

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

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

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.

Graduate Attributes in Subject

>> Communication Skills

Content: Students are competent in public speaking, writing and inter personal skills. Students are exposed to technical and soft skills. Communication is a core area in the discipline of Home Science

Graduate Attributes in Subject

>> Critical thinking

Content: Students develop critical sensitivity towards both community issues and process. They learn to do lateral thinking developing out of the box solution and effective problem solving skills to address community issues

Graduate Attributes in Subject

>> Cooperation/Team work

Content: Students have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.

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.

Graduate Attributes in Subject

>> Lifelong learning

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

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.

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.

Qualification Description

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

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

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.

Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor's degree programme in (CBCS) B.SC.(PASS) 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 practice
- Prepare the students for higher education
- Train the students to take science from lab to community to improve quality of life of people

CC 1 Communication and Extension
Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

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

THEORY
60

PERIODS

Unit 1

Communication: Concepts
18

- Historical background, concept and nature
- Functions of Communication
- Types of Communication –Levels of communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and non-digital Communication
- Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organizations, Advertising and Public relations
- Scope of Communication for Social Change

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 in Communication

Unit 3

Communicating Effectively

8

Concept, nature and relevance for 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
- Scope of C4D

Practical

PRACTICAL

60

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

References

CUMPOLSORY READINGS

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

- Bhatnagar. O.P & Dhama, O.P. (2009). *Education And Communication For Development* 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306
- Devito, J. (1998). *Human Communication*. New York: Harper & Row.

Additional Resources:

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

Teaching Learning Process

Lecture method, Videos, PowerPoint Presentations, Discussion, Quiz, and Games etc.

Assessment Methods

Assessment as per Delhi University Norms

Keywords

Development Communication, Extension, SBCC, Human Communication, Process of Communication, Culture and Communication

CC 12 Communication System and Social Change Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

- Understanding of various communication systems.

- Appreciate nuances of various communication transactions for effective communication
- Gain insight into the range and scope of traditional media, mass media, New Media for social change.

Unit 1

Understanding Self **8**

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

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, networks and functions
- Theories of small group communication

Unit 3

Organizational, Public and Intercultural Communication **25**

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

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.
- New Media: types, characteristics, reach and access.

Practical

PRACTICAL

60

- Exercises for understanding Self
- Understanding culture through traditional media
- Audience analysis- readership, listenership and viewership studies
- Content analysis of mass media

References

COMPULSORY READINGS

- DeVito, J. (1998). *Human Communication*. New York: Harper & Row.
- McQuail, D. (2000) *Mass Communication Theories*. London: Sage Publications
- Barker, Larry Lee. (1990) *Communication*. Eaglewood Cliffs, New Jersey: Prentice Hall
- Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254

Additional Resources:

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

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

- Development Communication, Extension, SBCC, Communication systems, Mass media, Communication and Culture, Self Concept

CC 3 Fashion Studies Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

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

THEORY

LECTURES60

Unit 1

Importance of clothing 15

- 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 2

Fashion 12

- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Fashion Forecasting-Seasons, sources, steps in forecasting
- Fashion Adoption Process- Trickle-down theory, bottom up theory & trickle across theory

Unit 3

Fashion industry 10

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

Unit 4

Study of garment components: 13

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

Unit 5

Design 10

- Elements and principles of design
- Structural and applied design

Practical

PRACTICAL 60

- Flat sketching and identification of garments components
- Interpretation of elements and principles of design concepts from print and visual mediums
- Identification of various textures
- Identification of structural and applied design in garments
- Fashion forecast study and development of mood boards and theme boards
- Market survey of various trims and garment accessories

References

COMPULSORY READINGS

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

Additional Resources:

- Fringes G.S., 1994, Fashion from Concept to Consumer, 6th edition, Printice Hall, New Jersey
- Ireland, P.J. 2003, Introduction to Fashion Design, B.T. Batsford, London

Teaching Learning Process

Lectures, power point presentation, Group discussion, work sheet

Assessment Methods

As per the University norms

Keywords

Clothing, Garments, Fashion, Forecast, Design

CC 4 Fundamentals of Nutrition and Food Science **Core Course - (CC) Credit:6**

Course Objectives

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

- To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.
- To be able to prepare dishes using principles of food science.

Course Learning Outcomes

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

Unit 1

Basic concepts in food and nutrition

5

- Basic concepts in food and nutrition
- 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

20

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

- Carbohydrates, lipids and 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 and iodine

Unit 3

Food Groups

25

Selection, nutritional contribution 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

Unit 4

Methods of Cooking and Preventing Nutrient Losses

10

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

Practical

PRACTICAL

TOTAL PERIODS: 60

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

References

RECOMMENDED READINGS

- Chadha R and Mathur P (eds)(2015). Nutrition: A Lifecycle Approach. Orient Blackswan, Hyderabad.
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). The Art and Science of Cooking: A Practical Manual, Revised Edition. Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.
- Rekhi T and Yadav H (2014). Fundamentals of Food and Nutrition. Elite Publishing House Pvt Ltd., Delhi.
- Srilakshmi B (2014). Food Science, 6th Edition. New Age International Ltd., Delhi.

Additional Resources:

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

Teaching Learning Process

- Lecture methods
- Power point presentations
- Demonstrations

Assessment Methods

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

Keywords

- Department of Food and Nutrition
- Food Groups
- Nutrients
- Cooking methods
- Food, Nutrition and Health

CC 6 Fundamentals of Textiles
Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

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

THEORY LECTURES 60 Unit 1

Textile fibres and their properties

16

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

Unit 2

Yarns

12

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

- Textured yarns: Classification, manufacture and properties
- Blends: Types of blends and purpose of bending

Unit 3

Fabric construction

14

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

Unit 4

Dyeing, Printing and Finishing

18

- Basics of dyeing
- Printing methods and styles
- Finishes

Practical

PRACTICALS

- Fibre Identification tests –Visual, burning, microscopic and chemical 2. Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn 3. Thread count and balance 4. Dimensional stability 5. Weaves- Identification and their design interpretation on graph
- Fabric Weight
- Fabric analysis of light, medium & heavy weight fabrics (five each)
- - Fibre type - Yarn type - Weave - GSM - End use - Trade name
- Tie and Dye : Different methods

References

ESSENTIAL READINGS

- Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc.,Florida.

- Rastogi, D. and Chopra, S. (Ed) (2017) *Textile science*, India: Orient Black Swan Publishing Limited.
- Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi
- Chanchal, Arora, C., Chopra, S. and Rastogi, D., Textile science: a practical manual, Elite Publishing House Pvt Ltd.

Additional Resources:

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

Teaching Learning Process

- Lectures, Power Point presentations
- Experiential learning through demonstrations

Assessment Methods

As per the University norms

Keywords:

- Fibres
- Spinning
- Yarns
- Yarn Numbering System
- Yarn Twist
- Blends
- Fabrics
- Weaving
- Loom
- Knitting
- Nonwovens
- Felts
- Dyeing
- Printing
- Finishing

CC 10 Life Sciences
Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

- Students would be able to identify the unique characteristics of animal and plant diversity. They would also acquire understanding of fundamentals of cell biology and human genetics.
- Students would be able to understand the concept and develop plant propagation skills, management of Kitchen Garden etc.
- Students would learn basic concepts of important physiological processes of plants and role of micro-organisms in soil fertility.
- Students would be equipped to control/ prevent parasitic diseases and acquire pest management skills.
- Students would acquire basic understanding of various aspects of biotechnology, awareness in regard to application of biotechnology in animal husbandry and human welfare with ethical and social issues.

Unit 1

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

UNIT 2- ANATOMY OF PLANTS

8

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

Unit 3

UNIT 3- PROPAGATION OF PLANTS – SEED AND VEGETATION

7

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

Unit 4

UNIT 4- PHYSIOLOGY

6

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

Unit 5

UNIT 5- GARDEN

2

- Kitchen garden

Unit 6

SECTION B - ZOOLOGY

UNIT 1: ANIMAL DIVERSITY AND CELL BIOLOGY

8

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

UNIT 2: PARASITOLOGY AND ECONOMIC ENTOMOLOGY

8

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

UNIT 3: BIOTECHNOLOGY

7

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

UNIT 4: HUMAN GENETICS AND DISEASES

7

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

Practical

PRACTICAL

SECTION A- BOTANY

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

SECTION B- ZOOLOGY

- Identification and classification of representative of animal kingdom (2-3 specimens from each class/ phylum)
- Identification and classification of common animals
- Study of cells – neurons, blood cells, squamous epithelial cells
- Pedigree Chart preparation and analysis

References

COMPULSORY READINGS

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

Additional Resources:

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

Teaching Learning Process

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

Assessment Methods

- Assessment as per norms prescribed by University of Delhi.

