

UNIVERSITY OF DELHI
Department of Home Science
Bachelors in Arts with Community Science

(SEMESTER I - VIII)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Bachelors in Arts with Community Science
List of Discipline Specific Core (DSC) Papers

Sem	Paper Code	Paper Type	Paper Title	Credits
I	DSC-1-HSC	DSC non-Major	Understanding Fashion	3L + 1P
	DSC-1A-HSC	DSC Major	Foundations of Communication	3L + 1P
II	DSC-2-HSC	DSC non-Major	Food Science and Nutrition	3L + 1P
	DSC-2A-HSC	DSC Major	Life Span Development across Adolescence and Adulthood	3L + 1P
III	DSC-3-HSC	DSC non-Major	Introduction to Resource Management	3L + 1P
	DSC-3A-HSC	DSC Major	Applied Social Science in Home Science	3L + 1T
IV	DSC-4-HSC	DSC non-Major	Science Applications in Home Science	3L + 1P
	DSC-4A-HSC	DSC Major	Introduction to Textile and Apparel Design	3L + 1P
V	DSC-5-HSC	DSC non-Major	Foundations in Human Development	3L + 1P
	DSC-5A-HSC	DSC Major	Lifespan Approach to Nutrition and Food Safety	3L + 1P
VI	DSC-6-HSC	DSC non-Major	Extension Programme: Design and Management	3L + 1P
	DSC-6A-HSC	DSC Major	Personal Finance and Consumer Education	3L + 1P

Bachelors in Arts with Community Science
List of Discipline Specific Elective (DSE) Papers for ODD Semester

FABRIC AND APPAREL SCIENCE

Sem	Paper Code	Paper Title	Credits
V	DSE-FAS 1-HSC	Research Methods in Home Science*	3L + 1P
	DSE-FAS 7-HSC	Traditional Textiles of India	3L + 1T
VII	DSE-FAS 3-HSC	Pattern Making	2L + 2P
	DSE-FAS 5-HSC	Textile Science Concepts	3L + 1P
	DSE-FAS 7-HSC	Traditional Textiles of India	3L + 1T
	DSE-FAS 9-HSC	Indian and World Costumes	3L + 1T
	DSE-FAS 11-HSC	Textile Conservation	3L + 1T
	DSE-FAS 13-HSC	Apparel Marketing and Merchandising	3L + 1T
	DSE-FAS 15-HSC	Fashion Accessories: Design & Development	3T + 1P
	DSE-FAS 17-HSC	Inclusive Socio-economic Development and Backyard Nano Industries	3L + 1T

*Students are advised to choose *Research Methods in Home Science* as their DSE in Semester V

FOOD AND NURITION

Sem	Paper Code	Paper Title	Credits
V	DSE-FN 1-HSC	Research Methods in Home Science*	3L + 1P
	DSE-FN 5-HSC	Introduction to Bakery	2L + 2P
	DSE-FN 9-HSC	Public Nutrition	3L + 1P
VII	DSE-FN 3-HSC	Food Safety and Quality Testing	2L + 2P
	DSE-FN 5-HSC	Introduction to Bakery	2L + 2P
	DSE-FN 7-HSC	Nutritional Biochemistry	3L + 1P
	DSE-FN 9-HSC	Public Nutrition	3L + 1P
	DSE-FN 11-HSC	Physiology and Promotive Health	3L + 1T
	DSE-FN 13-HSC	Indigenous Food System and Wellness	3L + 1T
	DSE-FN 15-HSC	Inclusive Socio-economic Development and Backyard Nano Industries	3L + 1T

*Students are advised to choose *Research Methods in Home Science* as their DSE in Semester V

HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

Sem	Paper Code	Paper Title	Credits
V	DSE-HDCS 1-HSC	Research Methods in Home Science*	3L + 1P
	DSE-HDCS 3-HSC	Adolescent Development and Challenges	2L + 2P
VII	DSE-HDCS 3-HSC	Adolescent Development and Challenges	2L + 2P
	DSE-HDCS-5-HSC	Gender & Social Justice in India	2L + 2P
	DSE-HDCS-7-HSC	Organization and Management of ECCE services	2L + 2P
	DSE-HDCS-9-HSC	Education and Rehabilitation Approaches for Persons with Disabilities	2L + 2P
	DSE-HDCS-11-HSC	Social and Emotional Skills Development	2L + 2P
	DSE-HDCS-13-HSC	Geriatric Care	2L + 2P
	DSE-HDCS-15-HSC	Inclusive Socio-economic Development and Backyard Nano Industries	3L + 1T

