Finishes affecting appearance and texture

- Finishes for enhancing special characteristics

#### Practical

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

#### References

#### COMPULSORY READINGS:

- Miles L.W.C.(1994), Textile Printing, 2<sup>nd</sup> edition, England, Society of Dyers and Colourists
- Rastogi D., and Chopra S., (2017) Textile Science, Orient Blackswan, New Delhi
- Shenai, V.A. (1987) Chemistry of Dyes and principles of Dyeing ,Vol II, Bombay, India, Sewak Publications.

#### Additional Resources:

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

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## Teaching Learning Process

Lectures, Handouts, Power point presentations

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## Assessment Methods

As per the University of Delhi norms

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## Keywords

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

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## **DSE 3: Theories of Human Development**

### **Discipline Specific Elective - (DSE) Credit:6**

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#### **Course Objective(2-3)**

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

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#### **Course Learning Outcomes**

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

### **THEORY**

#### **Unit 1**

##### **Introduction to theories in Human Development 15**

- Key themes in the study of Human Development- Nature/nurture, active/ passive, continuity/discontinuity, individual differences and similarities
- Understanding a theory
- Role of theories in understanding Human Development

#### **Unit 2**

##### **Perspectives on Human Development 20**

- Evolutionary and Ethological /Biological: Darwin, Lorenz, Bowlby
- Ecological: Bronfenbrenner
- Behavioural: Pavlov, Skinner, Bandura

#### **Unit 3**

##### **Selected theories of human development 25**

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

#### **Practical**

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

## References

### COMPULSORY READINGS:

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

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## **DSE 11: Therapeutic Nutrition** **Discipline Specific Elective - (DSE) Credit:6**

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### Course Objective(2-3)

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

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### Course Learning Outcomes

- A basic Understanding of the principles of Nutrition Care.  
An ability to modify the normal diet for therapeutic purposes.

An understanding of the etiology, patho-physiology, metabolic changes, clinical symptoms and management of some common disorders / diseases.

- The skill to plan, prepare and serve therapeutically modified diets for some diseases/ disorders.

#### Unit 1

##### **Principles of Nutrition Care**

**06**

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

#### Unit 2

##### **Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of Infection and Fevers**

**10**

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

#### Unit 3

##### **Etiology, patho-physiology, metabolic changes, clinical features and nutritional management of the following**

**18**

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

#### Unit 4

##### **Etiology, pathophysiology, metabolic changes, clinical features and nutritional management of the following**

**10**

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

#### Unit 5

##### **Etiology, patho-physiology, metabolic changes, clinical features, diagnosis and nutritional management of the following**

**12**

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

#### Unit 6

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

**04**

- Food allergy and food intolerance

#### Practical

##### **Planning, preparation and service of diets for the following:**

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

- Hypertension and CHD

## References

### COMPULSORY READING:

- Khanna, K., Gupta, S., Seth, R., Passi, S.J., Mahna, R., Puri, S. (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Joshi, S.A. (2015). Nutrition and Dietetics, 4<sup>th</sup> ed. Mc Graw Hill education
- WHO information on Dengue/ Chikungunia/ Malaria /Metabolic syndrome
- [https://www.who.int/denguecontrol/arbo-viral/other\\_arboviral\\_chikungunya/en/](https://www.who.int/denguecontrol/arbo-viral/other_arboviral_chikungunya/en/)
- <https://www.who.int/news-room/fact-sheets/detail/malaria>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2675814/>

### Additional Resources:

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

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## Teaching Learning Process

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

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## Assessment Methods

Assessment will be made as per university norms for internal and external components.

More specifically:

Central external Examinations for theory with assignments/test/ attendance for internal assessment

Continuous internal evaluation and one External practical examination for practical assessment

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## Keywords

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

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## DSE 30: Understanding Gender in Contemporary India

### Discipline Specific Elective - (DSE) Credit:6

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#### Course Objective(2-3)

- To learn about key concepts with reference to sex and gender.
- To acquire knowledge of issues and concerns of women and girl child in India.
- To gain insights about the history of women's movement in India and the existing legislations.
- To gain skills to interact with diverse social groups and advocate for gender equity.

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#### Course Learning Outcomes

- The students will learn about key concepts and contemporary terminology with reference to sex and gender.
- The students will gain insights into the social and cultural determinants of gender.
- The students will develop an understanding of the dimensions of gender discrimination, diversity and equity.
- The students will acquire knowledge about relevant policies and legislation for gender justice.
- The students will develop a nuanced perspective on gender issues through extensive interactions with diverse social groups.
- The students will gain skills to participate in and develop programmes to advocate for gender equity.

#### THEORY:

Unit 1	
<b>Introducing Gender: Key Concepts</b>	15
<ul style="list-style-type: none"><li>• Sex and gender, masculinity and femininity</li><li>• Biological and cultural determinants of gender</li><li>• Gender fluidity: LGBTQ communities</li></ul>	
Unit 2	
<b>Social Construction of Gender</b>	12
<ul style="list-style-type: none"><li>• Socialization for gender</li><li>• Gender roles, stereotypes and identity</li><li>• Media and popular culture</li></ul>	
Unit 3	
<b>Gender and Society</b>	15
<ul style="list-style-type: none"><li>• Patriarchy and Social Institutions</li><li>• Obligation and subordination: Being male and female</li><li>• Perspectives on feminism</li><li>• The girl child and women in India</li></ul>	
Unit 4	
<b>Gender and Discrimination</b>	18
<ul style="list-style-type: none"><li>• Power and violence in gender relations</li><li>• Gender and work</li><li>• Sexual harassment, Domestic violence and intimate partner violence</li><li>• Gender rights, Laws and Policies</li><li>• Programmes for gender equity</li></ul>	



### Practical

- Preparing and using interview schedules and field visits to understand gender realities in diverse social situations.
- Visits to organizations working in the area of women's empowerment and justice.
- Workshops by resource persons and organizations on gender issues.
- Placements/internships to learn programme planning, advocacy, training and awareness of women's issues.
- Use of audio visual material, films and documentaries.

### References

#### COMPULSORY READING:

- Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.
- Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.
- Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.
- Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.

#### Additional Resources:

- Bradley, H. (1991). Men's Work, Women's Work. UK: Polity
- Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited, Raj Press.
- Bhasin, K. (1986). Feminism and its relevance in South Asia. New Delhi: Kali for Women, R. S. Printers.

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## Teaching Learning Process

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Documentation of narratives
- Field visits
- Internship
- Community outreach
- Research and newspaper articles

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## Assessment Methods

As per University of Delhi norms

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## Keywords

- Sex
- Gender
- Society
- Patriarchy
- Gender socialization
- Gender diversity
- Empowerment

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## SEC-19:Activities and Resources for Child Development – I

### Skill-Enhancement Elective Course Credits-4

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### Course Objective(2-3)

- 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.

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### 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

- 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.
- 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.
- 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.
  - Other materials
    - ❖ Sand
      - Characteristics of the medium.
      - Values, materials required and teacher' role.
    - ❖ Water
      - Characteristics of the medium.
      - Values, materials required and teacher' role.
  - 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.

- Puppetry and Creative Drama
  - ❖ Puppetry
    - Characteristics of puppetry as a medium.
    - Values of puppetry
    - Kinds of puppets : finger, glove, stick, and string puppets etc.
    - Basic staging techniques, use of lights, and simple sound affects in puppetry.
  - ❖ Creative Drama
    - Meaning and values.
    - Techniques involved in creative drama e.g. rhythmic movements, pantomime, characterization, improvisation story building.
    - Process of scripting for puppet plays and creative drama.

## Learning Experiences

- Infancy and Toddlerhood
  - ❖ A file to be prepared to list activities appropriate for age groups – 0 – 6 months, 7 – 12 months, 13 to 20 months and 25 – 36 months.
  - ❖ Students be encouraged to observe materials available in the locality.
  - ❖ Develop play materials suitable for each age group.
  - ❖ List activities, which can be used for working with different age groups :
- 0 – 6 months
  - ❖ Prepare materials and design activities for seeing, hearing touching and feeling.
  - ❖ Sensation and movement for soothing movements and exercises.
- 7 – 12 months
  - ❖ Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
- 13 – 14 months
  - ❖ Identify activities for gross motor development and prepare play materials available in the locality.
  - ❖ Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.

## Art Activities

- A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.
- Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.
- Difficulty level of each activity be considered and decide its suitability for different age groups.
- Painting and graphics :
  - Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.
  - Where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paint with starch, paste etc.
  - Painting with different brushes, crayon design given a paint wash, etching, blow painting, block painting, finger painting, Painting on wet paper, painting masks.
  - Drawing with crayons, dry and wet chalk.
  - 6 to 8 years.
  - Wet paints, painting masks brush music.

## **Tearing cutting and pasting**

- 3 – 5 years

Tearing with all fingers, tearing with thumb and two fingers and used in holding pencil, tearing on straight line, curved line.

- 6 – 8 years

Tearing circular rings starting from one corner of the page till center of page, Making designs.

- 3 – 5 cutting and pasting

Cutting a design, pasting, pieces 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, plastiline, sawdust, providing accessories.

- 6 – 8 years

Besides above medium. Modeling with straw, match sticks rope, wire, thick paper fold and clay sculpture.

Plasting papers on a balloon, when dry remove air and colour to create accessories for clay sculpture/crumpled 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 sing 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.

### References

#### COMPULSORY READING:

- Beaty, J.J. (1996). Preschool Appropriate Practices. London: Harcourt Brace College Publishers.
- Carol, S. & Barbour, N. (1990). Early Childhood Education: An Introduction : II<sup>nd</sup> Edition.
- Contractor, M. (1984). Creative drama and puppetry in education, Delhi: National Book trust of India.
- Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2– 6.
- Kaul, V. (1991). Early Childhood Education Programme. New Delhi: NCERT.

#### Additional Resources:

- Lasky, L. & Mukerjee, R. (1980). Art Basic for Young Children, Washington, D.C., NAEYC.
- Moomaw, S. (1984). Discovering Music in Early Childhood. Boston: Allyn and Bacon, Inc.
- Swaminathan, M. (1984). Play activities for young children, New Delhi: UNICEF.
- Swaminathan, M. (1991). Play Activities for Young Children. UNICEF.
- Taylor, B.J. (1985). A Child Goes Forth Minneapolis: Burgess Publishing Co. (6th Ed.).

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## Teaching Learning Process

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

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## 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.

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## Keywords

Developmentally appropriate activities and resources, infancy, toddlerhood, Child Development.

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## SEC-20: Activities and Resources for Child Development –II

### Skill-Enhancement Elective Course Credit:4

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#### Course Objective(2-3)

- 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

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#### 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

- 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.
- 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, folks 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.
- 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.
- 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.

## References

### 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, 11nd 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.

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## Teaching Learning Process

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

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## 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.

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## Keywords

Developmentally appropriate activities and resources, middle childhood, elementary school years, Child Development.

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## SEC 6: Advertising and Social Marketing Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- To learn and understand the basic concepts, terminology, trends and importance of advertising and social marketing
- To understand and effectively utilize creative elements in advertising campaign and also understand the factors and importance of reaching the target audience through the development of effective media coverage planning.
- To develop and present a professional advertising media campaign
- To develop foundational social marketing skills

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### Course Learning Outcomes

- Understand the concept, scope and trends in advertising and social marketing
- Evaluate the different types of advertisements and their impact on audience.
- Develop skills in media planning and message design for various media- print, audio and video
- Understand the key components of social marketing, marketing strategies, approaches and marketing campaigns

#### Unit 1 Advertising

- Concept, types appeals and role of advertisements
- Analysis of advertisements in media- print, audio and video
- Designing advertisements for media- print, audio and video
- Audience segmentation and its importance in advertising
- Laws, Standards & Regulations and Ethics

#### Unit 2 Social Marketing

- Concept of social marketing
- Social marketing and advertising
- Innovative strategies in Social Marketing

## References

### COMPULSORY READING:

- Aggarwal, B.V. and Gupta, V.S. (2002) .Handbook of Journalism and Mass Communication. New Delhi: Concept Publishing Company.
- Banik, G.C. (2006).PR and Media Relations. Jaico Publishing House Delhi.
- Jethwani, Jain Shruti (2012), Advertising Management, New Delhi: Oxford Higher Education

### Additional Resources:

- Kothari, CR (2012) Research Methodology Methods & Techniques, Published by New Age International (P) Ltd, New Delhi

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, SBCC, Advertising, Social Marketing

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## SEC-10: AutoCAD and Spatial Planning Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- To understand the fundamentals of house planning and space articulation.
- To acquire knowledge regarding materials, building construction techniques and technologies.
- To understand the basics of Computer Aided Designing (2D/ 3DS MAX).
- To develop skills in AUTOCAD/ manual drawings for designing spaces.

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### Course Learning Outcomes

- Comprehend building bye-laws and their applications in designing residential units.
- Critically evaluate the different types of plans on the basis of principles of planning.
- Understand various structural components of a building such as flooring, foundation, etc.
- Identify different types of building materials and their characteristics.
- Gain skill in the use of Auto-cad software for preparing house plans.
- Network with professionals in the field of construction industry and design.
- Appreciate the importance of green building in context of sustainability.

### Practical (TOTAL: 120)

- 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.
- Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness - Survey
- Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA and LEED – Portfolio/ Field visit/ Case study
- Introduction to basics of Computer Aided Designing (2D/ 3DS MAX)
- Observe and prepare house plans for different income groups up to 100 sq.m area (Computer aided/ manual).