Keywords

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

CC 5 Life Span Development I

Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

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

THEORY:

CONTENTS (TOTAL PERIODS:60)

PERIODS

Unit 1

Understanding Human Development

20

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

- Influences on pregnancy

Unit 2

Early Childhood Years

22

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

Unit 3

Middle Childhood Years

18

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

Practical

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

References

COMPULSORY READINGS:

- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Papalia, D.E. and Martorell, G. (2015). Experience Human Development, McGraw-Hill Education.
- Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.

- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tataa.McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.

Additional Resources:

- Rutter,M. and Rutter,M. (1992). Developing Minds. Challenge and continuity across the lifespan. London: Penguin

Teaching Learning Process

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

Assessment Methods

- As per University of Delhi norms

Keywords

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

CC 8 Life Span Development II **Core Course - (CC) Credit:6**

Course Objectives

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

Course Learning Outcomes:

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

THEORY:

CONTENTS (TOTAL PERIODS:60) PERIODS

Unit 1

Introduction to Adolescence

24

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

Unit 2

Young Adulthood

18

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

Unit 3

Middle and Late Adulthood

18

- Developmental tasks of middle and late adulthood
- Physical and physiological changes and aging

- Diversity in roles and relationships
- Parenting and grand parenting growing children
- Cultural perspective on aging and death

Practical

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

References

COMPULSORY READINGS:

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

Additional Resources:

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

Teaching Learning Process

- Power point presentations

- Lecture methods
- Audio Visual methods

Assessment Methods

- As per University of Delhi norms.

Keywords

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

CC 9 Nutrition for the family **Core Course - (CC) Credit:6**

Course Objectives

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

Course Learning Outcomes

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

Unit 1

Basic Concepts of Meal Planning

16

- Rich sources of nutrients, Concept of food groups and balanced diet
- Food exchange list
- Nutrient requirements and recommendations- Concept and uses of RDA
- Factors affecting meal planning and food related behaviour.
- Dietary guidelines for Indians and food pyramid

Unit 2

Nutrition During the Adult Years

24

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

- Adult
- Pregnant woman
- Lactating mother
- Elderly

Unit 3

Nutrition During Childhood

20

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

- Infants
- Preschool children
- School children
- Adolescents

Practical

PRACTICAL

Introduction to Meal Planning

- Use of IFCT book
- Use of food exchange list

Planning and Preparation of Diets and Dishes for

- Young adult
- Pregnant and Lactating woman
- Preschool child
- School age child and adolescents
- Elderly

Planning Complementary Foods for Infants

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.(2015) *Nutrition : A Lifecycle Approach*. Orient Blackswan, New Delhi.
- 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.

Teaching Learning Process

- Lecture
- Power point presentation
- Quiz
- Demonstration

Assessment Methods

As per University of Delhi norms

Keywords

- Basic concepts of meal planning

- Nutrition during the adult years
- Nutrition during childhood
- Introduction to meal planning
- Planning and preparation of diets and dishes

CC 11 Personal Finance & Consumer Studies

Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

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

THEORY:

CONTENTS (TOTAL PERIODS: 60)

PERIODS

Unit 1

Income and Expenditure

- Household Income – Types, Sources, Supplementation of family income **18**

- 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

Unit 3

Consumer Protection

22

- Consumer protection, Consumer rights and responsibilities
- Consumer organizations – origin, functioning, role and types
- Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 (COPRA), Alternative redressal mechanisms
- Standardization and quality control measures

Practical

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.

Total = 60

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. *Consumer Grievances Redressal*. New Delhi: Manak Publications.

Teaching Learning Process

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

Assessment Methods

As per University of Delhi norms.

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

CC 7 Physical Sciences

Core Course - (CC) Credit:6

Course Objectives

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

Course Learning Outcomes

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

Unit 1

Section A Chemistry

Solutions and Household Chemicals

14

- Types of solutions, different ways of expressing concentration

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

Unit 2

Acids, Bases, Salts and Redox reactions (10)

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

Unit 3

Organic Chemistry (6)

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

Unit 4

Section B Physics

Mechanics and electricity (15)

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

- Efficient transmission of electric power

UNIT V: Heat and Optics

13

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

UNIT VI: Consumer Awareness

2

- Guarantee and warranty of all household equipments
- Precautions while using equipments and servicing of equipment used

PRACTICAL: Chemistry

60

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

Physics

- Determination of the volume of the given body using Vernier Callipers
- To determine the correct weight of a body using a false balance
 - To verify principle of moments and to determine the weight of unknown body using a lever
 - Comparison of thermometric scales of temperature using graph method

- Determination of focal length of double convex lens by one pin method
- To determine the magnifying power of telescope by linear method
- Setting up of two way lighting circuit and calculation of cost of electricity consumed
- Repair and testing of electric iron and fuse
- To verify the Ohm's Law and determine the resistance of conductor by graph method
 - Determination of 'g' by simple pendulum method

COMPULSORY READING:

- Bahl A. And Bahl B.S.(2016). *A textbook of Organic Chemistry*. New Delhi: S. Chand and Sons.
- Puri, Sharma and Pathania. (2016). *Principles of Physical Chemistry*. New Delhi: Vishal Publishing Company.
- Peet L.J. (1970). *Household Equipment (6th ed)* New York: John Wiley & Sons.
- Khan N. (2008). *Physics* New Delhi: Oxford University Press.

ADDITIONAL RESOURCES:

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

TEACHING LEARNING PROCESS:

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

ASSESSMENT METHODS:

As per University of Delhi norms.

KEYWORDS:

- Physical Science
- Organic Chemistry
- Solutions and household chemicals
- Mechanics and Electricity
- Heat and Optics

CORE COURSE 2: RESOURCE MANAGEMENT

CREDITS: THEORY-4, PRACTICAL-2

COURSE OBJECTIVES

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

COURSE LEARNING OUTCOMES

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

THEORY:

CONTENTS (TOTAL PERIODS: 60)

PERIODS

UNIT I: Introduction to Resource Management

20

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

UNIT II: Resources

20

- Understanding resources
 - Meaning, classification and characteristics of resources
 - Factors affecting utilization of resources
 - Maximizing use of resources
 - Resource conservation
 - Family life cycle in context to the use of resources: Time, energy and money
- Management of Time, Energy and Cognitive resources
 - Time Management: Concept, tools and steps

- Energy Management: Concept, body mechanics, fatigue, work simplification
- Cognitive Resource Management: knowledge, memory, problem solving, judgement & skill

UNIT III: Functions of Management: An Overview

20

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

PRACTICAL:

60

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

COMPULSORY READING:

- Koontz, H., & O'Donnel, C.(2005).*Management : A systems and contingency analysis of managerial functions*. New York: McGraw-Hill Book Company.
- Goel, S.(2016).*Management of resources for sustainable development*. New Delhi: Orient Blackswan Pvt. Ltd.
- Rao, V.S. & Narayana, P.S. (2007).*Principles and practices of management*. New Delhi: Konark Publishers Pvt. Ltd.

ADDITIONAL RESOURCES:

- [Kreitner](#), R. (2009). *Management*. Canada: Houghton Mifflin Harcourt

- Publishing Company.
- Robbin, S.P. (2009). *Fundamentals of management*. Pearson Education.

TEACHING LEARNING PROCESS:

- Lecture method
- Power point presentations

ASSESSMENT METHODS:

As per University of Delhi norms.

KEYWORDS:

- Department of Resource Management & Design Application
- Management
- Resources

DSE 2B Child Rights and Gender Empowerment

Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

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

THEORY:

CONTENTS (TOTAL PERIODS: 60)

PERIODS

Unit 1

Understanding Child Rights **15**

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

Unit 2

Children in Difficult Circumstances **15**

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

Unit 3

Conceptualizing Gender **15**

- Defining terms – sex, gender, masculinity, femininity
- Socialization for gender – gender roles and stereotypes
- Patriarchy and social institutions
- Perspective on feminism

Unit 4

Gender Empowerment **15**

- Status of girl child and women in India
- Issues and concerns related to girls and women in India
- Media and Gender
- Laws and policies and programmes for girls and women in India

Practical

PRACTICAL: **60**

- Understanding child rights and gender in diverse social groups through visits to relevant organizations.
- Interaction with children in difficult circumstances.
- Understanding gender realities in different social groups.

- Exploring the concept of child rights and gender through audio- visual sources and workshops.

References

COMPULSARY READING:

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

Additional Resources

- Bhasin, K. (2017).What is Patriarchy? New Delhi: Raj Press.
- Bhasin, K. (2017).Exploring Masculinity. New Delhi: Raj Press.
- Bhasin, K. (2014).Feminism and its Relevance in South Asia. New Delhi: Raj Press.
- Kishwar,M.(1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.
- Satyarthi, K.& Zutshi , B. (2006). Globalization, Development and Child rights. New Delhi: Shipra Publications.