*Students are advised to choose *Research Methods in Home Science* as their DSE in Semester V

RESOURCE MANAGEMENT AND DESIGN APPLICATION

Sem	Paper Code	Paper Title	Credits
V	DSE-RMDA 1-HSC	Research Methods in Home Science*	3L + 1P
	DSE-RMDA 9-HSC	Space Planning and Sustainability	3L + 1P
VII	DSE-RMDA 3-HSC	Basics of Design Application	2L + 2P
	DSE-RMDA 5-HSC	Human Resource Management	2L + 2P
	DSE-RMDA 7-HSC	Consumer Behaviour and Marketing Management	3L + 1P

	DSE-RMDA 9-HSC	Space Planning and Sustainability	3L + 1P
	DSE-RMDA 11-HSC	Entrepreneurship and Enterprise Management	3L + 1T
	DSE-RMDA 13-HSC	Facilities And Services Management	3L + 1T
	DSE-RMDA 15-HSC	Inclusive Socio-economic Development and Backyard Nano Industries	3L + 1T

*Students are advised to choose *Research Methods in Home Science* as their DSE in Semester V

DEVELOPMENT COMMUNICATION AND EXTENSION

Sem	Paper Code	Paper Title	Credits
V	DSE-DCE 1-HSC	Research Methods in Home Science*	3L + 1P
	DSE-DCE 7-HSC	Training and Capacity Building	2L + 2P
VII	DSE-DCE 3-HSC	Communication Systems and Media	2L + 2P
	DSE-DCE 5-HSC	ICT for Social Development	2L + 2P
	DSE-DCE 7-HSC	Training and Capacity Building	2L + 2P
	DSE-DCE 9-HSC	Public Relations and Advertising	2L + 2P
	DSE-DCE 11-HSC	Gender, Communication and Society	2L + 2P
	DSE-DCE 13-HSC	Environment and Health Communication	2L + 2P
	DSE-DCE 15-HSC	Inclusive Socio-economic Development and Backyard Nano Industries	3L + 1T

*Students are advised to choose *Research Methods in Home Science* as their DSE in Semester V

Bachelors in Arts with Community Science List of Discipline Specific Elective (DSE) Papers for EVEN Semester

FABRIC AND APPAREL SCIENCE

Sem	Paper Code	Paper Title	Credits
VI	DSE-FAS 2-HSC	Research Methods in Home Science	3L + 1P
	DSE-FAS 16-HSC	Entrepreneurship in Fashion	3L + 1T
VIII	DSE-FAS 4-HSC	Apparel Design and Construction	2L + 2P
	DSE-FAS 6-HSC	Textile Colouration and Finishing	2L + 2P
	DSE-FAS 8-HSC	Fashion Product Development	2L + 2P
	DSE-FAS 10-HSC	Garment Production and Quality Management	3L + 1T
	DSE-FAS 12-HSC	Textiles for Home	3L + 1T
	DSE-FAS 14-HSC	Ancient and Historic Textiles	3L + 1T
	DSE-FAS 16-HSC	Entrepreneurship in Fashion	3L + 1T
	DSE-FAS 18-HSC	Sustainability and Social Responsibility	3L + 1T

FOOD AND NURITION

Sem	Paper Code	Paper Title	Credits
VI	DSE-FN 2-HSC	Research Methods in Home Science	3L + 1P
	DSE-FN 6-HSC	Food Business Operations and Entrepreneurship	2L + 2P
VIII	DSE-FN 4-HSC	Fruit and Vegetable Preservation	2L + 2P
	DSE-FN 6-HSC	Food Business Operations and Entrepreneurship	2L + 2P
	DSE-FN 8-HSC	Advanced Human Nutrition	3L + 1T
	DSE-FN 10-HSC	Therapeutic Nutrition	3L + 1P
	DSE-FN 12-HSC	Advanced Food Science	2L + 2P
	DSE-FN 14-HSC	Sustainability and Social Responsibility	3L + 1T

HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

Sem	Paper Code	Paper Title	Credits
VI	DSE-HDCS 2-HSC	Research Methods in Home Science	3L + 1P
	DSE-HDCS 4-HSC	Children in Need of Care & Protection	2L + 2P
VIII	DSE-HDCS 4-HSC	Children in Need of Care & Protection	2L + 2P
	DSE-HDCS 6-HSC	Inclusion of young children with disability	2L + 2P
	DSE-HDCS 8-HSC	Developing Early Childhood Curriculum	2L + 2P
	DSE-HDCS 10-HSC	Introduction to guidance and counselling	2L + 2P
	DSE-HDCS 12-HSC	Childhoods in India	2L + 2P
	DSE-HDCS 14-HSC	Sustainability and Social Responsibility	3L + 1T

RESOURCE MANAGEMENT AND DESIGN APPLICATION

Sem	Paper Code	Paper Title	Credits
VI	DSE-RMDA 2-HSC	Research Methods in Home Science	3L + 1P
	DSE-RMDA 12-HSC	Resource Management and Sustainable Development	3L + 1T
VIII	DSE-RMDA 4-HSC	Ergonomic Design	3L + 1P
	DSE-RMDA 6-HSC	Advanced Interior Design	2L + 2P
	DSE-RMDA 8-HSC	Capacity Building for Sustainable Development	3L + 1P
	DSE-RMDA 10-HSC	Product Design and Application	2 L + 2P
	DSE-RMDA 12-HSC	Resource Management and Sustainable Development	3L + 1T
	DSE-RMDA 14-HSC	Sustainable Built Environment: Concepts and Practices	2L + 2P
	DSE-RMDA 16-HSC	Sustainability and Social Responsibility	3L + 1T

DEVELOPMENT COMMUNICATION AND EXTENSION

Sem	Paper Code	Paper Title	Credits
VI	DSE-DCE 2-HSC	Research Methods in Home Science	3L + 1P
	DSE-DCE 10-HSC	Governance and Management of NGOs	2L + 2P
VIII	DSE-DCE 4-HSC	Media and Culture	2L + 2P
	DSE-DCE 6-HSC	Development Communication	2L + 2P
	DSE-DCE 8-HSC	Social and Behaviour Change: Concepts and Applications	2L + 2P
	DSE-DCE 10-HSC	Governance and Management of NGOs	2L + 2P
	DSE-DCE 12-HSC	CSR, Philanthropy and Social Investment	2L + 2P
	DSE-DCE 14-HSC	Program Design, Monitoring and Evaluation	2L + 2P
	DSE-DCE 16-HSC	Sustainability and Social Responsibility	3L + 1T

**Bachelors in Arts with Community Science as non-Major
Category-III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-1-HSC:
UNDERSTANDING FASHION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Understanding Fashion	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide an understanding of key fashion and concepts terminology
- To enable students to apply design principles in styling garments according to different body shapes.
- To provide an overview of the structure and functioning of the garment industry, the role of a fashion designer and major global fashion centres.
- To develop basic skills in fashion illustration, style reading through flat sketches and garment analysis.

Learning Outcomes

The students would be able to:

- Define key terminology related to fashion concepts and explain and interpret the functions, and theories of origin of clothing, as well as theories of fashion adoption.
- Apply elements and principles of design in selecting appropriate garment silhouettes for different body shapes.
- Analyse the fashion cycle, consumer categories and factors influencing the spread of fashion using relevant examples.
- Demonstrate basic fashion illustration skills through flat sketches of garment components and their variations.
- Assess the structure and functioning of the garment manufacturing departments and fashion designers.
- Identify and compare major global fashion centres and their leading designers/brands in terms of influence and contribution.
- Create appropriate styling solutions for different body shapes

**THEORY
(Credits 3; Hours 45)**

UNIT I: Terms and Concepts related to Fashion

15 Hours

This unit introduces key concepts that are used in Fashion design.