## References

### COMPULSORY READING:

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

### Additional Resources:

- Mauree, Mitten & Courtney, Nystuen. (2011). Residential Interior Design: A guide to Planning Spaces. New York: Wiley and sons.
- Dodsworth, Simon. (2009). The Fundamentals of Interior Design. AVA Academia.

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## Teaching Learning Process

- Classroom lectures
- Hands-on training using AutoCAD software
- Project Work
- Power Point Presentations
- Field Visits

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Resource Management & Design Application
- AutoCAD Plans
- 2D-Drawings
- One - room Apartment
- Studio Apartments
- Building materials
- Building Symbols
- Principles of House Planning

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## SEC 17: BIOPHYSICS

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

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#### Course Objective(2-3)

- 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.

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#### 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.

#### Unit 1 Basic aspects of biophysics

- Systems of unit
- Fundamental and Derived units
- Mass and Weight
- Density and Specific gravity
- Pressure
- Energy and units
- Molarity, Normality
- Three states of matter and its conversion
- Heat and temperature
- Thermometer and Scales
- Expansion
- Specific heat
- Latent heat
- Modes of transfer of heat
- Electromagnetic radiations and its properties
- Ohm's law and units
- Calculation of cost of using electrical energy
- Alternate and direct current
- Fuses and circuit breakers
- Sound– Periodic motion, Oscillatory motion, Vibration, Oscillation, Time period, Frequency, Amplitude, Wave motion and Wave length.
- Electromagnetic radiations and their properties

#### Unit 2: Biophysical Phenomena: concepts and application in the field of nutrition

- Viscosity
- Surface tension
- Adsorption
- pH and buffer
- Colloids
- Definition of Capillary and Capillarity, practical applications of Capillarity in everyday life

#### Unit 3 Principle and Working of basic instruments

- Balances

- pH-meter
- Centrifuge
- Ovens
- Muffle furnace
- Vacuum pumps
- Pressure cookers and autoclaves
- Viscometer

#### **Unit 4 Principle and Working of advanced instruments**

- Colorimeters
- Spectrophotometers
- Fluorimeters
- Chromatography

#### **Unit 5 Principle and Applications of clinical instruments**

- DEXA
- Ultrasound and Sonography
- CT Scan
- MRI

#### **Practical**

- To determine the surface tension of water by capillary rise method and to study the effect of different emulsifiers and oils on the surface tension.
- To study the effect of different solvents on UV-Vis absorption spectra of proteins.
- To study the structural changes of proteins at different pH using UV-Vis spectrophotometry.
- To study the structural changes of proteins at different temperatures using UV-Vis spectrophotometry.
- To determine the pH of different food samples.
- To separate different amino acids using paper chromatography.
- To study the effect of temperature on the viscosity of different food samples.
- To study the effect of adding emulsifiers on the viscosity.
- To determine the frequency of a tuning fork using a sonometer.
- To determine the specific gravity of different food samples.
- Assignments and Presentation on different topics related to the syllabus.

#### **References**

##### **COMPULSORY READING:**

- Young Hugh D. and Freedman Roger A..(2017). University Physics with Modern Physics(14th Edition) New Delhi: Pearson Education.
- 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 (2nd Ed.) New Delhi: S.Chand and Sons.
- Holma D.H. and Peck H (1993). Analytical Biochemistry (2nd ed.). United Kingdom: Langham Scientific and Technical.

##### **Additional Resources:**

- Pomeranz Y and Meloan CE (1996). Food Analysis: Theory and Practice (3rd ed.). New Delhi: CBS.
- Raghuramulu N, Nair M and Kalyanasundaram K S (1983). A manual of laboratory techniques. New Delhi: ICMR.

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#### **Teaching Learning Process**

- Power point presentations

- Experiential learning through demonstrations
- Practical learning through experiments

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Food and Nutrition
- Biophysics

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## SEC-8: CAD in Textiles and Apparel Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- 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.

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### 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

#### Unit 1 Basics of Design Software

- CorelDraw
- Adobe Photoshop

#### Unit 2 Applications of Design Software

- Corel Draw
  - ❖ Create vector art and illustrations for
    - Logos
    - Brochures
    - Invites
    - Advertisements/Posters
  - ❖ Create and manipulate objects and text
  - ❖ Motif development and placement
  - ❖ Technical drawings of fashion details
- Photoshop
  - ❖ Image editing through
    - Adjusting image luminance

- Selections
- Masking
- Retouching
- ❖ Creation of Mood boards/Theme boards - Working with Layers, Colours, Brushes etc.

## References

### COMPULSORY READING:

- Aldrich, W., 1994, CAD in Clothing and Textiles, 2nd Edition, Wiley- Blackwell Publishing, USA
- Lazear.M.Susan,2007, Adobe Photoshop for Fashion Design, Pearson Publishing
- Jain, S. & Geetha M., CorelDraw Training Guide, BPB Publications, India

### Additional Resources:

- Shufflebotham, R., 2014, Photoshop cc, In Easy Steps Limited, UK
- CorelDraw tutorial:<https://www.youtube.com/watch?v=89VZfov7p8Q>
- Photoshop tutorial:<https://helpx.adobe.com/in/photoshop/tutorials.html>

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## Teaching Learning Process

Class room lectures, demonstrations

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## Assessment Methods

As per DU norms

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## Keywords

CAD, Photoshop, CorelDraw, Textile design, Image editing, Motif, Designing, Mood boards

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## **SEC 12:Computer Applications in Communication and Media Design Skill-Enhancement Elective Course - (SEC) Credit:4**

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### Course Objective(2-3)

- To understand the concept of visual media
- To learn different software for media designing
- To design media project using computer software

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### Course Learning Outcomes

- Understand the scope of visual communication and application of computer enabled systems and software for media designing.
- Grasp the underlying factors defining effective visual media creation.
- Develop familiarity with different software used for media designing.
- Design media using selected computer software.



### Unit 1 Introduction to Media and Design

- 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

### Unit 2 Media Design and Development

- 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

### Practical

- 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

### References

#### 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

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, Computer Applications, Digital Designing, Media Design

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## **SEC 3: Early Childhood Care and Development Skill-Enhancement Elective Course - (SEC) Credit:4**

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### **Course Objective(2-3)**

- To study the contemporary emergence and positioning of Early Childhood Care and Education
- To provide analytical framework for pedagogy and curricular framework
- To understand effective implementation and assessment of early childhood development programmes for fostering optimal growth of young children

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### **Course Learning Outcomes**

- The student will acquire skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts
- They can delineate the significance of stimulating environment for fostering holistic development and assess developmental indicators using tools and checklists
- The students will develop skills in planning and creating development and programmatic activities with respect to all domains of development for children in first six years of life
- The student will develop skills in creating learning materials and use them in family and community in multiple contexts

### **Practical**

- UNIT I: Children's Developmental Needs from Birth-6 years 24
- To prepare, conduct, analyse and document (using rights- based approach) various aspects of child's environment based on developmental needs in two different contexts using observation method
- UNIT II: Development Indicators in Different Domains 24
- To study development indicators in three developmental age groups birth-2 years; 2-4 years; 4-6 years (videos and field observations)
  - To document these three observations of the children
- UNIT III: Fostering Development in Children from Birth-6 years 24
- To collect and create learning material for children in different age groups and domains
  - To plan and conduct any two activities in an ECCE setting (storytelling, puppet show etc.)
- UNIT IV: ECCE Programme: Components, Curriculum and Assessment 48
- To prepare a checklist to study major components of ecce programme and then visit two ECCE settings and conduct the checklist
  - To plan a curriculum for a programme in any one ECCE setting
  - To acquire skills to design spaces for different ECCE programmes which would include setting, resources, material, equipment, toys and books for children
  - To conduct workshop in any of the following area that will enhance skills of an ECCE worker
    - Nutrition and health for young children
    - Drama, music and dance children
    - Classroom activities and worksheets
    - Developing projects and themes for ECCE

### **References**

#### **COMPULSORY READING:**

- Swaminathan, M. (1998). The First five Years. Sage Publications.

- RomilaSoni, R. (2015). Theme Based Early Childhood Care and Education Programme: A Resource Book. National Council of Educational Research and Training.
- Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material.
- Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material.
- Theory and Practice in Early Childhood Care and Education. Managing Children's Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material.

#### Additional Resources:

- Aggarwal, J. C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra: New Delhi.
- Arni, K. and Wolf G. (1999). Child Art with Everyday Materials. TARA Publishing.
- Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
- Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep and Deep Publication, New Delhi.
- Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.
- Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep and Deep Publication, New Delhi.
- Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.

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## Teaching Learning Process

- Field visits
- Workshops
- Lecture
- Classroom discussion
- Guided observation

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## Assessment Methods

As per University of Delhi norms

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

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## Keywords

- Human Development and Childhood Studies
- Child Development
- Early years
- Early Childhood Care and Education
- Early childhood
- Early development
- Development indicators

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## **SEC 1: Home Based Catering**

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

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#### **Course Objective(2-3)**

- 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.

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#### **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**

### **CONTENTS (TOTAL PERIODS: 120)**

#### **UNIT I: Introduction to food service**

- Kinds of food service establishments
  - a. Market survey of various food products raw and processed in different kind of markets.
  - b. Survey of a nearby home based catering unit.

#### **UNIT II: Food Production**

- Menu planning: Importance of menu, Factors affecting menu planning, Menu planning for different kinds of food service units
  - a. Planning menus within specified budget for the following:
    - i. Menu for a birthday party/ nursery school.
    - ii. Packed tiffin lunch for MNC employees.
    - iii. Cyclic menu for catering breakfast, lunch and dinner for PG/ hostel girls.
- Food purchase and storage
- Quantity food production: standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control
  - a. Standardization of a recipe
  - b. Scaling up of recipe for large number of customers
  - c. Food stall/ Event catering
  - d. Demonstration of a specialized cuisine
- Hygiene and Sanitation
  - a. Develop a checklist for good hygiene practices

#### **UNIT III: Planning of a Food Service Unit**

- Preliminary Planning Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up:
  - a. Identifying resources (money, manpower, time, facilities and equipment, utilities)
  - b. Developing Project plan
  - c. Determining investments
  - d. Project Proposal

## References

### COMPULSORY READING:

- 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.
- Mohini, S. (2005) Institution Food Management New Age International Publishers.
- Knight, J.B. & Kotschevar, L.H. (2000). Quantity Food Production Planning & Management. 3rd edition John Wiley & Sons.

### Additional Resources:

- Taneja, S. & Gupta, S.L. Entrepreneur Development- New Venture Creation. Galgotia Publishing Company.
- Payne-Palacio, J. & Theis, M. (2011) Foodservice Management: Principles and Practices 12th ed.

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## Teaching Learning Process

- Lecture method
- Power point presentations
- Experiential learning through planning and demonstration

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## Assessment Methods

- As per the University of Delhi norms

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## Keywords

- Department of Food and Nutrition
- Catering
- Standardization of recipes
- Quantity food production
- Business

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## SEC-14: House Keeping Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- To understand the role of housekeeping in the hospitality industry, vis-à-vis, the services and facilities offered.
- To comprehend the operations management in cleaning and maintenance activities of the hospitality sector.
- To acquire knowledge about the kind of accidents and safety systems in the hospitality institutions.

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### Course Learning Outcomes

- Appreciate the need for maintenance of facilities and services.
- Understand operations management in cleaning and safety systems.
- Develop competence for professional practice in housekeeping.

## **THEORY:**

### **CONTENTS**

### **PERIODS (TOTAL: 60)**

#### **Unit 1: Housekeeping: Facilities and Services**

**15**

- 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

#### **Unit 2 Cleaning**

**35**

- Cleaning Activity and Pest Control
  - Cleaning agents - selection and use for different surface
  - Cleaning equipment - selection, care and maintenance
  - Cleaning techniques - Daily, weekly, yearly; procedure for cleaning of guest room and public area
  - Types of common pests and effective methods of control
- Linen and uniform room
  - Layout plan and physical features of linen and uniform room
  - Types of linen and uniform, their selection
  - Storage procedure for linen and uniforms
  - Stock determination, control and distribution, record keeping, inventory taking
  - Linen and uniform room, staff and their duties
- Laundry
  - Types of laundry systems - In house, contracted out and linen on hire
  - Layout plan and physical features of a laundry
  - Laundry procedure: Collection, sorting & making, stain removal and washing preparations, extractions and drying, ironing & folding, inspection, packaging, storage delivery
  - Laundry supplies and materials: Water, Soaps, Detergents, Bleaches, Laundry blues, Stiffening agents and Iron
  - Dry cleaning procedure

#### **Unit 3 In House accidents, Fire safety and First Aid**

**10**

- Types of accidents commonly occurring in hospitality institution, 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.

#### **Practical (TOTAL: 60)**

- 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.

## References

### COMPULSORY READING:

- Asler, (1970): Management of Hospitality Operations, Bobbs Merrill, London.
- Andrew Sudhir (1985): Hotel Housekeeping- training manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
- Charavarti, B.K.: A technical guide to Hotel Operation, Metropolitan Book Co. Pvt. Ltd., and New Delhi.
- David, M.Allen: Accommodation and cleaning service, Vol. 1 & 2. Hutchinson Publishing Group 17-21 Conway street, London.