Teaching Learning Process

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

Assessment Methods

- As per University of Delhi norms

Keywords

- Child Rights
 - Children in Difficult Circumstances
 - Gender
 - Gender Empowerment
-

DSE 2A Children with Disabilities **Discipline Specific Elective - (DSE) Credit:6**

Course Objective

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

Course Learning Outcomes

After studying the course,

- Students will know the various models and approaches to understand disabilities.
- Students will understand prevention and detection of disabilities.
- Students will acquire knowledge of etiology of disabilities.
- Students will learn simple skills of early intervention and inclusion.

THEORY:

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

Unit 1

Introduction to Childhood Disabilities

1

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

Unit 2

Common Childhood Disabilities

25

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

Unit 3

Children with Disabilities and Society

20

- Families of children with disability
- Educational practices- Special education and inclusion
- Policy and laws – UNCRPD, RPwD

Practical

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

detecting Learning Disabilities, Disability Screening Schedule).

References

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 to Inclusion*, 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.

Teaching Learning Process

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

Assessment Methods

- As per University of Delhi norms.
-

Keywords

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

DSE 3A Communication for Development Discipline Specific Elective - (DSE) Credit:6

Course Objective

- 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
-

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

60

Unit 1

LECTURES

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

Practical

PRACTICAL

60

- 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

Teaching Learning Process

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

Assessment Methods

Assessment as per Delhi University Norms

Keywords

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

DSE 5A Entrepreneurship Development
Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

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

THEORY

CONTENTS (TOTAL PERIODS:60)

PERIODS

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 environment

Unit 3

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

- 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.

Total = 60

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.
-

Teaching Learning Process

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

Assessment Method

As per University of Delhi norms.

Keywords

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

DSE 5B: BASICS OF DESIGN APPLICATION
CREDITS: THEORY – 4, PRACTICAL – 2

Course Objective

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

Course Learning Outcomes

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

THEORY

CONTENTS (TOTAL PERIODS:60)

PERIODS

Unit 1

Design Fundamentals

24

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

Unit 2

History of Design

6

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

Unit 3

Furniture & Furnishings

30

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

Practical

- Drawing - Introduction to drawing instruments & tools (manual & computer tools)
2
- Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional.
- Lettering.
- Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional.
- Rendering of different surfaces such as trees, floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with Water Colours, Stubbing, Pencil Colours.
- Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Colour- Colour Wheel, Dimension & Harmonies of Colour.

- 1
 - Floor plans with rendering (Theme based- Manual/Computer aided)
- 3
 - Elevation & perspective plans with rendering (Manual/Computer aided).
- 2
 - Furniture & furnishing plans of specific areas- Critical Analysis
- 2
 - Measuring light in different residential areas and compare with existing standards. 1
 - Preparation of portfolio based on historical designs & market review of furniture and furnishing materials (upholstery, curtains and draperies, bed & table linen)
- 1
 - 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:

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

Additional Resources:

- Goldstein & Goldstein. Art in everyday life. New York: The Macmillan Company
- Rutt. A. H. Home furnishing: Wiley Eastern Private Ltd

TEACHING LEARNING PROCESS:

Teaching Learning Process

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

Assessment Method

As per University of Delhi norms.

Keywords

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

DSE 3B Extension Management **Discipline Specific Elective - (DSE) Credit:6**

Course Objective

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

Course Learning Outcomes

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

THEORY
60

LECTURES

Unit 1

Extension: Concept and principles

15

- Extension: concept, goals, philosophy, history and scope
- Types of extension and approaches to Extension.
- Principles of Andragogy

- Principles of extension
- Relationship between communication and extension - role of extension in development

Unit 2

Participation, Leadership and Methods of Extension

15

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

Unit 3

Programme Management

15

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

Unit 4

Development Programmes

15

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

- 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 Readings

- Sandhu, A S. (2018). *Extension Programme Planning*. New Delhi : Oxford and IBH Publishers. ISBN: 9788120409118
- 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. ISBN-13: 978-8120400306

Additional Resources:

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

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

- Development Communication, Extension, SBCC, Participation, Extension methods, Development Programmes, Sustainable Development Goals

DSE 1A Nutritional Biochemistry

Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Introduction to Biochemistry

2

- Definition, objectives, scope and inter-relationship between biochemistry and other biological sciences

Unit 2

Carbohydrates **10**

- Definitions, classification, structure and general properties of:
- Monosaccharides-glucose, fructose, galactose, ribose
- Disaccharides – maltose, lactose, sucrose
- Polysaccharides – dextrin, starch, glycogen

Unit 3

Lipids **10**

- Definitions and classification of lipids
- Types and properties of fatty acids
- Composition and properties of fats
- Significance of acid value, iodine value and saponification value

Unit 4

Proteins **12**

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

Unit 5

Digestion and absorption **8**

- Carbohydrates
- Proteins
- Fats

Unit 6

Vitamins and Minerals **18**

- Fat soluble vitamins (Structure and biochemical role) – A, D

- Water soluble vitamins (Structure and biochemical role) – B1, B2, niacin, pyridoxine, folic acid, B12 and C
- Biological role and occurrence of inorganic elements – iron, calcium, phosphorous, iodine, selenium and zinc

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.

References

COMPULSORY READING:

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

Additional Resources:

ADDITIONAL RESOURCES:

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

Teaching Learning Process

- Power point presentations
 - Handouts
-

Assessment Methods

- As per University of Delhi norms.
-

Keywords

- Department of Food and Nutrition
- Structures
- Enzymes
- Digestion
- Vitamins
- Minerals

DSE 4A Processes in Apparel Design **Discipline Specific Elective - (DSE) Credit:6**

Course Objective

- To enable the students to have a basic concepts of pattern making and skills for general and special layouts
 - To inculcate in students the basic skills in stitching and garment construction
 - To teach the students the fundamentals of fit and enable them to design for different figure types
-

Course Learning Outcomes

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

Unit 1

Introduction to pattern making

10

- Measurement on body and dress form: importance, precautions, body landmarks and procedure of taking measurements
- Importance of patterns and pattern information
- Methods of pattern making

Unit 2

Preparatory steps for garment construction

14

- Fabric types: weights and widths
- Supporting materials: interfacing, lining, underlining and interlining
- Preparatory steps- preshrinking, straightening and truing
- Layouts for patterns- general guidelines, basic layouts- lengthwise, partial lengthwise, crosswise, double fold, open, combination fold
- Layouts for special fabrics- Unidirectional, bold and large prints, plaids, stripes and checks
- Pinning, marking and cutting

Unit 3

Seams and finishing of raw edges

18

- Sewing machine and components of sewing machine
- Sewing needles and threads, stitches
- Relationship between needle, thread, stitch length and fabric weight
- Seam defects and remedies
- Types of seams- Plain and its finishing, flat, ridge, decorative
- Additional seam techniques: clipping, notching, grading, trimming, easing, under stitching, stay stitching, trimming a corner.
- Edge treatment of straight and curved edges – self finish, crossway strips- importance and applications, bias binding, bias facing, casing and finishing with trims
- Shaping methods, dart and dart equivalents

Unit 4

Design & Fit 18

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

Practical

PRACTICAL

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

References

- 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:

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

Teaching Learning Process

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

Assessment Methods

- Students would be evaluated for theoretical learning through class assignments given twice for a semester taught.
 - Practical learning would be continuously evaluated through marking of samples/products created by the student.
-

Keywords

- Apparel
- Design
- Pattern
- Garment construction

DSE 1B Public Nutrition and Dietetics
Discipline Specific Elective - (DSE) Credit:6

Course Objective

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

Course Learning Outcomes

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

Unit 1

Concept and scope of public nutrition

2

Unit 2

Assessment of nutritional status: methods and application

16

- Direct methods – anthropometry, biochemical and clinical examination
- Indirect methods – dietary surveys, vital statistics

Unit 3

Common nutritional deficiencies and National Nutrition Policy and Programmes

- Etiology, clinical features, prevention and management of nutritional deficiencies
- PEM, MAM, SAM
- Micronutrient deficiencies such as Vitamin A deficiency, Thiamine deficiency, Riboflavin Deficiency, Niacin deficiency, Vitamin C deficiency, Vitamin D deficiency, Calcium Deficiency.
- Nutritional Anemia, Iodine Deficiency Disorders
- Fluorosis
- Lathyrism

Unit 4

Introduction to Nutrition Care and Diet Therapy

6

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

Unit 5

Common diseases/ disorders

20

Etiology, clinical features and nutritional management of:

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

Practical

- Assessment of nutritional status: 24 hour dietary recall, anthropometry, clinical assessment.
- Development of low cost nutritious recipes for population groups vulnerable to

nutritional deficiencies.

- Planning and preparation of diets/dishes for individuals suffering from:
- Febrile disorders
- Diarrhoea and constipation
- Underweight, overweight/ obesity
- Diabetes and Cardiovascular diseases.