- Fashion terms: Fashion, Fad, Classic, Style, Silhouette, Haute-couture, Prêt-a-porter, Mass fashion, Fashion Label, Knockoff, Accessory, Atelier, Boutique, Avant Garde, Empire line, Slow and Fast Fashion, Season, Fashion Forecasting

- Fashion cycle and consumer identification with fashion life cycle – fashion leaders, fashion followers, fashion victims, fashion laggards
- Theories of Fashion adoption – trickle down, trickle up, trickle across
- Factors favouring and retarding the spread of fashion
- Sources of Fashion Research – Print and electronic media, internet resources, historic and traditional costumes, travel and cultural exposure, textile materials, nature, art and popular culture, technological developments, street style, architecture, personal intuition and creative insight.

UNIT II: Clothing - Function and Meaning

10 Hours

This unit studies clothing as a form of social communication while examining key theories about its origin, functions, and basic terminology.

- Social aspects of Fashion – Communication through clothing
- Theories of origin and functions of clothing
- Clothing Terminology
- Individuality and conformity, conspicuous consumption and emulation

UNIT III: Introduction to Design in Garments

10 Hours

This unit introduces the key elements and principles that guide effective garment design.

- Structural and Decorative design in garments
- Elements and Principles of design in clothing
- Body Shapes and their design requirements
- Selection of Clothes for Self

UNIT IV: Fashion Industry Structure and Global Fashion Centres

10 Hours

This unit introduces the structure of garment manufacturing departments, the role of a fashion designer, and major global fashion centres along with their leading designers and brands.

- Overview of the different departments of garment manufacturing and their functions
- Role and responsibilities of a Fashion Designer
- Major fashion centers of the world and their leading designers and fashion labels/ brands - Paris, Milan, Tokyo, New York, London, India

PRACTICAL (Credit 1; Hours 30)

1. Flat sketching of different necklines (minimum 10 variations).
2. Flat sketching of different collar styles (minimum 4 variations).
3. Flat sketching of sleeve variations (minimum 6 types).
4. Flat sketching of skirt variations (minimum 6 types).
5. Flat sketching of pants variations (minimum 4 types).
6. Flat sketching of dress silhouettes (minimum 4 styles).
7. Visual analysis and style reading of selected garment images for identification of components and silhouette.
8. Preparation of styling boards for specific body shapes and occasions.
9. Identification and analysis of the use of Elements of Design in selected garments.
10. Identification and analysis of the use of Principles of Design in selected garments.

Essential Readings

UNIT I

This unit introduces key fashion concepts, the fashion cycle, consumer behaviour, and theories of fashion adoption. It also explores factors influencing fashion trends and sources of fashion research.

- **Stone E., Farnan, Sheryl A.** (2023). *The Dynamics of Fashion*. New York: Fairchild Publication.
- **Tate Sharon.** (2006), *Inside Fashion Design*, Pearson Education India
- **Sorger, R., & Udale, J.** (2017). *The Fundamentals of Fashion Design (3rd ed.)*. Bloomsbury Visual Art.

UNIT II

This unit explores clothing as a form of social communication, covering key theories on its origin and functions. It also examines the social and psychological factors that influence individual and societal fashion choices.

- **Marshall S G, et al.** (2009). *Individuality in Clothing & Personal Appearance (6th Edition)*. USA: Pearson Education
- **Iaria Caielli.** (2022). *Beyond Fashion: Inside the Fashion Business*. Hoaki

UNIT III

This unit introduces students to garment design by explaining the key elements and principles that guide the creation of functional and aesthetically pleasing clothing. It covers structural and decorative design, the application of design elements and principles, considerations for different body shapes, and the selection of clothes suited to individual needs.

- **Frings G.** (2013). *Fashion-From Concept to Consumer (9th Edition)*. USA: Prentice Hall Publications
- **Stone E., Farnan, Sheryl A.** (2023). *The Dynamics of Fashion*. New York: Fairchild Publication.

UNIT IV

This unit provides an overview of the garment industry, explaining the structure and functions of various manufacturing departments and the role of a fashion designer. It also introduces major global fashion centres, including Paris, Milan, Tokyo, New York, London, and India, highlighting their leading designers and prominent fashion labels or brands.