### Additional Resources

- Gladwell Derek: Practical Maintenance of equipment for hoteliers, Licenses and caterers, Hutchinson and Co. Pvt. Ltd.
- Hurst Rosemary: Accommodation Management for Hostel and residential establishment.
- Hurst Rosemary: Service and Maintenance for Hotel and Residential establishment. William Heinemann Ltd., 10Upper Grosvenor Street, London.

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## Teaching Learning Process

- Lecture supported by group tutorial work.
- Project Work
- Power -point Presentations
- Field Visits

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## Assessment Methods

- As per University of Delhi norms.

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## Keywords

- Department of Resource Management & Design Application
- Organizational chart
- Planning
- Facilities
- Services
- Record keeping
- Layout plan
- Accidents
- Safety measures

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## SEC 22: Image Styling Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- 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

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## 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

- Physical traits and analysis
  - Body types
  - Body proportion
  - Face shapes
  - Personal colour analysis
- 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
- Personality and etiquettes
  - Personal style analysis and expression
  - Verbal and non-verbal communication etiquettes
  - Personal grooming
- 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
- 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

## References

### 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
- Rasband, J. Wardrobe Strategies for Women, published by Fairchild Books; Student edition (September 18, 2001), ISBN-10: 1563672596
- Funder, D.C. 2001, The Persoality Puzzle (2nd ed), New York: W.W. Norton
- Phares, J.E. 1991, Introduction to Personality (3rd ed), New York: Harper Collins

### Additional Resources:

- Romano, C. Plan your Wardrobe, New Holland Publishers (1998)
- Mc Call, Sewing in Color, Hamlyn Publishing Group 11th edition (1975)
- [www.colormebeautiful.co.nz](http://www.colormebeautiful.co.nz)
- Mc Call, Sewing in Color, Hamlyn Publishing Group 11th edition (1975)
- Vega, L. The Image of Success, American Management Association (2010)



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## Teaching Learning Process

Lectures, handouts, power point presentations, demonstrations, mock exercises, expert lectures/ workshop

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## Assessment Methods

The marking scheme of the paper is summarized as follows:

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.
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## Keywords

Lectures, handouts, power point presentations, demonstrations, mock exercises, expert lectures/ workshop

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## **SEC 13: Information, Education and Communication (IEC) Material for Development**

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

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### Course Objective(2-3)

- To understand various development issues.
  - To learn about IEC materials, their applications and preparation for development.
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### Course Learning Outcomes

- Learn about various types of IEC material
- Understand the usage of IEC material for development.
- Evaluate different types of IEC material.
- Apply the principles and techniques of developing IEC material

### Practical (120)

#### UNIT I: Concept of IEC Material

- Meaning of IEC Material
- Importance and scope of IEC material for development
- Different types of IEC materials for development
- Role of IEC materials for development

## UNIT II: Various Types of IEC Materials for Development

- Graphics and audio visual charts, posters, flashcards, flexes, flip books, pamphlets, leaflets, brochures, booklets, modules, manuals
- Mass Media: IEC materials for radio, television, newspapers and magazines
  - Radio scripts writing
  - T.V. programme scripts writing
  - Newspaper, magazine article writing

## UNIT III: Guidelines for Development of IEC Materials

- Selection of IEC material
  - Strength and Limitations of Various IEC materials
  - Criteria for selecting IEC material
  - IEC materials for combining for greater impact
- Developing a creative brief
  - Importance of creative brief
  - Elements of creative brief
- Preparing prototype IEC material
  - Guidelines for developing new IEC material
  - Qualities of effective IEC material
- Pretesting the prototype of IEC material
  - Assessing the pretested results and revising IEC materials
  - Monitoring the use and impact of IEC materials.

## References

### COMPULSORY READING:

- Enderson (1972): Introduction to communication theories and practices, Cummings publishing house, California
- Bernice Hurst (1996): The handbook of communication skills, Kogan Page Limited, London.

### Additional Resources:

- Chandra A, Shah A, Joshi U (1989) :Fundamentals of teaching Home Science. New Delhi: Sterling publishers
- Wittich and Schuller. (1967). Audio visual materials. London: Havper& Row publications,
- Kumar, J.K. (2010) :Mass communication in India. Ahemdabad: Jaico publishing house.

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, SBCC, Communication systems, Mass media, IEC.

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## **SEC 18: Life Skills Education**

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

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#### **Course Objective(2-3)**

- 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

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#### **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**

**PERIODS: 60**

##### **Unit 1**

#### **Concept and Meaning of life skills 20**

- 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.

##### **Unit 2**

#### **Components for Planning & Organizing Life Skills Programs 20**

##### **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

### Unit 3

#### Life Skills and Youth Development

20

- 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

### References

#### 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:

- Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5th eds), PHI Learning Pvt. Ltd.
- National Aids Control Organization, 2008, Adolescence Education Programme, Life Skills Development.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, Life Skills, Life Skills Development, Life Skills Enhancement, Life Skills Program

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## **SEC 2: Maternal & Child Health Nutrition**

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

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#### **Course Objective(2-3)**

- To understand the nutritional needs during pregnancy, lactation, infancy and preschool years
- To understand the relationship between maternal health and birth outcome
- To understand the concept of infant and young child feeding practices
- To gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes

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#### **Course Learning Outcomes**

- Understand the nutritional needs during pregnancy, lactation, infancy and preschool years
- Understand the relationship between maternal health and birth outcome
- Understand the concept of infant and young child feeding practices
- Gain an insight about nutrition concerns and existing maternal and child nutrition policies and programmes

#### **Practical**

##### **Unit I**

26 credits

- Nutritional needs during pregnancy, common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension, Gestational diabetes), relationship between maternal diet and birth outcome.
- Maternal health and nutritional status, maternal mortality and issues relating to maternal health.

##### **Activities:**

1. Gathering and analysing data on maternal nutrition/health indicators
2. Preparation of educational aid on adequate care and nutrition during pregnancy.
3. Preparation of an educational aid for dietary management of anemia during pregnancy
4. Conducting interview and planning nutrition education games for college going adolescent girls on importance of adequate nutrition and health during adolescence.

##### **Unit II**

14 credits

- Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight, Breastfeeding biology, Breastfeeding support and counselling

##### **Activities:**

1. Preparation of educational aid on adequate care and nutrition for nursing mothers.
2. Planning counselling sessions for nursing mothers for different breastfeeding related problems.

##### **Unit III**

54 credits

- Infant and young child feeding and care - Current feeding practices and nutritional concerns, guidelines for infant and young child feeding, Breast feeding, weaning and complementary feeding.
- Growth monitoring, Assessment and management of moderate and severe malnutrition among children, Micronutrient malnutrition among preschool children
- Child health and morbidity, neonatal, infant and child mortality, IMR and U5MR; link between mortality and malnutrition

##### **Activities:**

1. Gathering and analysing data on child nutrition/health indicators
2. Preparation of educational aid on importance of exclusive breast feeding.

3. Preparation of educational aid on importance of timely initiation of complementary feeding.
4. Preparation of educational aid on prevention and management of diarrhoea.
5. Preparation of educational aid on Importance and schedule of immunization.
6. Preparation of educational aid on importance of hygiene and sanitation.
7. Conduct activity to demonstrate age specific complementary food preparation for infants and young children (7 months, 10 months and 1.5 years).
8. Plotting and interpretation of growth charts for children below 5 years.

#### Unit IV

26 credits

- Overview of nutrition concerns and existing maternal and child nutrition policies and programmes

##### Activities:

1. Preparation of case study from field observations related to any one nutrition problem among mothers and/ or infants
2. Preparation of case study from field observations related to any ongoing programmes on maternal and child nutrition and health in India.
3. Preparation and presentation of information card about various schemes related to maternal and child nutrition
4. Preparation and presentation of information card about various the national/international organizations working in the field of maternal and child health and nutrition.

#### References

##### COMPULSORY READING:

- Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
- Park K (2017). Park's Textbook of Preventive and Social Medicine, 24th Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
- Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.

##### Additional Resources:

- National Guidelines on Infant and Young Child Feeding (2006). Ministry of Women and Child Development, Government of India.
- Vir, S.C (2011) Public Health Nutrition in developing Countries Part1. Woodhead Publishing India Limited
- Vir, S.C (2011) Public Health Nutrition in developing Countries Part2. Woodhead Publishing India Limited

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### Teaching Learning Process

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

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### Assessment Methods

- Continuous evaluation of all activities/ assignments in practical
- Class assessment methods like assignments and quiz as per University norms

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### Keywords

- Maternal Nutrition
- Infant and Young Child Feeding
- Preschool Nutrition
- National Programmes to improve Maternal and Child Nutrition

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## **SEC 24: NGO Management and CSR**

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

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#### **Course Objective(2-3)**

- 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.

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#### **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.

#### **Unit 1 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.

#### **Unit 2 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

#### **Unit 3 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 4 Corporate Social Responsibility (CSR)**

- Concept of CSR: Companies Act and legal framework
- Principles of CSR: Acts and Laws
- CSR Initiatives, reporting and monitoring frameworks
- CSR Initiatives: National and Global Case studies

## Learning Experiences

- Visit of Local NGO and it's profiling
- Studying the Annual report of NGOs
- Reviewing CSR initiatives of different MNCs

## References

### COMPULSORY READING:

- S. Chandra, Guidelines for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi
- D. Lewis, Management of Non Governmental Development Organization (2001), Second Edition, Published by Routledge, Newyork.

### Additional Resources:

- Abraham, Formation and Management of NGOs (2003), Third Edition, Published by Universal Law Publishing Co. Pvt Ltd., New Delhi.
- Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India , New Delhi, Sage Publication.
- Aggarwal, S.2008, Corporate Social Responsibility in India, Sage publication Pvt. Ltd.

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, SBCC, NGO, NGO Management, CSR.

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## SEC 16: Nutrition Health Communication Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- 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.

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### 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

### CONTENTS (TOTAL PERIODS: 120)

#### 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.

#### 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.

#### 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.

#### 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.

**References****COMPULSORY READING:**

- 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.
- Maibach E. and Parrott R.L. (1995). Designing health messages: Approaches from Communication Theory and Public Health Practice. Sage Publications, Inc.

**Additional Resources:**

- 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.
- Field guide to designing communication strategy (2007). WHO publication.
- Behavior change consortium summary (1999-2003) [www1.od.nih.gov/behaviourchange](http://www1.od.nih.gov/behaviourchange).
- Favin M. and Griffiths M. (1999). Nutrition tool kit-09 Communication for Behaviour change in Nutrition projects. Human Development Network-The World Bank.
- Hubley J (1993). Communicating Health. London: Teaching Aids at Low Cost, London, UK.
- Facts for Life (1990). A Communication Challenge. UNICEF / WHO / UNESCO / UNFPA, UK.

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**Teaching Learning Process**

- Lectures
- Discussion
- Power point presentation
- Demonstration
- Project
- Field visit

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**Assessment Methods**

- As per Delhi University norms

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**Keywords**

- Department of food and nutrition
- Communication
- Health
- Education
- Behavior change communication
- Folk media
- Program
- Government
- Media
- Nutrition

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## **SEC 09: Resources and Sustainable Development Skill-Enhancement Elective Course - (SEC) Credit:4**

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### **Course Objective(2-3)**

- To build an inter-disciplinary perspective on understanding environmental concerns, sustainable development and its challenges
- To familiarize students with current debates and perspectives in analyzing constraints and opportunities for sustainable development
- To familiarize students with the concepts of ecological footprint, sustainable consumption and SDGs

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### **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**

#### **PERIODS 120**

- Sustainable development
  - o Environmental concerns and sustainable development
  - o Challenges: Population explosion, urbanization, globalization, economic development
  - o Sustainable consumption
  - o Ecological/Carbon footprint calculation
  - o Sustainable Development Goals (SDGs)
- Resources and Sustainable Approaches I
  - o Energy management: Understanding electricity bills, BEE star labels, energy auditing
  - o Green buildings and green building guidelines
  - o Portfolio on renewable sources of energy, survey on solar products etc.
- Resources and Sustainable Approaches II
  - o Water management: Rain water harvesting, water auditing, water testing
  - o Waste management: Waste to energy plants, waste water recycling, waste to wealth (paper recycling, composting, biogas, solid waste management etc.)
  - o Air/noise/lighting testing
  - o Sustainable practices by industry

### **References**

#### **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

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### Teaching Learning Process

- Power point presentations
- Field visits
- Case study approach
- Survey method
- Experiential learning through demonstrations

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### Assessment Methods

As per University of Delhi norms.

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### 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

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## **SEC 4: Self Development and Well Being Skill-Enhancement Elective Course - (SEC) Credit:4**

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### Course Objective(2-3)

- To enable students to understand the concept of selfhood and parameters of well-being in the contemporary Indian context
- To help students demonstrate skills in developing and using culturally appropriate methods to promote well-being

---

### Course Learning Outcomes

The student will:

- Develop an understanding of selfhood and be able to define parameters of wellbeing.
- Acquire skills in developing and using culturally appropriate methods to promote wellbeing.
- Be able to introspect as well as investigate the concept of selfhood in the contemporary everyday Indian context.