References

COMPULSORY READINGS:

- Bamji MS, Krishnaswamy K and Brahman GNV (Eds) (2016). Textbook of Human Nutrition, 4 th edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Longvah, T, Ananthan, R, Bhaskarachary, K & Venkaiah, K (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR. Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
- Park K (24th ed) (2017) Park's Textbook of Preventive and Social Medicine, Jabalpur M/s. Banarsidas Bhanot.
- Puri S, Bhagat A, Aeri BT, Sharma A. (2019). Food Exchange List :A Tool for Meal Planning. Institute of Home Economics, University of Delhi. Publ. Elite Publishing House, New Delhi.
- Seth V, Singh K, Mathur P (2019). Diet Planning through the Life Cycle Part II: Diet Therapy. A Practical Manual, 6th edition. Elite Publishing House Pvt. Ltd.
- Siddhu A, Bhatia N, Singh K, Gupta S (2017). Compilation of food exchange list, technical series 6, Lady Irwin College, University of Delhi. Publ. Global Books Organisation, Delhi.
- Stacy Nix (2009). William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier Mosby.

Additional Resources:

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

Publishing Pvt Ltd, New Delhi.

Teaching Learning Process

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

Assessment Methods

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

Keywords

- Public Nutrition
 - Nutrition care
 - Dietetics
 - Community
 - Deficiencies
 - Assessment
 - Programmes
 - Therapeutic
-

DSE 4B Traditional Indian Textiles

Discipline Specific Elective - (DSE) Credit:6

Course Objective

- To study the traditional textile arts in their historical perspective, the impact of modernisation and their contemporary status

- to create awareness about the Khadi, handloom and handicraft sectors and measures undertaken by organisations for their sustenance
 - To impart knowledge of fundamentals of textile storage and conservation
-

Course Learning Outcomes

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

THEORY

LECTURES 60

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, **10**
- Kani Shawls of Kashmir
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, **14**
- Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries
- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan, Ajarakh printing of Gujarat
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, **10**
- Bandhas of Orissa, Telia Rumal of Andhra Pradesh

Unit 2

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

Unit 3

Conservation of Textiles

8

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

Practical

PRACTICAL

NO. OF PERIODS:60

- Tie & dye using various techniques on cellulose and protein fibers
- Batik on cotton
- Block printing and screen printing using pigments
- Embroidery stitches of traditional embroideries
- Conservation techniques
- Portfolio on Traditional textile crafts-
 - Woven Textiles
 - Painted/printed textiles
 - Embroidered textiles
 - Product development
- Visit to craft centers
- Craft Documentation

References

- 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

Teaching Learning Process

- Lectures, presentations, video films
- Experiential learning through field trips and workshops
- Skill development through practicals

Assessment Methods

- As per university of Delhi norms-
- Various Class assessment methods- quiz, tests, assignment, presentations
- End semester exams
- Continous Evaluation of practicals

Keywords

Department of Fabric and Apparel Science, Traditional textiles, Jamdani, Baluchari, Brocades, Kani, Phulkari, Kantha, Kasuti, Dabu Printing, Ajrakh Printing, Textile Conservation, Khadi, Handloom and Handicrafts,

SEC 25 Activities and Resources for Child Development – I **Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective

- To enable the students to understand the nature, aims and objectives of activities for fostering development during Infancy and Toddlerhood
 - To enable students to develop skills in working with child during Infancy and Toddlerhood and creating appropriate play materials.
-

Course Learning Outcomes

- The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood.
- The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.

Practical

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, piece of paper, cloth, sticks leaves collage, mosaic.
- 6 – 8 years
- Tearing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

Modeling

- 3 – 5 years
- Modeling with clay, dough, plastacine, saw dust, providing accessories.
- 6 – 8 years
- Besides above medium. Modeling with straw, match sticks rope, wire, thick paper fold and clot sculpture.
- Plasting papers on a balloon, when dry remove air and colour to create accessories for clay sculpture/crumbled paper pasting designs.

Printing

- Printing with strings, leaf, blocks, stencil printing, thumb, finger, spray painting.
- Keeping coins, leaves with veins below paper and gently colouring with crayon.
- Older children to make their own stencils.
- Printing on large pieces of paper (group activity).
- Decorating empty plastic bottles, boxes masks etc.

Music and movements

- Learning to sign rhymes songs with actions.
- Folk songs.
- Making simple musical instruments.
- Rhythmic body movements according to different beats and sounds.
- Dancing according to rhythm.
- Musical instruments from waste like old pots, tins, sticks.
- Older children to form an orchestra.

Puppetry and Creative Drama

- Puppetry stick, singer, table top, rhythm, puppets glove puppets.
- Learning basic manipulation skills
- Use of music, voice modulation and sound effects
- Making sets and backgrounds.
- Scripting for short puppet play.
- Creative drama
- Body movements and co-ordination.
- Games like mirroring, blind fold and moving etc.
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emotions or making simple caps and paper clothes for characters.
- Scripting simple dramatic presentation.

References

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Additional Resources:

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- Swaminathan, M. (1984). *Play activities for young children*, New Delhi : UNICEF.
- Swaminathan, M. (1991). *Play Activities for Young Children* . UNICEF.
- Taylor, B.J. (1985). *A Child Goes Forth Minneapolis* : Burgess Publishing Co. (6th Ed.).

Teaching Learning Process

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

Assessment Methods

- For each 4 period practical there will be
- 10 marks for attendance (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.

Keywords

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

SEC 26 Activities and Resources for Child Development – II Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

- To enable the students to understand the nature, aims and objectives of activities for fostering development during 3- 8 years
 - To enable students to develop skills in working with child during 3years- 8years and creating appropriate play materials
-

Course Learning Outcomes

- The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood.
- The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.

Practical

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, folk tales, fairy tales and modern fantasy. Information and concept books, i.e. how it works, tell me why, encyclopedias, poems.
- Physical characteristics of good books.
- Characteristics of good story.
- Values of storytelling.
- Techniques of storytelling: reading of story books, narration without aids but with help of modulation of voice and gestures, flash cards, flannel board, puppets.
- Criteria for selecting poems.

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

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- Lays, Pamela (1985). Teaching through environment, London: Allyn and Bacon.
- Leeper, S. Witherspoon, R., Day B. (1984). Good schools for young children, New York: MacMillan.

Additional Resources:

- Liebeck, Panmala, How children learn mathematics, London : Penguin.
- Lloyd, I., Richardson, K. (1980). A mathematics activity for early childhood and special education, New York : McMillan publishing company.
- Margelin, E. (1982). Teaching young children at school and home, New York: MacMillan.
- Maxim, G. (1985). The very young. Belmont, California: Wadsworth, publishing company.
- Robinson, H. (1985). Exploring Teaching. London: Allyn and Bacon.
- See Felett, C. (1980). A curriculum for preschools, Columbus: Charles E. Merrill publishing company.
- Swaminathan, M. (1984). Play activities for young children, New Delhi: UNICEF.
- Swaminathan, M. (1991). Play Activities for Young Children: UNICEF.
- Tarang : Ullasmay Abhyas (1995).
- Taylor, B.J. (1988). A child goes Forth. (6th ed.). Minneapolis: Burgess Publishing Co.

Teaching Learning Process

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

Assessment Methods

- For each 4 period practical there will be
 - 10 marks for attendance (5, 4,3,2,1 and 0 for latecomers and absentees)
 - 10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).
 - Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.
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Keywords

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

SEC 9 Adolescents Relations and Well Being Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

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

Course Learning Outcomes

- Students will learn skills of using various methods to assess and document needs and challenges of Adolescents in different contexts.
- Students will learn methods to understand themselves and ways to promote their own well-being.

- Students will learn skills of engaging with adolescents in various contexts to understand components of well-being, challenges to achieving it and methods of promoting it.

Practical

CONTENTS (TOTAL PERIODS: 120)

UNIT I: Methods of Understanding Adolescents Relationships

30

- Mapping relationships with sibling, peers, parents and significant others using
 - Sociometry
 - Interview
 - Questionnaire
- Case study as a method for understanding relationships among- School Dropouts, Children in conflict with law, Destitute and orphans, Rural adolescents (any one)
- Writing a brief biography of relationship with a close friend
 - Anecdotal records
 - Videos on people's lives/ stories based on real life
 - Classroom activities -Role play, Story telling
- Case study as a method for understanding relationships
- Writing a brief biography of relationship with a close friend

UNIT II: Understanding the Self

30

- Exercise on self-reflection
- Diagrammatic representation of Self
- Retrospective
- SWOT
- Autobiography
- Self & Well-being Assessment (Standardised Scales)
 - Life Satisfaction Scales
 - Subjective Well-Being Scale
 - Susan Harter's scale

UNIT III: Promoting Well-Being

30

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

UNIT IV: Understand Influences And Challenges Among Adolescents

30

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

References

COMPULSORY READING:

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

Additional Resources:

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

Teaching Learning Process

- Audio Visual Material
 - Workshops
 - Role Play
 - Field Visits
 - Observations
-

Assessment Methods

As per University of Delhi norms.