- **Sorger, R., & Udale, J.** (2017). *The Fundamentals of Fashion Design (3rd ed.)*. Bloomsbury Visual Art.
- **N. Gokarneshan.** (2019), *Garment Manufacturing Technology*, Abhishek Publications

Suggested Readings

- **Dieffenbacher, F.** (2018). *Portfolio Presentation for Fashion Designers (4th ed.)*. Fairchild Books.
- **Abling Bina.** (2019). *Fashion Sketch Book (7th edition)*. Fairchild Books
- **Irina V Ivanova.** (2016). *How to Draw Fashion Flats: A practical guide to fashion technical drawing (pencil and marker techniques) (Fashion Croquis) (Volume 2)*
- **Lee, J., & Steen, C.** (2024). *Technical Sourcebook for Designers (2nd ed.)*. Fairchild Books.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**Bachelors in Arts with Community Science as Major
Category II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-1A-HSC:
FOUNDATIONS OF COMMUNICATION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Foundations of Communication	4	3	0	1	Passed Class XII	NIL

Learning Objectives

- To learn about the concept, nature, and scope of communication.
- To understand the process of communication with the help of theories, models, and elements of communication.
- To recognize and appreciate the role of Perception, Empathy, Persuasion, Culture and Listening in communication.
- To be able to comprehend the various communication transactions and their role in day-to-day life with special reference to public communication.
- To understand the relationship between culture and communication and its applications in real life settings.

Learning Outcomes

The students would be able to:

- Develop a clear understanding of the concepts of human communication.
- Comprehend the elements and models governing the process of effective communication.
- Gain understanding about the related concepts of communication such as Perception, Empathy, Persuasion and Listening
- Understand the various communication transactions as well as the qualities and skills required of an effective public speaker.
- Appreciate the role and application of factors for effective communication.

**THEORY
(Credits 3; Hours 45)**

UNIT I: Communication: Core Concepts

12 Hours

This unit explores the fundamentals of Human Communication tracing the history of communication from the olden times to the present times. It highlights the concept, nature, types, scope, and postulates of communication and discusses the functions performed through communication.

- Historical background, concept, nature, functions, and scope of communication
- Types of Communication – Formal and informal communication; Verbal and Non-verbal communication; Digital and Non-digital communication

- Verbal communication- Principles, types, effective use of verbal messages for communication
- Non-verbal communication- functions, types, skills, channels of non-verbal communication, inter-relationship between culture and non-verbal skills
- Elements of communication - Source, Message, Channel, Receiver, Feedback, Context, Noise & Effects

UNIT II: Communication Models and Theories

10 Hours

This unit emphasizes the models and theories of the communication process. The further delves on the importance of these models and theories for understanding the effectiveness of communication as a process.

- Models of Communication: Types of models- Linear, Interaction and Transaction models, (Models by Aristotle, Harold Laswell, Shannon & Weaver, Charles Osgood, Wilbur Schramm, Helical model)
- Theories of Communication: Mass Society, Propaganda, Limited Effects, Individual Difference and Personal Influence

UNIT III: Factors for Effective Communication

12 Hours

The Unit delves with intricate concepts such as Empathy, Persuasion, Perception and Listening that are associated with communication. The unit also discusses the relationship between culture and communication.

- Factors for effective communication: Definitions, goals and principles of Empathy, Perception, and Persuasion
- Empathy: Concept and Theories
- Perception: Concept and Theories
- Listening in Human Communication-Listening process, significance of good listening, styles of listening, barriers to listening, culture and listening, listening theories
- Culture and communication- Relationship between culture and communication, signs, symbols and codes in communication

UNIT IV: Communication Transactions and Learning

11 Hours

This unit elucidates upon the various levels of communication transactions. This Unit in particular lays thrust on the public communication and 'need and importance' of communication for learning. The unit also highlights the concept of communication for development.