## Practical

### Unit I Components of self and wellbeing (32)

- Understanding the self – Theatre approach, Art, Literature
- Interview of two adolescents –1 male, 1female, about his/her sense of self
- An exercise in self-reflection from early childhood to adolescence
- Organize small group discussions to arrive at indicators of sense of well-being

### Unit II Methods to study self and wellbeing (48)

- Case profile of an adolescent using multiple methods:
  - Learning about assessment of well-being using a standardized test
  - Analysing images in media to understand the self
  - Diagrammatic representation of the self
  - Narrative analysis: self and others; biographies and autobiographies
  - Subjective and objective scales of measuring wellbeing

### Unit III Activities to promote wellbeing (40)

- Workshop on self-development
- Basics of counselling, visit to a counselling centre
- Selected exercises to promote wellbeing: Music, dance, literature, poetry, art, yoga, meditation, play, and theatre

## References

### COMPULSORY READING:

- Kakar, S. (1978). The inner world. Delhi: Oxford University Press.
- Kakar, S. and Kakar, K. (2007). The Indian: The portraits of a people. London: Penguin/Viking.
- Rice, F. P. (2007). Adolescent: Development, Relationship and Culture.
- Santrock, J. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill.

### Additional Resources:

- Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.
- <https://www.ted.com/talk>

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## Teaching Learning Process

- Power Point
- Workshops
- TED Talks
- Documentaries
- Popular films
- Drama/Theatre
- Visit to Counselling centre

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## Assessment Methods

Assessment methods (Marking Scheme): 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.

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## Keywords

Self, Selfhood, Self-Development, Wellbeing, Counselling

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## **SEC 7: Surface ornamentation**

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

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#### **Course Objective(2-3)**

- To understand the importance of surface decorations
- To learn various techniques of fabric manipulation and fabric layering
- To gain knowledge of embroideries, tie and dye, painting and printing as value addition on apparels and home textiles
- To develop a product by using various design exploration techniques

---

#### **Course Learning Outcomes**

- Identify different methods of surface decoration
- Create fabric manipulations by various methods
- Explore designing through colour application
- Describe an over view of surface layering

#### **Practical**

**60**

- Fabric manipulation-cuts, pleats, tucks and removal of threads
- Surface decoration
  - Embroidery stitches-running, stem, herringbone, bullion knot, french knot, blanket, satin and mirror attachment
  - Embellishments-sequin, dabka, beads, lace attachment, tassels and swarovski
- Design through colour application
  - Painting
  - Printing- block, stencil and screen
  - Dyeing- Tie & dye and Batik
- Surface layering
  - Applique-simple, cut and felt
  - Quilting- hand and machine
  - Burning
  - Layering, stitching and cutting
- Product development using the above design exploration techniques

#### **References**

##### **COMPULSORY READING:**

- Juracek, A. Judy, 2000. Soft Surface, Themes &Hodson Ltd.
- Milne D'Arcy Jean, 2006, Fabric Left Overs, Octopus Publishing Group Ltd.
- Singer Margo, 2007, Textile Surface Decoration- Silk & Velvet, A & B Black Ltd.

##### **Additional Resources:**

- Colton, V., 1979, Reader's Digest Complete Guide to Needlework, Reader's Digest Association.
  - Campbell, J. & Bakewell, A., 2006, The Complete Guide to Embroidery Stitches: Photographs, Diagrams, and Instructions for Over 260 Illustrated Stitches, Reader's Digest Association.
  - Singer, R., 2013, Fabric Manipulation, David & Charles Publishers.
-

## Teaching Learning Process

- Demonstrating
- Collaborating
- Classroom Action Research
- Evolution of teaching methods
- Lab practical's

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## Assessment Methods

- Continuous evaluation system
- Ask students to reflect
- Use quizzes
- End semester exams

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## Keywords

- Fabric manipulation
- Surface decoration
- Design
- Surface layering

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# SEC 5: Training and Capacity Building

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

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### Course Objective(2-3)

- To understand the importance and scope of training for development
- To learn the different training approaches and methodologies for various development goals.
- To understand the roles and functions of different phases of the training process
- To develop skills in planning and executing training programmes for different stakeholders

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### Course Learning Outcomes

- Importance and scope of training for development.
- Understand and critically evaluate the different training approaches and methodologies for various development goals.
- Understand the roles and functions of different phases of the training process.
- Develop skills in planning and executing training programmes for different stakeholders

## Practical

**120 Periods**

### Unit I: Concept of Training

- Training and learning
- Types of training
- Role of training and capacity building in HRD

### Unit II: Methods and Techniques of Training

- Tools and techniques for training
- Designing and evaluation of Training Programs for different stakeholders (grassroot functionaries, managers, policy makers)

### Unit III: Training Methods and Techniques: Practice

- Develop training modules for specific target groups with different learning outcomes and learning goals.
- Agencies involved in training and development- NGOs, GOs and Corporate

#### References

#### 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:Oxford & IHB Publishing Co. Pvt. Ltd.
- PRIA. (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.

#### Additional Resources:

- Lyton R and PareekU. (1990). Training for Development. New Delhi, Vistaar Publications.
- Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual.Kathmandu: International Centre for Integrated Mountain Development (ICIMOD). ISBN : 9291150830

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### Teaching Learning Process

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

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### Assessment Methods

- Assessment as per Delhi University Norms

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### Keywords

- Development Communication, Extension, SBCC, Training, Participatory Training, Training methods, Capacity buildings, Training of trainers

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## SEC 15:Travel and Tourism Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- 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

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### Course Learning Outcomes

- Understand the operation and legislations of the travel and tourism industry.
- Ability to plan and schedule the travel itinerary along with costing.
- Appreciate the importance of eco-tourism in present scenario for educational interests.

#### Unit 1 Introduction to Travel and Tourism: Organisation and Legislations 30

- 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
  - o Tourism organization
    - ❖ Needs for Tourism Organization
    - ❖ International Organization
    - ❖ Government Organizations in India
    - ❖ Private Sector Organization in India
    - ❖ Non-Government Organization
    - ❖ Other important organization
  - o Tourism legislation
    - ❖ Laws pertaining to trans-board movements such as visa regulation, customers, foreign exchange, immigration.
    - ❖ Laws related food and beverages
    - ❖ Laws related to transport
    - ❖ Laws related to accommodation
    - ❖ Consumer protection laws related to health, hygiene quality
- Travel & tourism Department of Government- Central & states: Programmes and policies

## Unit 2 Travel Agent and The Tour Operator 20

- 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

## Unit 3 Itinerary planning & Tourism Marketing: 10

- 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.

## Practical 60

- Learn to read railway time table.
- Learn to see railway time table, flight's time table etc on internet and how to do booking, ticketing.
- Prepare a list for places of interest in India and abroad under each type of tourism.
- Prepare a list of tour operators working at local, National and International level.
- Visit various tour organizers and study their set up, management and functioning.
- Prepare brochure for places of tourist interest at local and National level. Prepare one-one brochure for at least one place falling under each type of tourism.
- Visit airports to understand the functioning of local and International air travel.
- Prepare 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.

## References

### COMPULSORY READING:

- Roday, S., Biwal, A. and Joshi. V. (2009). Tourism Operations and Management. Oxford University press publication, New Delhi, First addition.
- Kamra, K.K and M.Chand (2006). Basics of Tourism: Theory, Operation and Practice. Kanishka Publishers, New Delhi.
- Maken. D. (2004). Strategies and Planning in Tourism and Industry. Adhyayan Publishers and Distributors, Delhi, First edition.

### Additional Resources:

- Dharmarajan.S. and R. Seth (1994). Tourism in India: Trends and Issues. Har Anand Publications Pvt. Ltd. New Delhi, First edition.
- Gupta. S (2006). World Tourism in the New Millennium. ABD Publishers, Jaipur, First edition.
- Puri M. and G.Chand (2006). Tourism Management. Pragun Publications, New Delhi. First Edition.

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## Teaching Learning Process

- Classroom lectures
- Power point presentations
- Experiential learning through demonstrations
- Project works
- Field visits

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Department of Resource Management & Design Application
- Travel and tourism
- Itinerary planning
- Tourism marketing
- Tourism legislation
- Tourism organization

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## SEC 11: Understanding Psychology Skill-Enhancement Elective Course - (SEC) Credit:4

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### Course Objective(2-3)

- 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

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### 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 concept

- The students will have a grasp of selected models of behaviour, perception, memory and motivation

#### Unit 1 Introduction

- Psychology as a discipline
- Perspectives on behavior
- Scope and major subfields of psychology
- Biological, social and cultural basis of behavior
- Psychology in modern India

#### Unit 2 Learning

- Classical conditioning
- Operant conditioning
- Learning strategies; Learning in a digital world

#### Unit 3 Perception and Memory

- Perceptual processes, role of attention in perception
- Perceptual organization; perception of depth, distance and movement; illusions
- Models of memory: Levels of processing, Parallel Distributed Processing model
- Information processing, Reconstructive nature of memory; Forgetting, Improving memory

#### Unit 4 Cognition, Emotion and Motivation

- Role of cognition in emotion and motivation
- Components of emotions
- Intrinsic and extrinsic motivation
- Mental health

#### References

##### COMPULSORY READING:

- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to psychology. New York: McGraw-Hill.
- 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.

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### Teaching Learning Process

- Power point presentations
- Audio Visual Methods
- Lecture Methods

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### Assessment Methods

As per University of Delhi norms

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### Keywords

- Psychology

- Perception
- Learning
- Memory
- Behaviour

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## GE 8: Adolescent Relationships Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To study adolescent relationships across cultural contexts
- To understand adolescent relationships in context to society, family and peers
- To understand well-being of adolescents and factor affecting well being

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### Course Learning Outcomes

- The student will acquire knowledge about intra-personal and inter-personal adolescent relationships
- The student will develop an understanding of the concept and dimensions of wellbeing of adolescents in the contemporary social world
- The student will engage in the use of various methods and tools to understand self and adolescence in diverse contexts

### THEORY

#### CONTENTS (TOTAL PERIODS: 120)

#### Unit 1 Adolescence in diverse context 20

- Definitions , social construction of adolescence
- Ecological and cultural influences on adolescence
- Processes in identity formation : social identities , gender & well being

#### Unit 2 Adolescent relationships: Role of building social capital 20

- Family relationships : nuclear, extended & joint families
- Peer relationships : identity formation, knowing one's strengths & weaknesses
- Socio-political-environmental influences on Adolescence

#### Unit 3 Adolescent well being 20

- Concept and theoretical notions of well-being
- Indicators of well being , physical , social – emotional , spiritual
- Factors and experiences that influence well being
- Social ecology and subjective well being

### Practical

- Use of various methods/tools to understand Adolescent inter-personal relationships
  - Interviews
  - Observations
  - Sociometry
  - Movies and documentaries/ videos
- Lectures/ Talks/workshops on-
  - Managing emotions with reference to relationships to learn crisis management

- Counseling/Yoga/Meditation
- Understanding self as a male/female adolescent: exercise on self-reflection
  - Narratives
  - SWOT
  - Autobiography/ Biography
- Brief case profile of an adolescent.

## References

### COMPULSORY READING:

- Rice, F. P. (2007). Adolescent: Development, Relationships and Culture, New York: Pearson
- Santrock, J. W. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill.
- Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.

### Additional Resources:

- Erikson, E.H. (1968). Identity, youth and crisis. New York: Norton.
- Manthei, R. (1997). Counselling: The skills of finding solutions to problems. London: Routledge.

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## Teaching Learning Process

- Lectures
- Videos/ documentaries
- Power point presentations
- Workshops/ talks

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

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

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## GE 16: Appreciation of Textile crafts Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To create an understanding and appreciation of the various traditional Indian textile crafts such as embroideries, dyeing and printing techniques, and woven textiles.
- To impart knowledge about the places/regions in the country known for different types of textile crafts and also about the traditional skills of the artisans and the tools used by them.
- To facilitate awareness with respect to the contemporary status of the textile crafts.

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## Course Learning Outcomes

- List the specific regions of the country having a concentration of artisans practicing different types of traditional textile crafts.
- Explain briefly origin, history, speciality and popularity of various traditional textile crafts.
- Describe the traditional tools, skills, design and colour used in the different types of traditional textile crafts.
- Discuss the impact of modernization and contemporary status of traditional textile crafts.
- Use the various types of traditional needle crafts, dyeing, painting and printing techniques for product development.