Keywords

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

SEC 11 Advocacy and Behaviour Change Communication Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

- To understand the concept and approaches to Behaviour Change Communication.
 - To learn about the inter-linkages between communication approaches and the process of behaviour change.
 - To study the process of advocacy and its importance for social change.
-

Course Learning Outcomes

- Understand the concept and approaches of Behaviour Change Communication

(BCC).

- Insights into the inter-linkages between communication approaches and behaviour change
- Learn the concepts and processes of advocacy for development and social change

Unit 1

PRACTICAL

120

Advocacy

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

Unit 2

Behaviour Change Communication (BCC)

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

Unit 3

Strategic Communication and BCC

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

References

COMPULSORY READINGS

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

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

- Development Communication, Extension, SBCC, Communication systems, strategic communication

SEC 15 AutoCAD and Space Planning

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

Course Objective

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

- To provide knowledge pertaining to design and use of space.
-

Course Learning Outcomes

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

CONTENTS (TOTAL PERIODS: 120) PERIODS

Unit 1:

- 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.

Unit 2:

- Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness
- Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA and LEED – Portfolio/ Field visit/ Case study

Unit 3:

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

Unit 4:

- Introduction to 3ds - MAX

References

COMPULSORY READING:

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

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.

Teaching Learning Process

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

Assessment Methods

As per University of Delhi norms.

Keywords

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

SEC 5 BAKERY SCIENCE

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

Course Objective

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

Course Learning Outcomes

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

Unit 1

CONTENTS:

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

Practical

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

References

COMPULSORY READING:

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

Additional Resources:

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

Teaching Learning Process

- Lecture methods
- Power point presentations
- Demonstrations

Assessment Methods

- Tests
- Projects
- Continuous Evaluation

- Examination as per University of Delhi Norms
-

Keywords

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

SEC 17 Basics of Design

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

Course Objective

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

Course Learning Outcomes

- Comprehend the concept of design applicable to interior spaces.
- Proficiency in presentation drawings to be used in design profession.
- Ability to use of Computer-aided-design to prepare interior plans.
- Understand the application of materials and finishes to create aesthetic and sustainable interiors.

Unit 1

Design Fundamentals

24

- Concepts of design
- Types of design: structural & decorative
- Elements of content: space, point, line, shape, form, texture, light & color
- Elements of order: scale, similarity, proximity, sequence, trends, themes & geometrical organization
- Principles of composition – rhythm, balance, proportion, emphasis, unity, (variety,

- simplicity / economy, suitability)
- Color & its application
- Dimensions of color
- Importance of color & its role in creation of the design
- Color systems: color schemes
- Color trends
- Design drawing – drawing as a language to explore & communicate ideas

Unit 2

History of Design

6

- History of interior design – including periods like Mughal architecture, Colonial style, Renaissance.
- Sustainable design
- Traditional and modern surface finishes – types and uses:
- Wall
- Floor
- Ceilings
- Roofing

Unit 3

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 and Refurbish
- Contemporary trends in interior design with respect to furniture, furnishings & accessories
- Furnishings – selection, care and maintenance of fabrics used for:
- Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
- Floor coverings
- Traditional and modern surface finishes – types and uses: Wall, Floor, Ceilings, Roofing
- Lighting applications: Energy efficient lighting, Types of lamps and luminaires
- Accessories – uses, classification, design, selection & arrangement

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 of different surfaces such as trees, floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with 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.
-
- Measuring light in different residential areas and compare with existing standards.
 - Preparation of portfolio based on historical designs & market review of furniture and furnishing materials

References

COMPULSORY READING:

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

Additional Resources:

- Goldstein & Goldstein. Art in everyday life. New York: The Macmillan Company.
- Rutt. A. H. Home furnishing: Wiley Eastern Private Ltd.

Teaching Learning Process

- Power-point presentations
- Experiential learning through demonstrations

Assessment Methods

As per University of Delhi norms.

Keywords

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

SEC 23 Biophysics

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

Course Objective

- To develop the understanding of basic physical concepts and to use them in different biophysical phenomenon.
 - To enhance their experimental skills and their ability to handle different scientific equipment.
-

Course Learning Outcomes

- Understand the basic aspects of biophysics.
 - Understand different biophysical phenomenon and their applications in the field of nutrition.
 - Understand the principle and working of basic and advanced scientific equipment.
 - Gain knowledge of common clinical equipment.
 - Apply acquired skill in using the equipment effectively and efficiently.
-

Unit 1

Basic aspects of biophysics (10)

- Systems of unit
- Fundamental and Derived units
- Mass and Weight
- Density and Specific gravity

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

Unit 2

Biophysical Phenomena: concepts and application in the field of nutrition (5)

- Viscosity
- Surface tension
- Adsorption
- pH and buffer
- Colloids

Unit 3

Principle and Working of basic instruments (10)

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

Unit 4

Principle and Working of advanced instruments (3)

- Colorimeters
- Spectrophotometers
- Fluorimeters
- Chromatography

Unit 5

Principle and Applications of clinical instruments (2)

- DEXA
- Ultrasound and Sonography
- CT Scan
- MRI

Practical

60

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

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.
-

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Food and Nutrition
- Biophysics

SEC 18 Computer Applications in Communication and Media Design **Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective

- To familiarize the students about the scope of computer applications in visual media design.
- To impart knowledge and skills of factors defining effective visual media creation.
- To train the students in the use of selected software for design and production of media used for social, professional as well as development communication.

Course Learning Outcomes

- The students will understand the scope of visual communication and application of computer enabled systems and software for media designing.
- They will be able to grasp the underlying factors defining effective visual media creation.
- The students will develop familiarity with different software used for media designing and the ability to design media using selected computer software.

Theory

PERIODS 60

UNIT I: Introduction to Media and Design

30

- 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 II: Media Design and Development

30

- 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

PERIODS 60

- Exercises in elements and principles of design
- Practical exercises using different computer software
- Ideation of communication material (poster, brochure, leaflets) and development using select image editing and designing software for computer aided designing
- Visit to a media house
- Studying the websites of various media houses
- Studying the ongoing Activities and problems

Cumpolsory Readings

- Kihrwadkar A, Pushpanadan, (2006), Information and Communication Technology in Education, Sarup and Sons, Delhi
- Sampath K (1998), Introduction to Educational Technology, Sterling Publishers Pvt. Ltd

Additional Resources:

- Sagar Krishna (2007), ICTs and Teacher Training, Authors Press, Delhi
- Valerie Q (1998), Internet in a nutshell, Shroff Publishers and Distributors Pvt. Ltd, Delhi

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

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

SEC 13: COMPUTER APPLICATIONS IN FASHION DESIGN

(CREDITS: PRACTICAL- 4)

COURSE OBJECTIVES

- Acquire and demonstrate competency in graphic designing skills.
- Demonstrate the ability to create and develop original designs and concepts and be able to prepare a portfolio to enter the working force.

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

Basics of Design Software

- CorelDraw
- Adobe Photoshop

Applications of Design Software

Corel Draw

- Create vector art and illustrations for
- Logos
- Brochures
- Invites
- Advertisements/Posters
- Create and manipulate objects and text

Photoshop

4

- Image editing through
 - Adjusting image luminance
 - Selections
 - Masking
 - Retouching
- Working with Layers, Colours, Brushes etc.

CAD in Fashion

- Colour
- Textures
- Technical drawings of fashion details and accessories
- Mood Boards with colour story and textures
- Dressing up according to themes

References

- 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>
-

Teaching Learning Process

Class room lectures and demonstrations

Assessment Methods

As per DU norms

Keywords

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

SEC 8 Early Childhood Care and Education Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

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

Course Learning Outcomes

- The student will develop skills in observing and documenting the developmental

needs of children from birth to 6 years of age in different contexts.

- The student will learn skills in assessing developmental indicators using tools and techniques.
- The student will develop skills in creating learning materials and use them in family, ECCE centre and community.
- The students will identify the components of a quality programme for children in multiple contexts.

Practical

CONTENT (120 Periods)

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

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

UNIT II: Domain Related Development Indicator 24

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

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

- To create learning material for fostering development in various age groups and domains.
- To conduct any one of activity planned in the class (storytelling, puppet show, drama).
- To prepare a checklist to study major components of an ECCE programme.

UNIT IV: Components of an ECCE Programme 40

- To visit two ecce programmes for children to understand major components using the checklist.
- To organise workshop in any of the following:
 - Understanding childhood nutrition and health
 - Developing worksheets to teach concepts
 - Enhancing social and language skills Music, movement and drama for children
- To plan a curriculum. To design space for an ECCE programme

- Resources and material equipment, toys and books for children
- Records keeping
- Evaluation indicators of ECCE programmes

References

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

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.