- Levels of communication transactions
- Public communication- Concept, types, techniques and skills in public speaking, qualities of an effective public speaker, overcoming speaker apprehension
- Communication, and Learning: Learning as Communication Process, Domains of Learning. Theories of learning
- Audio-Visual Aids in communication- definitions, functions, classification including Edgar Dale's Cone of Experience
- Communication for Development- Concept and approaches

PRACTICAL

(Credit 1; Hours 30)

1. Exercises to understand visual communication: Elements of Art and Principles of Design
2. Exercises to explore dimensions of non-verbal communication
3. Hands on practice with different types of public speaking
4. Exercises aimed at strengthening effective listening skills, encouraging attentive and responsive communication.
5. Exercises on building empathy for effective communication
6. Analysis and designing of IEC materials

Essential Readings

UNIT I

The Unit 1 explores the fundamentals of Human Communication tracing the history of communication from the olden times to the present times. It highlights the concept, nature, types, scope, and postulates of communication and discusses the functions performed through communication.

- **Devito, J.** (2012). *Human Communication*. New York: Harper & Row.
- **Barker, L.** (1990). *Communication*, New Jersey: Prentice Hall Inc; 171.
- **Anand, S. & Kumar, A.** (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan.
- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.

UNIT II

The Unit II emphasizes the models and theories of the communication process. The further delves on the importance of these models and theories for understanding the effectiveness of communication as a process

- **Wood, J. T.** (2023). *Communication theories in action: An introduction* (3rd ed.). Cengage.
- **McQuail, D.** (2000). *Mass Communication Theories*. London: Sage Publications
- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.
- **Devito, J.** (2012). *Human Communication*. New York: Harper & Row.
- **Anand, S. & Kumar, A.** (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan.
- **Patri, V. R. and Patri, N.** (2002). *Essentials of Communication*. Greenspan Publications

UNIT III

The Unit delves with intricate concepts such as Empathy, Persuasion, Perception and Listening that are associated with communication. The unit also discusses the relationship between culture and communication.

- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.
- **Devito, J.** (2012). *Human Communication*. New York: Harper & Row.
- **Barker, L.** (1990). *Communication*, New Jersey: Prentice Hall Inc; 171.
- **Anand, S. & Kumar, A.** (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan.

UNIT IV

This unit elucidates upon the various levels of communication transactions. This Unit in particular lays thrust on the public communication and ‘need and importance’ of communication for learning. The unit also highlights the concept of communication for development.

- **Servaes, J.** (2022). *Communication for development and social change* (Updated ed.). Sage Publications.
- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.
- **Devito, J.** (2012). *Human Communication*. New York: Harper & Row.
- **Barker, L.** (1990). *Communication*, New Jersey: Prentice Hall Inc; 171.
- **Anand, S. & Kumar, A.** (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan.

Suggested Readings

- **Knapp, M. L., & Daly, J. A.** (Eds.). (2011). *The SAGE handbook of interpersonal communication* (4th ed.). SAGE Publications.
- **Wood, J. T.** (2023). *Communication theories in action: An introduction* (3rd ed.). Cengage.
- **Patri, V. R. and Patri, N.** (2002). *Essentials of Communication*. Greenspan Publications Baran, S. (2014). *Mass Communication Theory*. Wadsworth Publishing.
- **Servaes, J.** (2022). *Communication for development and social change* (Updated ed.). Sage Publications.
- **McQuail, D.** (2000). *Mass Communication Theories*. London: Sage Publications.
- **Zeuschner, R.** (1997). *Communicating Today*. California State University, USA.

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Bachelors in Arts with Community Science as non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-2-HSC: FOOD SCIENCE AND NUTRITION

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Food Science and Nutrition	4	3	0	1	-	-

Learning Objectives

- To understand functions of food and the relationship between food, nutrition and health.
- To describe the classification, functions of various nutrients, their sources and excess/deficiency.
- To learn about various methods of cooking and to understand the nutritional contribution and effect of cooking on different food groups.

- To be able to prepare dishes using principles of food science.

Learning Outcomes

The students would be able to:

- Comprehend the relationship between food, nutrition and health.
- Understand the functions, nutritional contribution and changes occurring during cooking of the commonly consumed foods.
- Understand the importance of various nutrients and their dietary sources.
- Develop understanding about the methods of preparing food with better nutrient retention and improving quality of diets.

THEORY **(Credits 3; Hours 45)**

UNIT I: Basic Concepts in Food and Nutrition

4 Hours

This unit introduces basic terminology in food and nutrition and explains the relationship between diet and health.