### Unit 1 Introduction to Crafts 8

- Crafts- meaning and classification
- Craftsperson- role and responsibilities
- Philosophy and aesthetics – indigenous and contemporary textile crafts

### Unit 2 Textile Crafts

- Types – traditional and modern 5
- Materials – fiber, yarn, fabric and products
- Traditional techniques
  - (a) Traditional needle craft techniques 12  
Kashida , Kasuti, Kantha, Chikankari, Cutch work, Phulkari
  - (b) Dyed, Painted and Printed Textiles 10  
Kalamkari ,Bandhani, Ikats, Pichwais, Ajrakh, Bagru
  - (c ) Woven Saris of India 15  
Brocades, Jamdani, Baluchar, Paithani, Chanderi, Kanjeevarams
  - (d) Shawls and Carpets of various centres 7

### Unit 3 Cultural and Economic Empowerment through Crafts 3

- Textiles crafts in national economy

### Practical

- Bandhej & Laharia 4
  - ❖ Demonstration of techniques
  - ❖ Handouts and related videos
  - ❖ Development of Home textile products
- Embroidery 5
  - ❖ Demonstration of traditional hand stitches
  - ❖ Interaction with artisan
  - ❖ Development of bags/pouches yokes/borders for a desired product
- Printing 5
  - ❖ Demonstration of a block printing/mud resist printing
  - ❖ Visit to craft centre/museum
  - ❖ Development of stole/dupatta

### References

#### COMPULSORY READING:

- Chattopadhyaya, K.D., (1995), Handicrafts of India, Wiley Eastern Limited, N Delhi
- Das, Shukla, (1992), Fabric Art- Heritage of India, Abhinav Publications, N Delhi
- Naik S., (1996), Traditional Embroideries of India, A.P.H. Publishing Corporation

#### Additional Resources:

- Crill R., Murphy M., (1991) Tie-dyed textiles of India, Victoria and Albert Museum, London
- Dhamija J.,(1989) Hand-woven fabrics of India, Mapin Publishing Pvt Ltd, Ahmedabad
- Desai C., (1988) Ikat textiles of India, Chronical Books, San Francisco

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### Teaching Learning Process

- Lectures and classroom discussions
- PowerPoint Presentations
- Video Presentations
- Demonstrations and Workshops
- Practicum and project-based learning
- Field-based learning

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### Assessment Methods

- Evaluation of written examinations
- Evaluation of tests and assignments
- Observation of practical skills
- Evaluation of individual project reports
- Portfolios of dyeing and printing samples and articles

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### Keywords

- Traditional Indian Textiles
- Crafts
- Traditional Indian Embroideries
- Dyed and Printed Textiles
- Carpets
- Shawls
- Woven Saris

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## **GE 11: Behaviour Change Communication**

### **Generic Elective - (GE) Credit:6**

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### Course Objective(2-3)

- To understand the concept, approaches and theories of Behaviour Change Communication (BCC).
- To gain insight into the inter-linkages between communication approaches and behaviour change.
- To learn the concepts of SBCC to specific issues such as health and environment.

---

### Course Learning Outcomes

- Understand the concept and approaches of Behaviour Change Communication (BCC).
- Gain insight into the inter-linkages between communication approaches and behaviour change.
- Learn the concepts of SBCC to specific issues such as health and environment.

#### **THEORY**

**LECTURES: 60**

#### **Unit 1 Concept and approaches to behaviour change communication (BCC) 20**

- Concept and relevance of BCC

- Approaches to BCC
- BCC- Strategy design and implementation.
- BCC: Theories & Models
- Appraisal of communication action plan

## Unit 2 Behaviour Change communication (BCC) for Health 20

- Health scenario and public health issues
- Health programmes and strategies
- 7 C's of Health Communication
- Role of media in health promotion
- Digital technologies and mobile based applications in Health
- Analysis of health campaign

## Unit 3 Behaviour Change communication (BCC) for Environment 20

- Environment scenario and ecological issues
- Environment programme and Strategies
- Emergency communication in humanitarian settings
- Role of media in promoting sustainable environment
- Digital technologies and mobile based applications in Environment
- Analysis of environmental campaign

## Practical 60

- To learn the process of analysing of BCC campaigns
- To document and analysis BCC campaigns for social mobilization and policy change.
- To design and implement BCC campaigns in core issues for stakeholders

## References

### COMPULSORY READING:

- Atkin ,C.K.& Rice, R.E. (2012) Theory and Principles of Public Campaigns. In C. Atkins & R Rice (EDS) Public Communication Campaigns. Newbury Park, CA: Sage
- Cox, R. (2006) Environmental Communications and the Public Sphere. Thousand Oaks,CA:Sage.
- Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International

### Additional Resources:

- Ashford, J. B., LeCroy, C. W., &Lortie, K.L. (2010). Human Behavior in the Social Environment: A Multidimensional Perspective (4th ed.). Belmont CA: Wadsworth/Thomson Learning.
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), Self-efficacy in changing societies, pp. 1–45. New York: Cambridge University Press
- Kotler, P. & Lee, N. (2011). Social Marketing: Influencing Behaviors for Good, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L)

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms



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## Keywords

- Development Communication, Extension, BCC, SBCC, Communication systems, strategic communication, Campaign

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## GE 7:Care and Well Being in Human Development Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To enable students to understand the concept of care and well-being and its influences in the contemporary social world across the life span.
- To help students demonstrate skills to promote well-being of self and individuals in society.
- To enable students to gain knowledge of programmes and policy initiatives on care and wellbeing in India

---

### Course Learning Outcomes

- The student will develop an understanding of the concept and dimensions of care and well-being of individuals in the contemporary social world.
- The students will acquire knowledge of the various influences on care and well being across human lifespan.
- The student will build capacity to promote well being of self and society at large.
- The student will be familiar with program and policy initiatives on care and wellbeing in India.

#### CONTENTS (TOTAL PERIODS: 60)

#### PERIODS

##### UNIT I: Care and Human Development

15

- Definition, concepts & relevance of care
- Vulnerable periods in life that require care
- Principles & components of care

##### UNIT II: Well-being and Human Development

15

- Concept and theoretical notions of well-being-- physical, psychological, spiritual
- Types of well being- Emotional, physical, social, workplace, societal, subjective well being
- Life crises and well-being indicators
- Factors & experiences that promote well-being
- Life skills for building self and greater societal well being

##### UNIT III: Influences on care and well-being across life span (micro and macro context)

20

- Childhood years
- Adolescence
- Adulthood and old age
- Well-being of caregivers
- Socio-political-environmental events influencing well-being- wars, natural disasters, civil movements etc.
- Crisis and stress management

## UNIT IV: Policies, Services & Programs for care and well-being in India

10

- Salient features and types of care and well-being programmes
- Personal and life skill development programmes
- Education, employment and ability training programmes
- Nutrition & health programmes
- Counselling, meditation & yoga programmes

### Practical

- Use of various tools to understand care needs at different stages- childhood, adolescence, adulthood : Interview, Observation, Movies and Documentaries
- Lectures/ Talks/workshops on- Self care and well-being, Counselling & Yoga/meditation
- Visit to a senior citizen home/child care institution to study care and well-being
- Psychometric tests- Well-being scale, Self-concept tests, Subjective well-being scale (WHO), any 2 personality tests
- Review research papers on care and well-being in Indian context

### References

#### COMPULSORY READING:

- Santrock, J.W. (2007). Life Span Development (3rd ed.). New Delhi: Tata McGraw-Hill.
- Singhi, P.( 1999). Child Health & Well-Being: Psychosocial Care within and Beyond Hospital Walls. In T.S. Saraswathi (Ed.).Culture, socialization and human development. New Delhi: Sage.

#### Additional Resources:

- IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential For Lasting Fulfillment. New York: Free Press.
- Sriram, R. ( 2004). Ensuring Infant and Maternal Health In India. In J. Pattnaik (Ed.). Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.

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## Teaching Learning Process

- Lectures
- Videos/documentaries
- Powerpoint presentations
- Field visits

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Human Development and Childhood Studies
- Care
- Well-being
- Holistic Development
- Policies on Care and Well-being
- Child Development

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## GE 22: Child in the Indian Society

### Generic Elective - (GE) Credit:6

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#### Course Objective(2)

- To introduce concepts of society and culture
- To understand social institutions and social change
- To sensitize students of their identity vis a vis the socio cultural dimensions of society.

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#### Course Learning Outcomes

- The student will develop an understanding of the multidimensional aspects of Indian society and culture.
- The student will gain insight into socio-cultural influences on childhood experiences.
- The student will learn about historical concept of childhood in India.

#### THEORY:

#### CONTENTS (TOTAL PERIODS: 60)

#### PERIODS

##### UNIT I: Society and Culture

15

- Society and Culture :concept and definitions
- Community and Association :difference between community, society and association
- Institutions of society

##### Unit II: Historical Concept of Childhood

15

- Understanding childhood in India
- Childhood in Mahabharata
- Childhood in literature
- Childhood in law
- Stages of childhood and socialization
- Childhood and social exclusion : caste , class , gender , disability and minority groups

##### Unit III: FAMILY IN INDIA

15

- Meaning , definitions, functions and types of family
- Psycho: social matrix of extended family in India and its changing dimensions
- Single parent family and the child

##### Unit IV: ETHNOGRAPHIC STUDIES

15

- Studying child rearing practices in India with relevant case studies from the following areas :
- Tribal
- Rural
- Urban

#### Practical

- Personal Social and cultural experiences of childhood in families
- Beliefs and practices related to children in different communities
- Experiences of exclusion on the individual.
- Case studies: Tribal, rural, urban;
- Narratives, films, field visits.

## References

### COMPULSORY READING:

- Haralambos, M., & Heald, R.M. (2013). Sociology : Themes and Perspectives. New Delhi: Oxford University Press.
- Behera, D. K (Ed.) (2007) Childhoods in South Asia: New Delhi. Pearson-Longman.
- Abraham, M.F. (2006). Contemporary Sociology: An Introduction to Concepts and Theories. New Delhi: Oxford University Press.
- Sharma, D. (2003). Infancy and childhood in India. In, D. Sharma (Ed.), Childhood, family and socio cultural change in India (13 - 47). New Delhi: Oxford. Selected short stories about childhood in regional contexts.
- Krishnan, L. (1998). Child rearing: An Indian perspective. In, A. K. Srivastava (Ed.), Child development: An Indian perspective. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.

### Additional Resources:

- Sachdeva, D.R., & Bhushan, V. (2007). An Introduction to Indian Sociology. Kitab Mahal.
- Mandelbaum, G.D. (1972). Society in India. Bombay: Popular Prakashan.
- Herscovits, M.J. (1955). Cultural Anthropology. New Delhi: Oxford and IBH Publishing Company.
- Kapadia, K.M. (1950). The Hindu Code Bill. Bombay: Popular Book Depot.
- Karve, D.G. (1948). Indian Population. Bombay: The National Information and Publications Ltd.

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## Teaching Learning Process

- Class room lectures
- Audio- visual resources : films, documentaries etc
- Workshops/ Talks
- Power point presentations
- Research and newspaper articles
- Debates and discussions on relevant topics

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## Assessment Methods

- As per University of Delhi norms

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## Keywords

- Child
  - Indian society
  - Culture
  - Childhood
  - Family
  - Ethnographic studies
-

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## **GE 6: Child Rights and Social Action**

### **Generic Elective - (GE) Credit:6**

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#### **Course Objective(2-3)**

- To understand the meaning of child rights and rights based approach to providing services and programmes for children
- To sketch a demographic profile of the child in India and to identify groups of children who are in need of care and protection
- To acquire knowledge of constitutional and legal provisions in India for care and protection of the children.

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#### **Course Learning Outcomes**

- Students will understand rights based approach for providing protection and care to the child.
- Students will know about the vulnerable groups of children in India.
- Students will learn about constitutional and legal provisions provided by the state for the child in India.

#### **THEORY:**

#### **CONTENTS (TOTAL PERIODS: 60)**

#### **PERIODS**

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

**20**

- Definitions of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Situation analysis of child in India

##### **UNIT II: Vulnerable Groups: Causes and Consequences**

**20**

- Street and working, destitute, homeless, institutionalized children
- Victims of child-trafficking and child abuse
- Children in conflict with law
- Children with chronic illness, disabilities, in conflict zones and affected by disasters

##### **UNIT III: Framework for Social Action**

**20**

- Constitutional provisions in India
- National policies, programs and laws for children
- UNCRC, NCPCR
- Role of family, community, state & child herself in protecting rights

#### **Practical**

- Visits to institutions working for vulnerable children.
- Exploring and analysis of child rights issues through audio-visual sources and workshops.
- Interaction with children in difficult circumstances.
- Case profile of a child in difficult circumstances.
- Programme planning.

## References

### COMPULSORY READING:

- Bajpai, A. (2006). Child Rights in India: Law, policy and practice. New Delhi: Oxford University Press.
- Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi: Springer.

### Additional Resources:

- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.
- Virani, P. (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.

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## Teaching Learning Process

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Film making
- Field visits
- Internship
- Research and newspaper articles

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## Assessment Methods

As per University of Delhi Norms

- Test
- Classroom assignments
- Long essay

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## Keywords

- Child rights
- Child protection

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## GE 4: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To understand the multi-faceted nature of nutritional problems and the various interventions that can be adopted at community level for improving the nutritional status.
- To learn about the policy and intervention programmes operating in India to overcome malnutrition.
- To understand the concept and determinants of food and nutrition security.

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### Course Learning Outcomes

- Understand the multi-faceted nature of nutritional problems.
- Be aware of the various interventions that can be adopted at community level for improving the nutritional status.
- Be familiar with the policy and intervention programmes operating in India to overcome malnutrition.

- Understand the concept and determinants of food and nutrition security.

### **UNIT I: Nutritional Problems Affecting The Community**

**20**

Etiology, prevalence, clinical features and preventive strategies of-

- Undernutrition - Protein energy malnutrition, Moderate Acute Malnutrition, Severe Acute Malnutrition, Nutritional Anaemia, Vitamin A Deficiency, Iodine Deficiency Disorders
- Obesity, Metabolic Syndrome
- Coronary heart disease, Diabetes
- Fluorosis
- Dental caries

### **UNIT II: Strategies For Improving Nutrition And Health Status Of The Community**

**10**

- Appropriate interventions involving different sectors such as Food, Health and Education – diet diversification, food fortification, supplementation, genetic modification, improved water and sanitation, immunization, nutrition education, growth monitoring and promotion (GMP), diarrhoea management and prevention

### **UNIT III: Nutrition Policy And Programmes**

**10**

- Sustainable Development Goals – Introduction, and relevance to nutritional problems in India
- National Nutrition Policy
- Ongoing nutrition programmes – Integrated Child Development Services (ICDS) Scheme, Mid-day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders, National Programme for Prevention and Control of Cancers, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS), POSHAN Abhiyaan

### **UNIT IV: Food And Nutrition Security**

**10**

- Concept, components, determinants
- Overview of the ongoing public sector programmes for improving food and nutrition security

### **TUTORIAL (TOTAL PERIODS: 10):**

- Planning of low cost nutritious recipes for pre-schoolers, school age children, adolescents, pregnant and nursing women.
- Planning of nutritious recipes for an obese and an underweight adult.
- Visit to ongoing nutrition programme.