Teaching Learning Process

- Audio Visual Material
- Workshops
- Role Play
- Field Visits
- Observations

Assessment Methods

As per University of Delhi norms

Keywords

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

SEC 31 GOING ABOUT RESEARCH

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

Course Objective

- To understand the different research approaches.
 - To gain knowledge about the process of research.
 - To develop skills for developing tools for data collection.
-

Course Learning Outcomes

- Understand the differences between quantitative and qualitative research approaches.
 - Develop knowledge of the key steps of a research process.
 - Develop skills in designing of tools of data collection and their appropriate use.
-

Unit 1

Purpose and approaches of research

10

- Exploration, Description, Explanation
- Scientific method and research designs
- Quantitative and Qualitative approaches

Conceptualization and Measurement

- Variables, concepts and measurement

- Levels of measurement

Unit 2

The Research Process

20

- Defining the problem, research questions and objectives
- Planning the research methodology
- Decisions about sampling
- Research tools and techniques: types, validity and reliability
- Ethics in research

Practical

PRACTICAL

60

- Purpose of qualitative and quantitative researches.
- Review of literature and Citation formats
- Probability and Non Probability sampling methods
- Designing data collection tools and planning their analysis
- Data collection process of structured and unstructured tools.
- Compiling data and data reduction
- Making of tables and graphs and their analysis.

References

- 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.

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

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

SEC 6 Home Based Catering Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

- To comprehend fundamentals of menu planning through management of resources in a food service establishment.
- To develop insight for recipe standardization and to apply acquired skills in menu planning and quantity food production.
- To use knowledge of preliminary steps for starting a home based catering unit.

Course Learning Outcomes

- Comprehend fundamentals of menu planning through management of resources in a food service establishment.
- Develop insight for recipe standardization and quantity food production.
- Use knowledge of preliminary steps for starting a home based catering unit.
- Apply acquired skills in menu planning and quantity food production.

Practical

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.
-

Teaching Learning Process

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

Assessment Methods

- As per the University of Delhi norms
-

Keywords

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

SEC 20 House Keeping

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

Course Objective

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

Course Learning Outcomes

- Appreciate the need for maintenance of facilities and services.

- Understand operations management in cleaning and safety systems.
- Develop competence for professional practice in housekeeping.

THEORY:

CONTENTS:

60PERIODS

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

- 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

- 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.

TOTAL: 60

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.

Teaching Learning Process

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

Assessment Methods

As per University of Delhi norms

Keywords

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

SEC 4 Human Physiology

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

Course Objective

- To learn about the functional organisation of the human body.
 - To understand the normal functioning of the organ systems and their interactions.
 - To understand and interpret common medical diagnostic tests and reports.
-

Course Learning Outcomes

- Understand the current state of knowledge about the functional organization of the human body.
- Develop insight of normal functioning of all the organ systems of the body and their interactions.
- Correlate physiology with various disorders and their pathogenesis.
- Understand and interpret common medical diagnostic tests and reports.

Contents:

Unit 1

30 Periods

5 Periods

- Introduction to Human Body: Organs, tissues and cell, cell structure, cellular organelles and their functions.
- Blood and Lymphatic System:
 - Composition and Functions of Blood and its components.
 - Overview of lymphatic system
 - Structure and functions of lymph node and lymphatic duct
- Immunity : (Innate , acquired, humoral and cell mediated immunity)

Unit 2

12 Periods

- **Cardiovascular System:**
 - Structure of heart, circulations (systemic, pulmonary and portal)
 - Cardiac Output (definition and factors affecting)
 - Blood Pressure (definition and factors affecting)
- **Respiratory System:**
 - General overview of the respiratory passage, structure and functions
 - Structure of lungs and its functions
- **Digestive System:**
 - Overview of the Gastrointestinal tract, organization and functions
 - Structure and functions of: Stomach, Liver, Gallbladder, Pancreas and Intestines.

Unit 3

11 Periods

Excretory System:

- Structure and function of Kidney and Nephron

• **Endocrine System:**

- Overview of Endocrine System, Feedback mechanism/cascade
- Structure and functions of Pituitary , Thyroid and Endocrine part of Pancreas

• **Reproductive System:**

- Overview of Reproductive System both male and female
- Structure and functions of the Uterus, ovaries and testes.
- Physiology of menstruation and menopause

Unit 4

2 Periods

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

Practical

Contents

24 Periods

- Basic concept of blood groups, clinical significance of RBC & WBC counting
- Demonstration of haemoglobin estimation and its significance.
- Pulse rate measurement by at least two methods – a) at rest b) after physical activity and c) of a child and an elderly person. Comparative analysis.
- Recording of BP by using a Sphygmomanometer in Standing, sitting and recumbent positions
- Clinical significance of liver function tests and Jaundice
- Ten histological slides- description, diagrams and correlation with respective theoretical understanding
- Clinical significance of variations in blood glucose and Diabetes mellitus.
- Use of Glucometer ,HbA1c values

- Project Report on Birth control Methods

References

COMPULSORY READING:

- Ganong W.F.(2003)-Review of Medical Physiology.21st ed. McGraw Hill.
- Guyton A.C. and Hall J.E.(2000)Textbook of Medical Physiology.10th ed. India: Harcourt Asia..
- Tortora G.J and Grabowski S.R.(2000) Principles of Anatomy and Physiology.9th ed. John Wiley and Sons.Inc.
- Chaudhari S K(2000) Concise Medical Physiology.3rd Edition. Central .

Additional Resources:

- West J.B.(1996): Physiological Basis of Medical Practice.12th Edition. B. I. Waverly Pvt. Ltd.
 - Marieb E.N(2001) Human Anatomy and Physiology(5th ed)Pearson Education ,Inc, publishing as Benjamin Cummings.
 - Jain A. K (2014) Human Physiology for BDS(5th Edition), Publisher: Avichal Publishing Company; ISBN: 9788177394337 .
-

Teaching Learning Process

Lectures , Power point Presentations , Projects Quiz and OSPE

Assessment Methods

Internal assessments is marked as per DU rules through tests, assignments, projects PowerPoint presentations and field visit reports

There is continuous evaluation of practical

Keywords

Physiology, Immunity, Cardiovascular System, Respiratory Passage, Gastrointestinal Tract, Excretory and Endocrine Physiology, Neuromuscular Physiology, Reproductive Physiology

SEC 28 Image Styling

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

Course Objective

- To strengthen the student hands on experience in using different tools of improving visual and non visual appearance
- To train the students with technical and professional ways for understanding wardrobe needs and its development
- To develop skills on understanding fashion trends for planning personal shopping

Course Learning Outcomes

- Demonstrate the practical ways to strengthen physical image based on body type, face shape and personal style analysis
- Understand the effect of elements and principles of design on visual appearance
- Explain the fashion trends of apparels and accessories
- Acquire verbal and non-verbal communication etiquettes
- Identify wardrobe elements, and its processes of planning and organization
- Plan personal shopping of apparels and accessories based on physical shape, personal style and budget

Practical

- 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
- Mc Call, Sewing in Color, Hamlyn Publishing Group 11th edition (1975)
- Vega, L. The Image of Success, American Management Association (2010)

Teaching Learning Process

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

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.
-

Keywords

Body shape, face shape, personal style, personal colour, wardrobe management, etiquettes

SEC 19: Information, Education and Communication Material for Development Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

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

Course Learning Outcomes

- Understand various Development Issues
- Learn about various types of IEC material
- Understand the application of IEC material for development.
- Evaluate different types of IEC materia
- Development of IEC Material using various design principals and techniques

Practical

Concept of IEC Material

40

- Meaning of IEC Material
- Understanding contemporary Development issues
- Importance and scope of IEC material for development.
- Different types of IEC materials for development.
- Role of IEC materials for development.
- Guidelines for Development of IEC Materials 40
- 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.
- Various Types of IEC Materials for Development 40
- Infographics, audio visual charts, posters, flashcards, flexes, flip books, pamphlets, leaflets, brochures, booklets, modules, manuals
- Mass Media: IEC materials for radio, television, newspapers and magazines
 - Script writing for Radio and Television
 - Articles and report writing for News papers, magazines etc.

Learning Activities

- Content analysis of various IEC material for development messages.
- Designing layouts for various IEC materials
- Writing scripts on selected developmental issues for radio, and T.V programmes.
- Viewing and recording various types of television and radio programmes
- Preparation of various graphic (IEC) materials

- Identifying various IEC materials used by NGO's and GO's for development work.

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.

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

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

SEC 24 Life Skills Education

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

Course Objective

- To develop social and interpersonal skills to cope with the demands of everyday life
 - To build self-confidence and critical thinking for effective communication
 - To inculcate skills to improve interpersonal relations and manage stress
-

Course Learning Outcomes

- Develop social and interpersonal skills to cope with the demands of everyday life.
- Build self confidence, encourage critical thinking to help communicate effectively.
- Inculcate listening skills and handle stress.

THEORY

LECTURES: 60

Unit 1

Concept and Meaning of life skills

- Definitions and concept of life skills and life skills education.
- Importance in daily living; Criteria for using life skills.
- Evolution of Life Skills
- Core Life Skills- classification and concept
- Theoretical perspectives and models to understand life skills education.