- Basic terms used in study of food and nutrition
- Understanding relationship between food, nutrition and health
- Functions of food- Physiological, psychological and social

UNIT II: Nutrients

18 Hours

This unit covers the classification, functions, dietary sources, and deficiency and excess conditions of nutrients.

- Carbohydrates, lipids and proteins
- Fat soluble vitamins – A, D, E and K
- Water soluble vitamins – B and C
- Minerals – Calcium, Iron and Iodine

UNIT III: Food Groups

18 Hours

This unit focuses on the composition, nutritional contribution, and physicochemical changes occurring during cooking in different food groups.

- Cereals and pulses
- Fruits and vegetables
- Milk and milk products
- Eggs
- Meat, poultry and fish
- Fats and oils

UNIT IV: Methods of Cooking

5 Hours

This unit covers various methods of cooking and their effects on nutrient retention and quality of food.

- Dry and moist heating, frying and microwave cooking
- Prevention of nutrient losses and methods of enhancing nutrients (fermentation and germination)

PRACTICAL (Credits 1; Hours 30)

1. Enlist commonly consumed foods and identify five rich sources each of carbohydrates, proteins, lipids, calcium, iron, and vitamins A, D, B-complex, and C. Calculate the nutrient content per serving.
2. Weights and measures; preparation of market order and table setting.
3. Food preparation, understanding the principles involved, nutritional quality and portion size.
4. Prepare at least one dish from each food group using any one method of cooking such as frying, steaming, boiling, baking etc.
 - i. Cereals
 - ii. Pulses
 - iii. Vegetables
 - iv. Milk preparations
 - v. Egg preparations
 - vi. Snacks

Essential Readings

UNIT I

This unit provides a foundational understanding of the basic concepts and terminology used in the study of food and nutrition. It explores the interrelationship between food, nutrition, and health, and highlights the multifaceted functions of food—physiological, psychological, and social—in promoting overall well-being.

- **Bamji, M. S., Rao, N. P., & Reddy, V.** (2025). *Textbook of human nutrition* (5th ed.). Oxford & IBH Publishing Co. Pvt. Ltd.
- **Mudambi, S. R., & Rajagopal, M. V.** (2020). *Fundamentals of foods, nutrition and diet therapy* (6th ed.). New Age International Publishers.
- **Bredbenner, C.B., Berning, J.R., Kelley, D.S., Abbot, J, Wardlaw, G.M.** (2024). *Wardlaw's Perspectives in Nutrition*, Thirteenth edition, Paperback.

UNIT II

This unit discusses the classification, functions, sources and deficiency and excess conditions of major nutrients, including carbohydrates, proteins, fats, vitamins and minerals, and their role in maintaining health.

- **Chadha, R., & Mathur, P. (Eds.).** (2015). *Nutrition: A lifecycle approach*. Orient Blackswan.
- **Roy Chowdhury, S., & Aeri, B. T.** (2023). *Textbook of food science and nutrition*. Aarahan Publishers.
- **Lakra, P., & Singh, M. D.** (2008). *Textbook of nutrition and health* (1st ed.). Academic Excellence.

UNIT III

This unit examines various food groups, their composition, and nutritional significance. It also explains the physicochemical changes that occur during cooking and its effect on the nutritive value and quality of different food groups.

- **Potter, N. N., & Hotchkiss, J. H.** (2006). *Food science* (5th ed.). CBS Publishers and Distributors.
- **Sethi, P., & Lakra, P.** (2015). *Aahaar vigyaan, poshan evam suraksha*. Elite Publishing

House.

- **Srilakshmi, B.** (2025). *Food science* (9th ed.). New Age International (P) Ltd.
- **Vrinda, S.** (2020). *Aahar vigyan*. Panchsheel Prakashan.

UNIT IV

This unit discusses different methods of cooking, including dry and moist heat, frying, and microwave cooking, and their impact on nutrient retention and food quality. It also highlights techniques to prevent nutrient losses and methods such as fermentation and germination that help enhance the nutritional value of foods.

- **Jain, P., et al.** (2007). *Poshan va swasthya ke mool siddhant* (1st ed.). Academic Pratibha.
- **Khanna, K., Gupta, S., Seth, R., Mahna, R., & Rekhi, T.** (2018). *The art and science of cooking: A practical manual* (5th ed., rev. ed.). Elite Publishing House Pvt. Ltd.