### **References**

#### **COMPULSORY READING:**

- Bamji, M. S., Krishnaswamy, K. & Brahman, G. N. V. (Eds.). (2017). Textbook of Human Nutrition (4th ed.). New Delhi, India: Oxford and IBH Publishing Co. Pvt. Ltd..
- Longvah, T., Ananthan, R., Bhaskarachary, K. & Venkaiah, K. (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
- Park, K. (2017). Park's Textbook of Preventive and Social Medicine (24th ed.). Jabalpur, India: Banarasidas Bhanot Publishers.
- Vir, S. (2011). Public Health Nutrition in Developing Countries (Vol 1 & 2). New Delhi, India: Woodhead Publishing India.

#### **Additional Resources:**

- Gibney, M. J., Margetts, B. M., Kearney, J. M. & Arab, L. (Eds.). (2005). Public Health Nutrition. Oxford, UK: Blackwell Science.
- ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

- Kishore, J. (2016). National Health Programs of India (12th ed.). New Delhi, India: Century Publications.

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## Teaching Learning Process

- Lecture
- Power-Point Presentations
- Field Visits

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## Assessment Methods

As per University of Delhi norms

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## Keywords

- Department of Food And Nutrition
- Public health nutrition
- Malnutrition
- Nutrition programmes
- Food security

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# GE 17: Entrepreneurship and Enterprise Management

## Generic Elective - (GE) Credit:6

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## Course Objective(2-3)

- 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

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## 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:

### CONTENTS (TOTAL PERIODS:60)

### PERIODS

#### Unit I: Entrepreneurship Development:

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

20



**Unit II: Enterprise Planning and Launching:**

- Types of enterprises, classification based on capital, product, location, ownership pattern and process
- Project Identification: Idea generation, sensing business opportunities, feasibility study
- Project Formulation: Project report & its components, writing a business proposal
- Project Appraisal: Technical, marketing, financial, legal and environmental

**20****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

**Practical (Total = 60)**

- 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.

**References****COMPULSORY READING:**

- Charantimath, P. M. (2018). Entrepreneurship Development and Small Business Enterprises. Pearson Publications.
- Chhabra T. N. (2015). Entrepreneurship Development. New Delhi: Sun India.
- 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.

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**Teaching Learning Process**

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

## Assessment Methods

As per University of Delhi norms.

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### Keywords

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

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## ENTREPRENEURSHIP FOR SMALL CATERING UNITS (GE 3) Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

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

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### Course Learning Outcomes

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

### THEORY

#### CONTENTS

PERIODS: 60

#### UNIT I. ORGANIZATION AND MANAGEMENT

6

- Principles of management
- Functions of management/ manager

#### UNIT II. PRODUCTION PROCESS IN A FOOD SERVICE ESTABLISHMENT

28

- Types of food service systems
- Menu Planning : Importance of menu, Factors affecting menu planning, Types of menu
- Food purchase and receiving
- Storage
- Quantity food production: Standardization of recipes, Recipe adjustment and portion control, Techniques of quantity food production
- Food service
- Food hygiene and sanitation, National food regulations

#### UNIT III. SPACE AND EQUIPMENT

5

- Types of kitchen areas, Flow of work and work area relationship
- Equipment : Factors affecting selection of equipment , Equipment needs for different situations

#### UNIT IV. PERSONNEL AND FINANCIAL MANAGEMENT

9

- Personnel Management : Functions of a personnel manager, Factors to consider while planning the kind and number of personnel- Menu, type of operations, Type of service, Job description and Job specification
- Financial Management: Importance of Financial Management, Budgets and Budgeting process, Cost concepts

#### UNIT V. PLANNING OF A SMALL FOOD SERVICE UNIT

12

- Preliminary Planning: Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up: Identifying resources, Developing Project plan, Determining investments
- Development of a business plan

#### Practical

60 hours

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

#### References

##### COMPULSORY READING:

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

##### Additional Resources:

- Kotas R and Jayawardardene C (1994) Profitable Food and Beverage Management, Hodder & Stoughton Publications.
- Knight J B and Kotschevar LH (2000) Quantity Food Production Planning & Management 3rd edition, John Wiley & Sons.
- Taneja S and Gupta SL ( 2001) Entrepreneurship Development, Galgotia Publishing.
- Roday S ( 2003) Food Hygiene and Sanitation , Tata McGraw Hill Publication Ltd.
- Desai V (2011) The Dynamics of Entrepreneurial Development and Management, Himalya Publishing House Pvt. Ltd., Mumbai.

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#### Teaching Learning Process

- Lecture Method
- Discussions
- Power Point Presentations
- Demonstrations
- Surveys
- Hands-on training

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#### Assessment Methods

- Assignments

- Quiz
- Tests
- Reports
- Continuous evaluation of practical work
- Internal assessment as per Delhi University Norms
- End semester Examination as per Delhi University Norms

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## Keywords

- Department of Food and Nutrition
- Entrepreneurship
- Catering
- Food Service Units
- Management
- Menu Planning
- Food Production
- Standardization
- Business
- Personnel Management
- Hygiene and sanitation
- Budget
- Food service equipment

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## GE 19: Facilities & service management Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To understand the evolution, nature and scope of facilities and service management in various organizations.
- To prepare operational and strategic facilities management plan for attaining business efficiency.

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### Course Learning Outcomes

- Understand the nature and scope of facilities and service management.
- Develop an understanding of operations management, logistics and information security.
- Gain knowledge about the strategies of facilities and service management.
- Have a practical understanding regarding the management of services in various organizations.

### THEORY:

#### CONTENTS (TOTAL PERIODS: 75)

#### PERIODS

#### UNIT I: Concept of Facilities and Service Management

20

- Nature, and scope of facilities and services
- Classification and characteristics of facilities and services
- IFMA Model and core competencies of facility manager

#### UNIT II: Service Management

25

- Care and maintenance of different surfaces
- Operations management

- Logistics and transportation
- Landscaping
- Information security management systems, health services

### **UNIT III: Strategies for Facilities & Service Management**

**30**

- Strategies for Facilities & Services
- Six Sigma applied in facilities and services management
- Service quality management and control - internal audits
- Occupational health & safety system
- Overview of Hygiene practices: hazard analysis and critical control point (HACCP)

### **TUTORIAL: (Total-15)**

- Case study regarding service management in an organization.
- Survey and collecting information about hard and soft services used in various households.
- Design an office safety and health checklist as per OSHA guidelines.
- Field visits to Malls/Hospitals/Hotels/Restaurants to observe various facility management services such as operations, security, landscaping, area maintenance etc.

### **References**

#### **COMPULSORY READING:**

- Construction Products in India- The issues, the potential and the way ahead by CCPS (Confederation of Construction and Services).
- Household Materials –A Manual for Care and Maintenance by Sarla Manchanda, Savitri Ramamurthy, Sushma Goel and Archana Kumar.
- Barrett, P., Finch, E. (2013.). Facilities Management: The Dynamic of Excellence. Wiley Blackwell.

#### **Additional Resources:**

- Atkin, B., Brooks, A. (2009). Total Facilities Management. Wiley-Blackwell.
- Booty, F. (2011). Facilities Management Handbook. New York: Routledge.

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## **Teaching Learning Process**

- Classroom lectures
- Case study approach
- Survey method
- PowerPoint presentations
- Field visits

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## **Assessment Methods**

As per University of Delhi norms.

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## **Keywords**

- Department of Resource Management & Design Application
- Facilities and services
- IFMA
- Cleaning and maintenance
- Operations management
- Health and safety system

- Strategies
- Six sigma

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## GE 14: Fashion Accessories

### Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To introduce the students to fashion accessories
- To familiarize the students to accessory designers and brands
- To impart the knowledge of the basics of common accessories viz., handbag, footwear and hats
- To provide comprehensive knowledge about the design development process of accessories

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### Course Learning Outcomes

- Recognise the role and importance of fashion accessories in the apparel industry
- Describe the various categories, history, styles and production methods of fashion accessories
- Restyle and coordinate accessories with apparel using creative ideas
- Understand forecast, trends, and process of accessory designing
- Develop skills in range planning and creating fashion accessory

#### Unit I: Role and Significance of Fashion Accessories

**15 Lectures**

- Importance of fashion accessories in apparel industry
- History and overview of accessory design
- Role of an accessory designer
- Leading contemporary accessory designers and brands

#### Unit II: Understanding categories, styles and production methods of fashion Accessories    **25 Lectures**

- Brief history, common styles, components, materials used and production methods of accessories: Handbags, Footwear, Hats Jewellery, Belts and Scarves
- Coordinating accessories and outfits

#### Unit III: From Concept to Creation: Overview of fashion accessories industry    **20 Lectures**

- Inspiration and research for design development
- Mapping of trends and forecasting process
- Preparation of specification sheet and sourcing of material
- Costing
- Developing a range
- Overview of retail management of fashion accessories

### Practical

- Sketching, colouring and rendering of fashion accessories – handbags, footwear, jewellery 3
- Market survey on sourcing materials viz., fabrics and trims like magnets , buttons, frames , chains, rivets, studs , hooks etc. 2
- Exploring surface ornamentation techniques 2
- Design process: Understanding Mood boards
- Designing, construction and costing of a bag 3
- Restyling project - Restyling of plain accessories using creative techniques 3
- Final design project – Based on an inspiration, design a collection of accessories 3
- End term Presentation

## References

### COMPULSORY READING:

- Know Your Fashion Accessories, Celia Stall- Meadows, Fairchild Books; Student ed. edition (25 August 2003), ISBN-13: 978-1563672453
- Genova Aneta 2011, Accessory Design, Fairchild Pubns; 1 edition
- Schaffer Jane, Saunders Sue 2012, Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series
- Lau John 2012, Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery, A Publishing; 1 edition

### Additional Resources:

- www.wgsn.com
- Stephens Frings Gini, 2007, Fashion: From Concept to Consumer (9th Edition), Prentice Hall
- Gervai Olivier 2009, Fashion Accessories, A&C Black, Illustrated edition, ISBN 140811058X, 9781408110584.
- Abbing Bina 2005, marker rendering for Fashion, Accessories, and Home Fashion, Bloomsbury Academic, Illustrated Edition, ISBN 1563673606, 9781563673603.

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## Teaching Learning Process

Lectures, handouts, power point presentations, demonstrations, visits, expert lectures/ workshop

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## Assessment Methods

As per the University Norms

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## Keywords

Accessories, accessories categories, styles, forecasting, designers and brands

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# GE 13: Fashion Design & Development

## Generic Elective - (GE) Credit:6

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## Course Objective(2-3)

- To introduce concept of business of fashion.
- To make students aware of the process of line development and fashion forecasting.

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## Course Learning Outcomes

- Recognize various aspects of business of fashion
- Understand steps involved in development of product design for various market segments
- To be able to identify steps involved in line development
- Explain various sizing system prevalent in the industry.
- Understanding process of forecasting trends.
- Develop skills for analyzing fashion brands

THEORY

Lectures: 60

### Unit I: Nature of fashion

7

- Importance of Fashion
- Fashion Business

- Terminology of fashion
- Principles of fashion

**Unit II: Business of Fashion** **11**

- Origin of fashion
- Designer's role
- Manufacturer's role
- Retailer's role

**Unit III: Product Development** **12**

- Process of Product Development
- Market Segmentation: Women's wear, Men's wear, Children's wear

**Unit IV: Line Development** **12**

- Approaches to line planning
- Organising the line
- Parameters of line development

**Unit V: Sizing** **6**

- Women's sizing
- Men's sizing
- Children's sizing

**Unit VI: Fashion forecasting** **12**

- Forecasting background
- Forecasting industry
- Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details, mood boards

**Practical 60 Periods**

- Market study on sizing system- choosing any one category of garments and exploring sizing system used by various brands
- Case study on any one domestic apparel brand
  - ❖ Product range offered
  - ❖ Line concept
  - ❖ Target Market
  - ❖ Pricing
- To review forecasting reports of any two international forecasting agencies

**References**

**COMPULSORY READING:**

- Stone, E., (2008), The Dynamics of Fashion, III Edition, Fairchild Books, China.
- Keiser, S.J., and Garner, M.B., (2008), The Synergy of Apparel Product Development, II Edition, Fairchild Publications, USA.
- Tate, S.L. and Edwards, M.S.(1982) The Complete Book of Fashion Design, New York, Harper & Row Publication.

**Additional Resources:**

- Fringes, G.S. (1999), Fashion from Concept to Consumer, 6th edition, NJ, Prentice Hall.
- Jarnow, J. Dickerson Kitty G (1987), Inside the Fashion Business, New Jersey, Merrill, Prentice Hall.
- Mc. Kelvey, K., Muslow, J., Fashion Forecasting (2008) Wiley Blackwell



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## Teaching Learning Process

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

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## Assessment Methods

As per Delhi University norms

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## Keywords

Business of fashion, fashion designer, Line development, garment sizing, forecasting trends

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# GE 5: Gender and Social Justice

## Generic Elective - (GE) Credit:6

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## Course Objective(2-3)

- To develop an understanding of sex and gender.
- To gain insights about the issues and concerns of women and girl child in India.
- To acquire knowledge about relevant policies and legislation for gender justice in India.