Unit 2

Components for Planning & Organizing Life Skills Programs

A. Understanding group characteristics and needs

- Life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas.
- Focusing on cultural practices that govern everyday life.
- Analyzing the gender nuances that exist within the group.
- Self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills, etc.

B. Importance of communication in imparting life skills education

- Concept and Importance of communication
- Aspects to develop social potentials (effective listening, speaking, building and

maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)

C. Core Approaches and Strategies to Implement Life Skills Program

- Understanding and developing self-skills/potential: self-awareness, self-esteem self-confidence, creative thinking, interpersonal skills, etc.
- Use of participatory techniques and methods: Individual exercises, Group activities, games etc.
- Communicating with the audience: receiving feedback, handling questions, etc.

D. Organizing a Life Skills Program

- Planning a need based viable life skills program (select components)
- Determining the purpose, collecting materials, organizing content.
- Getting prepared for the presentation: psychological level
- Delivering the presentation

E. Life Skills Assessment

- Scales and quantitative techniques
- Qualitative approaches

Unit 3

Life Skills and Youth Development

- Adolescence and Youth- Definitions, Conception- socio cultural perspectives
- Youth demographics and role in society
- Challenges of adolescence and youth development
- Formal and Non formal approaches to youth development
- Positive Youth Development

Learning Experiences

- Students may be given several in house experiences to observe and evaluate existing life skills programs. They may also get experiences to interact with experts in the discipline through panel discussions and similar organized experiences.
- Visiting and observing Life skills education programme
- Critique formal and non-formal life skills programmes
- Evaluate approaches and activities of life skills education for different target groups

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, Senega Peace Corps, OPATS.2001, Life Skills Manual.

Additional Resources:

- Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5theds), PHI Learning Pvt. Ltd.
- National Aids Control Orgnization, 2008, Adolsecence 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.

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

Development Communication, Extension, Life Skills, Life Skills Development, Life Skills Enhancement, Life Skills Program

SEC 30: NGO Management and CSR

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

Course Objective

- To understand the nature, role and functioning of various organisations engaged in the development sector.
 - To highlight the various CSR initiatives undertaken at the national and global level.
-

Course Learning Outcomes

- Understand the nature and role of various organizations engaged in the development sector.
- Strategies for creating resources for effective functioning of development organizations.
- Understand the basic concepts of Corporate Social Responsibility (CSR) and its impact on sustainable development.
- Learn about CSR initiatives at global and national level.

THEORY:

PERIODS: 30

Unit 1

NGO: Structure & Functions

(15)

- Definition, meaning and characteristics of NGO
- Growth of NGOs: Historical perspective, current status of NGOs in India
- Classification of NGO & Organisational structures
- Steps for starting NGO
- Registration of NGO
- Selection and training of Personnel
- Resource Mobilisation
- Networking & Fundraising

Unit 2

Corporate Social Responsibility (CSR)

(15)

- Concept of CSR: Companies Act and legal framework
- Principles of CSR: Acts and Laws
- Reporting and monitoring frameworks in CSR
- CSR Initiatives: National and Global Case studies

Practical

PERIODS: 60

- Visit of Local NGO and it's profiling
- Studying the Annual report of NGOs
- Reviewing CSR initiatives of different MNCs
- Preparing CSR funding proposals

References

COMPULSORY READINGS

- 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:

- A. 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.

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

- Development Communication, Extension, SBCC, NGO, NGO Management, CSR.

SEC 7: Nutrition and Fitness

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

Course Objective

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

Course Learning Outcomes

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

Practical

TEACHING PERIODS: 120

Unit I Understanding Fitness

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

Skills:

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

Unit II Importance of Physical activity

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

Skills:

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

Unit III Importance of nutrition

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

Skills:

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

Unit IV Weight Management

- Assessment and categorisation of overweight and underweight using Skin-fold methods

- Applying principles of Diet and exercise for weight management(fat loss and LBM gain) in recreational programmes
- Fad diets

Skills:

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

References

COMPULSORY READING:

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

Additional Resources:

- Wardlaw, G. M., Smith, A. M., & Collene, A. (2012). Contemporary nutrition: A functional approach, 2nd ed. McGraw-Hill.
- Williams, M. H. (2004). Nutrition for health, fitness and sport. McGraw-Hill.

Teaching Learning Process

- All practical sessions will involve topic- specific exercises to be undertaken by the students
- Each session will be started with imparting of theoretical base of the specified topic, followed by application of theories to imbibe specific skills.

- Visits/ demonstrations/case-studies/observation/interactions with professionals/ Extension activities will be encouraged for application oriented learning
 - Any other method may be added, as per university norms and discretion of the teaching faculty
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Assessment Methods

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

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

SEC 22 Nutrition Health Communication **Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective

- To enable the students to acquire skills to plan, implement and evaluate behavior change communication for promotion of nutrition and health among the community.
 - Familiarize the students to various national public health issues and the government programs to combat them.
-

Course Learning Outcomes

- Understand basic concepts and processes of nutrition and health communication.
- Comprehend nutrition and health communication in Indian and global perspective.

- Apply acquired knowledge to community through development and use of different communication strategies and tools for promotion of nutrition and health among the vulnerable groups.

Practical

CONTENT(TOTAL PERIODS:120)

PERIODS

UNIT I: Concepts and Theories of Communication in Nutrition and 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
- 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 NGO

- 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 READINGS

- 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.
 - 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.
-

Teaching Learning Process

- Lectures
 - Discussion
 - Power point presentation
 - Demonstration
 - Project
 - Field visit
-
-

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

SEC 3 Overview of Indian Economy

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

Course Objective

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

Course Learning Outcomes

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

THEORY:

CONTENTS (TOTAL PERIODS: 60)

Unit 1

Micro Economics

PERIODS

20

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

- Consumer's Surplus
- Supply – Law of Supply, Elasticity of Supply
- Equilibrium of Demand and Supply
- Factors of Production– land, labour, capital and Entrepreneurship

Unit 2

Macro Economics

20

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

Unit 3

Indian Economic Environment

20

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

References

COMPULSORY READING:

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

Additional Resources:

- Dewett, K. K., & Navalur, M.H. Latest edition. *Modern economic theory*. S. Chand.
 - 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*. Vrinda Publications.
-

Teaching Learning Process

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

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Resource Management & Design Application
 - Micro Economics
 - Macro Economics
 - Indian Economic Environment
-

SEC 14 Resource Management and Sustainable Development Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

- To build an interdisciplinary perspective on understanding sustainable development concerns and challenges.
- To understand the concept of sustainability through SDG's and sustainable

- consumption practices.
 - To develop skills and competencies amongst students with regard to energy, water and waste management.
-

Course Learning Outcomes

- Build an understanding of environmental concerns, sustainable development and its challenges.
- Understand the concept of ecological footprint, sustainable consumption and SDGs.
- Gain an understanding of the concept of green buildings and green building guidelines.
- Develop skills in energy, water and waste management.

Practical.

Total = 120

- **Sustainable development**
- Environmental concerns and sustainable development
- Challenges: Population explosion, urbanization, globalization, economic development
- Sustainable consumption
- Ecological/Carbon footprint calculation
- Sustainable Development Goals (SDGs)
- **Resources and Sustainable Approaches I**
- Energy management: Understanding electricity bills, BEE star labels, energy auditing
- Green buildings and green building guidelines
- Portfolio on renewable sources of energy, survey on solar products etc.
- **Resources and Sustainable Approaches II**
- Water management: Rain water harvesting, water auditing, water testing
- Waste management: Waste to energy plants, waste water recycling, waste to wealth (paper recycling, composting, biogas, solid waste management etc.)
- Air/noise/lighting testing
- Sustainable practices by industry

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

Teaching Learning Process

- Power point presentations
- Field visits
- Case study approach
- Survey method
- Experiential learning through demonstrations

Assessment Methods

As per University of Delhi norms.

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

SEC-12 TEXTILE DESIGN

(Textile Design)

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

COURSE OBJECTIVES

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

LEARNING OUTCOMES

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

PRACTICAL

60

- Fabric manipulation –cuts, removal of threads
- Surface Decoration - Embroidery, Ari work, Embellishments
- Design through color application
 - Painting
 - Dyeing- Tie and dye, Batik
 - Printing- Discharge, Resist, Block, Screen, Stencil
- Thread structure- macramé, braiding, lace making (crochet, tatting)
- Surface layering
 - Applique- simple, cut, felt
 - Quilting- hand and machine
 - Pleats
 - Tucks
- Product development using the above design exploration techniques

COMPULSORY READINGS

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

ADDITIONAL RESOURCES

- 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

ASSESSMENT METHODS

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

KEYWORDS

Decoration, Dyeing, Printing, Embroidery, Fabric, Threads

SEC 16 Social Media and Digital Communication Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

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

Course Learning Outcomes

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

Practical

120

UNIT I: Social Media& other Digital Platforms

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

UNIT II : Digital Communication& Marketing

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

References

COMPULSORY READINGS

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

Additional Resources:

- Das, A. (2018). Applications of Digital Marketing for Success in Business. BPB Publisher. ISBN: 978-9386551986
- Martin, G.Z. (2018).The Essential Social Media Marketing Handbook: A New Roadmap for Maximizing Your Brand, Influence and Credibility. Rupa Publications India. ISBN: 978-9353040178

Teaching Learning Process

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Survey, interactive sessions with subject experts, group presentations, games etc.

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

- Development Communication, Extension, SBCC, Communication systems, Mass media, Social Media, Digital Communication, Digital Marketing, Cyber Security

SEC 1 Sociology of Working with Families and Communities Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective

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

Course Learning Outcomes

- To gain knowledge about various dimensions of society and culture.
- In-depth understanding of the family changing roles and responsibilities.
- Educate students to deal with socio economic problems of India

THEORY

CONTENTS

Unit1

Family,Society and Culture

PERIODS

10

- Various dimensions of family, society and culture

- Customs, belief and folklore in everyday life
- Cultural plurality , practices and ethnic identity
- Social groups
- Poverty and deprivation
- Role of media

Unit 2

Social Stratification and Its Implication

10

- Social mobility and social change
- Forms of social stratification and their interrelationships : class, caste , gender , ethnicity , race and occupation
- Ethnographic approaches to study caste groups; weavers and artisan communities

Unit 3

Emergence of New Ideological Orientation

10

- Conflicts and consensus in society
- Changing gender spaces in family , work and its implication on the individual and society across cultures
- Experiences of exclusion on the individual : Caste, minority, disability, violence , immigration and religion

Practical

(30)

- To visit an art gallery/ culture-specific area like “Delhi haat” and use observation technique to get an understanding of various dimensions of specific societies, their social and cultural norms (for example- work culture, the role of gender, art forms and the foods).
- To visit any religious place to comprehend (through non-participant observation) the rituals, beliefs, practices, norms, and taboos of the particular setting.
- Construct and conduct an interview schedule (structured/semi-structured) to understand the exclusion dynamics (based on caste/ minority/ gender/disability/ immigration or religion) in an individual life.
- Review of diverse Indian socio-cultural context through Audio-Visual aids and Print media.

- Make a poster to highlight the newly evolved and persisted stereotypes related to a particular gender in the family, workplace and largely in the Indian society.
- Organize a talk/ workshop to comprehend how to use ethnography as a research method.
- Ethnography of a community to understand the intersection of various social structural variables (caste, class, region, language, ethnicity, religion) in their family and work processes by doing the following steps:
 - Prepare tools to collect data
 - Collect ethnographic data from the field
 - Report writing

References

COMPULSORY READINGS:

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

Additional Resources:

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

Teaching Learning Process

- Lecture
- Assignment
- Discussion

Assessment Methods

As per DU norms

Keywords

- Folklore
- Exclusion
- Stratification
- Ethnicity

SEC 12 Textile Design **Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective(2-3)

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

Course Learning Outcomes

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

Practical

- Fabric manipulation –cuts, removal of threads
- Surface Decoration - Embroidery, Ari work, Embellishments
- Design through color application
- Painting
- Dyeing- Tie and dye, Batik
- Printing- Discharge, Resist, Block, Screen, Stencil
- Thread structure- macramé, braiding, lace making (crochet,

- tatting)
- Surface layering
- Applique- simple, cut, felt
- Quilting- hand and machine
- Pleats
- Tucks
- Product development using the above design exploration techniques

References

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

Additional Resources:

- 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
-

Assessment Methods

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

Keywords

Decoration, Dyeing, Printing, Embroidery, Fabric, Threads

SEC 10 Training for Development

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

Course Objective

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

Course Learning Outcomes

- Importance and scope of training for development.
- Understand and critically evaluate the different training approaches and methodologies for various development goals.
- Understand the roles and functions of different phases of the training process.
- Develop skills in planning and executing training programmes for different stakeholders

Practical

120

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

- Training modules: Development and Analysis for specific target groups with

- different learning outcomes and learning goals
- Agencies involved in training and development- NGOs, GOs and Corporate

References

COMPULSORY READINGS

- 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 & IBH 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 Pareek, U. (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

Teaching Learning Process

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

Assessment Methods

- Assessment as per Delhi University Norms

Keywords

- Development Communication, Extension, SBCC, Training, Participatory Training, Training methods, Capacity buildings, Training of trainers

SEC 21 Travel and Tourism

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

Course Objective·

- To enable students to understand basic concepts and presentation of design solutions applicable to interior spaces in hospitality industry
- To undertake aesthetic and sustainable maintenance of interior and exterior surfaces

Course Learning Outcomes

- Understand the operation and legislations of the travel and tourism industry.
- Ability to plan and schedule the travel itinerary along with costing.
- Appreciate the importance of eco-tourism in present scenario for educational interests.

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
- Tourism organization
- Needs for Tourism Organization
- International Organization
- Government Organizations in India
- Private Sector Organization in India
- Non-Government Organization
- Other important organization
- Tourism legislation
- Laws pertaining to trans-board movements such as visa regulation, customers, foreign exchange, immigration.
- -Laws related food and beverages
- Laws related to transport
- Laws related to accommodation
- Consumer protection laws related to health, hygiene quality
- Travel & tourism Department of Government- Central & states: Programmes and policies

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.

Teaching Learning Process

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

Assessment Methods

As per University of Delhi norms.

Keywords

- Department of Resource Management & Design Application
- Travel and tourism

- Itinerary planning
- Tourism marketing
- Tourism legislation
- Tourism organization

SEC 2 Understanding Psychology

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

Course Objective

- To develop a basic understanding of the discipline of Psychology
- To develop an appreciation of the relevance of Psychology in the study of Human Development
- To become conversant with conceptual models of human behavior

Course Learning Outcomes

- The students will acquire understanding of fundamental psychological processes in human beings
- The students will demonstrate understanding of psychology as a discipline and its core concepts
- The 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

- 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

Teaching Learning Process

- Power point presentations
- Audio Visual Methods
- Lecture Methods

Assessment Methods

As per University of Delhi norms

Keywords

- Psychology
- Perception
- Learning
- Memory
- Behaviour

SEC 27: PRODUCT DEVELOPMENT IN TEXTILES AND APPAREL

(CREDITS: PRACTICAL 4)

Course Objectives

- To gain exhaustive knowledge of various steps involved in Product Development
 - To explore the process of sourcing and procurement of raw materials
 - To study different kinds of fabrication techniques
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Learning Outcomes

- Understand the new product development process
 - Learn methods of generating, evaluating and developing new product ideas
 - Develop prototypes of good quality marketable products using basic fabrication processes and sustainable materials
 - Enhance research and analysis and critical thinking abilities
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PRACTICAL

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Unit 1: Concept Development

- Meaning and importance
- Key elements in Product designing- fashion trends, product function and added value

Unit 2: Design Instigation

- Developing creative idea based on concept with sustainability principles in mind
- Making flat sketches of developed idea

Unit 3: Analysis and Selection

- Sourcing and Procurement-Concept and Definition, Importance of eco-sourcing
- Need and methods of Sourcing, Major producers and suppliers of raw materials, Dyes, Yarns, Fabrics and Trims
- Review of designs for individual strengths relation to the concept and their estimated cost
- Finalizing the blue print of the final product

Unit 4: Development Process

- Conceptualization of the details of the product
- Prepare/ develop specification sheets of the selected product

Unit 5: Fabrication

- Construction of the final product with emphasis on 'eco-design' using as little (and as few) materials as possible
- Display of the article

Unit 6: Cost Analysis

- Economic analysis of products
 - Calculation of monetary values of different determinants of total product cost
 - Labour cost calculation

Compulsory Readings:

- Frings G.S. (2001) "Fashion from Concept to Consumer" Prentice Hall, New Jersey.
- Fletcher K. & Grose L., (2012), Fashion and Sustainability – Design for Change, Laurence King Publishing, London
- Gwilt A., (2014), A Practical Guide to Sustainable Fashion, Bloomsbury Publishing, New York

Additional Resources:

- Parthiban M., Srikrishnan M. & Kandhavadi P., (2017), Sustainability in Fashion and Apparel – Challenges and Solutions, Woodhead Publishing, India
- Wingate J.W., Schaller E.O. & Miller F. L. (1972) Retail Merchandise Management, Prentice Hall, New Jersey.
- Sundram & Rudradatt (1986) Indian Economy, Sultan chand & Sons.

Teaching Learning Process

Lectures, Handouts, Power point presentations.

Assessment Methods

As per the University of Delhi norms.

Keywords

Textiles, product, apparel, sustainability, design, sourcing, trends, fashion.