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## Course Learning Outcomes

- The students will develop an understanding of the biological and cultural determinants of sex and gender.
- The students will acquire knowledge of issues and concerns of women and girl child in India.
- Students will gain insights about the history of women's movement in India and the existing legislations.

## THEORY:

### CONTENTS (TOTAL PERIODS: 60)

### PERIODS

#### UNIT I: Understanding Gender

18

- Sex and gender: Masculinity and femininity
- Biological & cultural influences on being male & female
- Gender fluidity: LGBTQ communities

#### UNIT II: Social Construction of Gender

15

- Socialization for gender
- Gender roles, stereotypes and identity
- Influences on gender: mythology, literature, work, media, popular culture, caste

#### UNIT III: The girl Child and Women in India

15

- Demographic profile
- Status of health, nutrition & education
- Female feticide, infanticide and violence against women

## UNIT IV: Gender Justice

12

- Women's movement in India
- Laws, policies & programs for female children and women

### Practical

- Interviews and surveys of people in different social settings.
- Visits and workshops by organizations working in the field of gender parity and women's empowerment.
- Using films, documentaries, newspaper articles to understand gender diversity at multiple levels.
- Programme planning, advocacy and raising awareness through placements/ internship with relevant organizations.

### References

#### COMPULSORY READING:

- Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women, Raj Press.
- Bhasin, K. (1993). What is Patriarchy? New Delhi: Kali for Women, Raj Press.
- Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.
- Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.

#### Additional Resources:

- Bhasin, K. (2004). Exploring Masculinity. New Delhi: Women Unlimited, Raj Press.
- Bhasin, K. (1986). Feminism and its relevance in South Asia. New Delhi: Kali for Women, R. S. Printers.

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## Teaching Learning Process

- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Film making
- Field visits
- Internship
- Research and newspaper articles

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## Assessment Methods

As per University of Delhi norms

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

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## Keywords

- Sex
- Gender
- Society
- Patriarchy
- Gender socialization
- Empowerment

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## **GE 10: Gender, Media And Society**

### **Generic Elective - (GE) Credit:6**

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#### **Course Objective(2-3)**

- To sensitize students about the gender dynamics in societies and its impact on development.
- To make students appreciate the desired role of media in promoting gender equity.

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#### **Course Learning Outcomes**

- Examine the concept of gender and socio-cultural practices impacting the social construction of gender.
- Understand the relationship between gender equity and differentials in gender and development indicators.
- Appreciate the dimensions, theories and approaches of women empowerment.
- Critique the role of media in promoting gender equity.

#### **UNIT I: Social construction of Gender**

**15**

- Concept of gender and differences between sex and gender
- Patriarchal social order and status of women
- Socio Cultural practices influencing girls and women
- Shifts in Status of women – historical and contemporary perspectives
- Gender & Sexuality

#### **UNIT II: Gender and Development**

**20**

- Concept of Gender and Development – Indicators of human and gender development
- Approaches to women's participation in development
- Status, issues and challenges in context to violence against women-Life Cycle Approach
- Gender differentials: Women and health, nutrition and education
- Invisibility of women's work and economic participation
- Dimensions of Women Empowerment- Economic and Political

#### **UNIT III: Gender and Media**

**15**

- Social construction of gender reality by contemporary media
- Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative
- Mainstream media and gender – Portrayal and Representation
- Representation of women in media in political, cultural and social landscape
- Gender and ICTs – Case studies

#### **UNIT IV: Gender, Law and Advocacy**

**10**

- Legal provision for women's rights
- Human rights and Right to development
- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics – - News reporting

#### **Practical**

- Analysis of gender differentials using development indicator
- Gender based analysis of media with special reference to portrayal of women.
- Case studies for programmes and campaign for women's development.

## References

### COMPULSORY READING:

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
- Sohoni, K Neerja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

### Additional Resources:

- Beauvoir, S. (2015). The Second Sex. London: Vintage Books.
- Chattopadhyay, S (2018). Gender Socialization and the Making of Gender in the Indian Context. New Delhi: Sage Publications.
- Dube, L. (2001) Anthropological Explorations in Gender-Intersecting Fields. New Delhi: Sage Publications.
- Ghadially, R (1989). Women in India Society: A Reader. New Delhi: Sage Publications.
- Ghadially, R (2007). Urban Women in Contemporary India. . New Delhi: sage Publications
- Goel, A. (2004) Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
- Goel, A. (2004) Organisation & Structure of Women Development and Empowerment. New Delhi: Deep & Deep
- Kishwar, M. (1994) Off the Beaten Track – Rethinking Gender Justice for Indian Women. Mumbai: Oxford University Press.
- Krishna, S. (Ed) (2003) Livelihood and Gender Equality in Community Resource Management. New Delhi: Sage Publications

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Gender, Gender Equity, Women & Media, Women Empowerment.

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# GE 1: HUMAN NUTRITION

## Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To understand the relationship between food, nutrition and health.
  - To classify foods into various food groups and explain the concept of balanced diet.
  - To describe digestion, absorption and functions of various nutrients as well as list their food sources.
  - To discuss the physiological considerations for planning meals and nutritional concerns during the various life stages.
  - To be able to plan and prepare nutritious meals for different age groups.
-

## Course Learning Outcomes

- Relate food, nutrition and health with each other.
- Classify foods into various food groups and explain the concept of balanced diet.
- Illustrate digestion, absorption and functions of various nutrients as well as list their food sources.
- Describe the physiological considerations for planning meals and nutritional concerns during the various life stages.
- Plan and prepare nutritious meals for different age groups.

### THEORY:

### CONTENTS

(TOTAL PERIODS: 60)

#### Unit I: Basic Concepts in Nutrition

10

- Basic terms used in nutrition
- Understanding relationship between food, nutrition and health
- Functions of food-Physiological, psychological and social
- Basic food groups and concept of balanced diet

#### Unit II: Nutrients

25

Energy- Functions, sources and concept of energy balance

Functions, Recommended Dietary Allowances, dietary sources, effects of deficiency and/ or excess consumption on health of the following nutrients:

- Carbohydrates and dietary fibre
- Lipids
- Proteins
- Fat soluble vitamins-A, D, E and K
- Water soluble vitamins – Thiamin, Riboflavin, Niacin, Pyridoxine, Folate, Vitamin B12 and Vitamin C
- Minerals – Calcium, Iron, Zinc and Iodine

#### Unit III: Nutrition during Lifecycle

25

Physiological considerations, nutritional concerns and dietary guidelines for the following life stages:

- Adults and Elderly
- Pregnant women
- Nursing mothers
- Infants
- Preschool children
- Adolescent children

### Practical

- Identifying Rich Sources of Nutrients
  - Energy, Protein, Iron, Calcium, Fiber, Vitamin A, Ascorbic acid
- Introduction to Meal Planning
  - Food groups and food exchange list
  - Use of food exchange list for planning and preparation of nutritious diets for Adult man / woman of different activity levels, and nutritious dishes for pregnant woman, nursing woman, infant, pre-school children and adolescent children.

## References

### COMPULSORY READING:

- Chadha R and Mathur P eds. (2015). Nutrition : A Lifecycle Approach. Hyderabad: Orient BlackSwan.
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Phoenix Publishing House Pvt. Ltd.
- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- NIN (2011). Dietary Guidelines for Indians- A Manual. Second edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V, Singh K, Mathur P (2018). Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition. Delhi: Elite Publishing House.

### Additional Resources:

- Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). Wardlaw's Perspectives in Nutrition, International Edition, 9th edition. New York: McGraw- Hill.
- ICMR (2010). Recommended Dietary Allowances for Indians. Published by National Institute of Nutrition, Hyderabad.
- Sethi P, Lakra P. Aahar Vigyan, Poshan evam Suraksha (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.
- Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi. Delhi: Global Books Organisation.
- Suri S and Malhotra A (2014). Food Science, Nutrition and Safety. Dorling Kindersley (India) Pvt. Ltd, India.

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## Teaching Learning Process

- Power point presentations
- Demonstrations
- Class discussions

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## Assessment Methods

As per University of Delhi norms.

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## Keywords

- Lifecycle Nutrition
- Food groups
- Nutrient deficiency
- Nutrients
- Dietary guidelines
- RDA

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## GE 12: Information and Communication Technologies for Development Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To understand various development issues.
- To learn about IEC materials, their applications and preparation for development.

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## Course Learning Outcomes

- Understand the features and characteristics of ICTs.
- Enhance the skills for analysing and appraising an ICT application.
- Comprehend the design and analysis of ICT tools for development.

### THEORY

**LECTURES: 60**

#### UNIT I: Introduction to ICTs

**20**

- Understanding ICTs- Definition, concept, meaning
- Evolution of ICTs-global and local level
- Classification of ICTs- Traditional and modern ICTs, their relevance to development
- Limitations and challenges of ICTs- limited reach and access, digital divide
- Stakeholders in ICT projects and funding patterns

#### UNIT II: Applications of ICTs for Development

**20**

- ICTs and Livelihoods, Poverty Reduction and Governance
- ICTs in Education, Gender equality and Empowerment and Health
- ICTs in Environment, Climate Change and Disaster Management
- Role of ICTs in development- Radio, television, video, multi-user mobile telephony

#### UNIT III: ICT Tools in Diverse Media

**20**

- Study, Analysis and design of ICT tools for development
- Radio as an ICT tool for development
- Television as an ICT tool for development
- New media as an ICT tool for development
- Mobile telephony as an ICT tool for development

### Practical 60

- To understand the applications of ICTs to development
- To Study and Analysis and design of ICT tools in diverse media for development
- To design ICT tools for development using diverse media

### References

#### COMPULSORY READING:

- Pannu, P. &Tomar, Y. (2012). Communication, Technology for Development. New Delhi : IK International Publishing House. ISBN: 9789380578903.
- Unwin, T. (Ed.) (2009). ICT4D: Information and Communication Technology for Development. Cambridge: Cambridge University Press. • Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). Information and Communications Technology for Sustainable Development. Bangalore: Allied Publishers

#### Additional Resources:

- Buckingham, D. (2008). Youth, Identity, and Digital Media. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press.
- Hassan, R. & Thomas, J. (2006). The New Media Theory. Open University Press.
- Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York, London: New York University Press.
- Marshall, P. D. (2004). New Media Cultures, Information and Communication Technology for Development. Hodder Stoughton Educational.

- Preston, P. (2001). Reshaping Communication: Technology, Information and Social Change. London, California, New Delhi : Sage Publications. DOI: <http://dx.doi.org/10.4135/9781446222164>
- Vanaja, M. & Rajasekar, S. (2016). Information & Communication Technology (ICT) In Education. New Delhi: Neelkamal Publications.
- Warschauer, M. (2004). Technology and Social Inclusion: Rethinking the Digital Divide. MIT Press (MA).
- Weigel, G. & Waldburger, D. (Eds.) (2004). ICT4D – Connecting People For A Better World. Lessons, Innovations and Perspectives of Information and Communication
- Technologies in Development. Berne: Swiss Agency for Development and Cooperation (SDC) and the Global Knowledge Partnership (GKP).

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## Teaching Learning Process

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

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## Assessment Methods

- Assessment as per Delhi University Norms

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## Keywords

- Development Communication, Extension, ICT, New Media, ICT for Development.

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# GE 18:Interior Design

## Generic Elective - (GE) Credit:6

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## Course Objective(2-3)

- 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

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## 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.

## UNIT I: Design Fundamentals 20

- Concept 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 design
  - ❖ Color theories and schemes
  - ❖ Color trends
- Lighting applications:
  - ❖ Energy efficient lighting



- ❖ Types of lamps and luminaires
- Design drawing – drawing as a language to explore & communicate ideas
- Composition of drawing – harmony, clarity, proportion and adequacy

## UNIT II: History of Design 10

- 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

## 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
- Accessories – uses, classification, design, selection & arrangement

## Practical 60

- Drawing
  - ❖ Introduction to drawing instruments & tools (manual & computer tools), drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional, lettering, sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional, rendering for different surfaces such as trees, brick, grass, water, wood, stone, earth, concrete using water colors, stubbing and 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).
- Elevation & perspective plans with rendering (Manual/Computer aided).
- Furniture & furnishing plans of specific areas- Critical Analysis.
- Preparation of portfolio on wall & floor coverings, window and door treatments, lighting systems, artifacts (sculptures, ceramics/terracotta, handicrafts, flower arrangements), fittings and fixtures, wood and its substitutes.
- Visits to some famous designers and preparing portfolio on successful designers and lessons learnt from their work

## References

### COMPULSORY READING:

- Lawrence M, (1987), Interior Decoration, New Jersey: Chartwell Books.
- Riley & Bayen., (2003), The Elements of Design, Mitchell Beazley.
- Goel, S., Seetharaman, P. & Kakkar, A. (2015). Interior space designing: A practical manual. New Delhi: Elite Publishing House Pvt. Ltd. (2nd Ed).

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**Additional Resources:**

- Deshpande, R. S. Modern ideal homes for India. Poorna: United book corporation.
- Goldstein & Goldstein. Art in everyday life. New York: The Macmillan Company.
- Rutt. A. H. Home furnishing: Wiley Eastern Private Ltd.

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**Teaching Learning Process**

- Classroom lectures
- Project Work
- Power Point Presentations
- Field Visits

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**Assessment Methods**

As per University of Delhi norms.

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**Keywords**

- Department of Resource Management & Design Application
- Elements of content
- Principles of composition
- History of interior design
- Vernacular design
- Sustainable design
- Furniture
- Furnishings
- Furnishings

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**GE 9: Media, Culture and Society**  
**Generic Elective - (GE) Credit:6**

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**Course Objective(2-3)**

- To create awareness on the concepts, models and perspectives in the study of communication & media
- To analyse the relationships, dynamics, and trends within communication media, culture & society.

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**Course Learning Outcomes**

- Gain knowledge of key theories, concepts, models and perspectives in the study of communication & media
- Understand the relevance and roles of communication media in individual lives as well as in larger context of culture & society.
- Analyse the relationships, dynamics, and trends within communication media, culture & society.

**UNIT I: Understanding culture****25**

- Concept of cultures, sub cultures
- Popular, folk and mass culture
- Role of Ideology and hegemony
- Role of Mass Media in society.

**UNIT II: Media Audience analysis****25**

- Types of Audience
- Theories of Audience
- Women as audience
- Approaches to media analysis
- Media and realism (class, gender, race, age, minorities, children etc.)

**UNIT III: Media and Popular culture****25**

- Relation between Media and Popular culture
- Social construction of reality by media
- Construction Vs Distortion of reality
- Cultural Studies approach to media
- Intercultural influences on media

**Practical 15**

- Prepare a mind map to understand the concept of culture
- Media Critiquing of a movie or television series to understand the concepts and techniques about interpretation, ideology, of gender/class/race.
- Audience perceptions about their preferences on viewership

**References****COMPULSORY READING:**

- Potter, James W (1998) Media Literacy. Sage Publications
- Baran and Davis, Mass communication theory
- John Storey, Culture: Theory and Popular Culture
- Grossberg, Lawrence et al (1998) Media-Making: Mass Media in a popular culture. Sage Publications
- Mc Quail, Denis. (2000). Mass Communication Theory. London, Thousand Oaks, New Delhi: Sage Publications.

**Additional Resources:**

- Berger, Asa Authur (1998). Media Analysis Technique. Sage Publications
- Stevenson, N (2002). Understanding Media Studies: Social Theory And Mass Communication, 2nd edition, Sage publications

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**Teaching Learning Process**

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

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**Assessment Methods**

- Assessment as per Delhi University Norms

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**Keywords**

- Development Communication, Extension, Media, Culture & Communication, Popular Culture, Media Audience
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## **GE 2: NUTRITION: A LIFESPAN APPROACH**

### **Generic Elective - (GE) Credit:6**

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### **Course Objective(2-3)**

- To understand principles of planning nutritionally balanced diet.
- To apply knowledge of nutrition for planning meals as per individual needs through the life span.

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### **Course Learning Outcomes**

- Understand the principles of meal planning and factors affecting it.
- To gain understanding of the concept of arriving at nutritional requirements
- Develop an understanding of nutritional requirements and concerns from childhood to old age

#### **Unit I: Principles of meal planning**

**10**

- Balanced diet
- Food groups
- Food exchange list
- Factors affecting meal planning and food related behavior.
- Dietary guidelines for Indians and food pyramid

#### **Unit II: Nutrient requirements**

**8**

- Concept of Dietary Reference Intakes
- Overview of methods for assessment of nutrient needs

#### **Unit III: Nutrition for adulthood and old age**

**12**

- Adult: Nutrient requirements for adult man and woman, RDA, nutritional guidelines, nutritional concerns, diet and lifestyle related diseases and their prevention
- Elderly: Physiological changes in elderly, RDA, nutritional guidelines, nutritional and health concerns in old age and their management, factors contributing to longevity

#### **Unit IV: Nutrition during pregnancy and lactation**

**12**

- Pregnancy – Physiological changes in pregnancy, RDA, nutritional guidelines, nutritional needs, effect of nutritional status on pregnancy outcome, optimal weight gain and its components, nutrition related problems in pregnancy and ways to control them.
- Lactation – Physiology of lactation, RDA and nutritional needs of a nursing mother, nutritional guidelines

#### **Unit V: Nutrition during childhood**

**18**

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

- Infants
- Preschool children
- School children
- Adolescents

### **Practical**

#### **Unit I: Introduction to meal planning**

**3**

- Use of food exchange list

#### **Unit II: Planning and preparation of diets and dishes for**

**10**

- Young adult
- Pregnant and Lactating woman
- Preschool child
- School age child and adolescents
- Elderly

### Unit III: Planning complementary foods for Infants

1

#### References

#### COMPULSORY READING:

- Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
- Seth V, Singh K and Mathur P (2018). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. 6th Edn. Elite Publishing House Pvt. Ltd. New Delhi.
- Chadha R and Mathur P eds. Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi. 2015
- Khanna K, Gupta S, Seth R, Passi SJ, Seth R, Mahna R, Puri S (2016). Textbook of Nutrition and Dietetics. 2nd Edn. Phoenix Publishing House Pvt. Ltd.
- ICMR (2011) Dietary Guidelines for Indians. Published by National Institute of Nutrition, Hyderabad.
- ICMR (2010) Recommended Dietary Allowances for Indians .Published by National Institute of Nutrition, Hyderabad.

#### Additional Resources:

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

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### Teaching Learning Process

- Lecture
- Powerpoint presentation
- Quiz
- Demonstration

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### Assessment Methods

As per University of Delhi norms

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### Keywords

- Principles of meal planning
- Nutrient requirements
- Nutrition for adulthood and old age
- Nutrition during pregnancy and lactation
- Nutrition during childhood

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## GE 21: Psychology for Human Development Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To develop an understanding of the nature and foundations of psychology.

- To acquire knowledge on principles and theories of psychology.
- To learn about the use of psychology to understand everyday life.

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## Course Learning Outcomes

- The student will develop an understanding of the nature and foundations of psychology.
- The student will acquire knowledge on principles and theories of psychology.
- The student will learn about the use of psychology to understand everyday life.

### THEORY:

#### CONTENTS (TOTAL PERIODS: 60)

#### PERIODS

##### UNIT I – Introduction: Basic Concepts

10

- The nature of Psychology and the work of Psychologist
- Various Perspectives in Psychology
- Biological foundations of Psychology
- Consciousness
- Perceptual processes

##### UNIT II- Learning and Motivation

15

- Learning – Different approaches to learning
- Memory
- Motivational processes
- Emotions
- Behavior disorders

##### UNIT III- Development of Personality

20

- Personality- theories and approaches of studying personality
- Self, self esteem, self regulation
- Cognitive and behavioural aspects of self
- Changing values in the changing society

##### UNIT IV- Stress and promoting well being

15

- Stress: Nature, types and sources of stress, stress and health
- Coping with stress: Techniques
- Promoting positive health and well being

### Practical

- Psychometric tests: Overview
- Intelligence Testing: Overview
  - WAIS
  - Bhatias Battery of Performance Tests of Intelligence
  - Draw a Man Test
  - Raven's Progressive Matrices
- Personality tests and Projective techniques : Overview
  - Rotter's Incomplete Sentences Blank
  - Rorschach Ink Blot Test
  - 16 PF Study
  - Self Concept Questionnaire
- Aptitude tests: Overview

- Differential Aptitude Test
- Workshops
  - Stress management
  - Mental health and wellbeing
  - Family therapy/counselling

## References

### COMPULSORY READING:

- Morgan, T. Clifford, King A. Richard, Weisz R. John, Schopler John, 7<sup>th</sup> edition. (2004). Introduction to Psychology. Tata McGraw-Hill, New Delhi.
- Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

### Additional Resources:

- Hilgard R. Ernest, Atkinson C. Richard, Atkinson L. Rita (1975), Introduction to Psychology, 6th Edition, Oxford and IBH Publishing House. ·
- 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: Tata McGraw-Hill.
- Coleman, C. James (1979), 4th Edition. Contemporary Psychology and Effective Behaviour. Scott, Foresman and Co.
- Huffman, Karen, Vernoy, Mark, Vernoy, Judith, (2002). Psychology in Action, 5th Edition, John Wiley and Sons.

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## Teaching Learning Process

- Classroom lectures
- Power point presentation
- Workshops
- Debates and discussions on relevant topics

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## Assessment Methods

As per the norms of University of Delhi.

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## Keywords

- Psychology
- Perceptual processes
- Learning
- Motivation
- Stress
- Emotions
- Personality

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## **GE 15:Textiles: Care and Conservation** **Generic Elective - (GE)**

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### **Course Objective(2-3)**

- To do technical appraisal of textiles with regards to its care and maintenance
- To study the functions of various kinds of auxiliaries required in the laundry processes
- To explore working of industrial laundry equipment
- To analyse conservation practices of textiles in museums

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### **Course Learning Outcomes**

- Identify various textile fibres, fabrics and finishes through scientific and practical approaches and develop appropriate care and maintenance labels.
- Describe usage methods of water, soap, detergents, stiffening agents, whitening agents, and chemical reagents for the care of fabrics
- Identify and describe the working of laundrometer, drying and ironing equipment and finishing machines used at the industrial level.
- Adhere to current practices and ethics in conservation and identify conservation grade materials.
- Deduce, develop and perform methods of conservation, handling, cleaning, display and storage of museum objects based on the study of various factors affecting textile stability.

### **THEORY**

### **LECTURES 60**

#### **Unit I: Introduction**

**7**

- Empowering consumers to understand textiles through scientific and practical approach
- Identification of fabrics – fibre, weave, finish
- Steps in a laundry process
- Care and maintenance of fabrics made from different fibres
- Care labels

#### **Unit II: Materials and Practices in care**

**18**

- Water – Types of hardness and its removal
- Composition and functions of soaps and detergents
- Stiffening agents and whitening agents
- Chemical reagents used for dry cleaning

#### **Unit III: Care Equipment**

**15**

- Industrial cleaning and finishing machines
- Laundromats, drying and Ironing equipment

#### **Unit IV: Conservation of Textiles in Museums**

**20**

- Current practices in preventive and curative conservation
- Ethics and materials used in conservation
- Factors affecting textile stability
- Handling
- Cleaning
- Display and Storage



### Practical

- Stain Removal of fabrics
- Colour fastness of dyed cotton fabrics
- Impact of softening agents on cotton
- Preparation and use of starch
- Impact of washability on shrinkage
- Restoration and stabilization of textiles
- Handling of silk and wool
- Preparation of Fabric-folio with complete fabric analysis.
- Preparation of laundry instruction report.

### References

#### COMPULSORY READING:

- Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
- Finch K. and Putnam G, 1985, The Care and Preservation of Textiles
- Landi, S. 1991, Textile Conservator's Manual, Routledge

#### Additional Resources:

- Hollen, N. & Saddler, J. 1973, Textiles, The McMillan company, New York.
- CCI Notes, Canada.ca

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## Teaching Learning Process

Classroom lectures, Online videos on industrial cleaning and finishing of garments, Field visits to fairs like GARTEX.

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## Assessment Methods

As per university norms.

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## Keywords

Care, maintenance , textiles, water , laundry, conservation, industry

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## GE 20: Training & Development Generic Elective - (GE) Credit:6

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### Course Objective(2-3)

- To familiarize the students with the concept, principles and process of training and development
- To impart skills for designing and development of training programmes
- To develop skills to be an effective trainer

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### Course Learning Outcomes

- Understand and appreciate the concept, principles and process of training and development.
- Evaluate, design and practice training methods and aids.
- Design and development of training programme.
- Develop skills to be an effective trainer.

**THEORY:  
CONTENTS (TOTAL PERIODS: 75)**

**PERIODS**

**Unit I: Conceptual framework for development of training programs:**

- Concept and principles of organizational training and development needs
- Framework of training programme
- Developing skills as an effective trainer
- Training need assessment
- Design and development of content

**20**

**Unit II: Training methods and aids:**

- Overview of training methodologies
- Process of learning
- Training methods: On-the job and off-the-job  
(Lecture, talk, discussion, case-study, programmed learning, action learning, syndicate work, in-basket exercises, demonstration and practice monitoring, coaching, self-diagnostic skills, experiential learning, discovery learning, brainstorming, counselling, job rotation, , team building)
- Training aids: Conventional and contemporary
- Principles and use of training aids
- Development of training aid

**35**

**Unit III: Evaluation of Training:**

- Concept, principles of training evaluation
- Models of training evaluation
- Training evaluation as a feedback mechanism
- Evaluation of different training programmes

**20**

**References**

**COMPULSORY READING:**

- Janakiram B. (2016). Training and Development. Wiley.
- Lynton, R. P. (2011). Training for Development. Sage Publisher.
- Sharan, S. B. (2015). Organisational Development and Intervention Strategies. Shroff.

**Additional Resources:**

- Nakkiran S., & Karunakaran R. (2011). Handbook on Training and Development. Deep & Deep Publications Pvt Ltd.
- Prior, J. (1997). Handbook of Training and Development. Bombay: Jaico.
- Rolf, P. & Udai, P. (1979). Training and Development. New York: Harper and Row.
- Trevelove, S. (1995). Handbook of Training and Development. Blackwell: Business

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**Teaching Learning Process**

- Lecture method
  - Power point presentations
  - Field visits
  - Experiential learning through case studies
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## **Assessment Methods**

As per University of Delhi norms.

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## **Keywords**

- Department of Resource Management & Design Application
- Training & Development
- Training need assessment
- Trainer