Suggested Readings

- **Swaminathan, M.** (2025). *Handbook of foods and nutrition* (5th ed.). BAPPCO.
- **Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., & Chopra, S.** (2005). *Basic food preparation: A complete manual*. Orient Longman.
- **Manay, M. S., & Shadaksharaswamy, M.** (2004). *Foods: Facts and principles*. New Age International (P) Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with Community Science as Major Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-2A-HSC: LIFE SPAN DEVELOPMENT ACROSS ADOLESCENCE AND ADULTHOOD

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Life Span Development across Adolescence and Adulthood	4	3	0	1	Class XII	NIL

Learning Objectives

- To create an understanding of various stages of lifespan from infancy to adulthood.
- To understand developmental changes occurring during adolescence, adulthood and late adulthood.
- To understand the various roles and relationships during these stages of lifespan development.

Learning Outcomes

The students would be able to:

- Understand the various stages of life span and significant milestones.

- Develop awareness about the developmental changes from adolescence to adulthood.
- Appreciate the role of family and society in the transitions across these stages.
- Apply life span concepts to real life situations to better understand social interactions across age groups.

THEORY **(Credits 3, Hours 45)**

UNIT I: Introduction to Life Span Stages

11 Hours

This unit will introduce the various stages of life span.

- Lifespan stages: birth to adulthood
- Developmental changes
- Developmental Milestones of different stages

UNIT II: Understanding Adolescence

12 Hours

This unit will introduce the adolescent age group.

- Definition and Characteristics.
- Physical and Physiological changes in males and females.
- Social – Emotional Development.
- Cognitive and Language Development.

UNIT III: Early and Middle Adulthood

12 Hours

This unit will introduce transition from adolescence to adulthood.

- Career Development and work life.
- Intimacy, marriage and family formation, Parenting
- Mid-life transition and adjustments.

UNIT IV: Late Adulthood

10 Hours

This unit will introduce the concept of late adulthood

- Aging and health issues
- Adjustment of aging, loss and dependency
- Emotional Well-being, retirement and life satisfaction

PRACTICAL **(Credit 1, Hours 30)**

1. Narrative account on adolescent years to understand development of self.
2. Guided group discussions on key developmental changes in adolescence (physical, physiological)
3. Use of secondary sources to understand depiction of early adulthood in media.
4. Conduct Case profile of a female in middle adulthood to understand mid-life transition and adjustment.
5. Visit to a senior citizen home to interact with older adults living in an institutional setting and observe ageing process and care practices.
6. Movie review for the adulthood period, to understand the transitions or other challenges.
7. Construct and conduct a Questionnaire to understand age-related roles and perceptions about men and women in their early, middle, and late adulthood period.
8. Design an awareness brochure addressing common health concerns in late adulthood.
9. Observe adolescents in a school/college setting and document social interaction

- patterns and peer relationships.
10. Document a “life review narrative” based on an elderly person’s reflections on achievements and challenges.

Essential Readings:

UNIT I

This unit will introduce the various stages of life span. It covers all birth to adulthood periods. It emphasizes the developmental changes and milestones that occur from birth to adulthood.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Verma, P., Srivastava D. N. and Singh, A.** (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication
- **Lally, M., Valentine, S.** (2022). *Lifespan development: A Psychological perspective* - Fourth edition, College of Lake County

UNIT II

This unit will introduce the adolescent age group. It covers all the domains of development with regard to the adolescent age group. It also covers physical and physiological changes in males and females.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Verma, P., Srivastava D. N. and Singh, A.** (1996). *Bal manovigyan and bal vikas*. Agra: Agrawal Publication

UNIT III

This unit will introduce transition from adolescence to adulthood. It covers the early and middle adulthood period. It emphasizes the priorities of early and middle adulthood.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Lally, M., Valentine, S.** (2022). *Lifespan development: A Psychological perspective* - Fourth edition, College of Lake County

UNIT IV

This unit provides a comprehensive understanding of late adulthood as a significant stage in the human life span. It explores the physical, psychological, emotional, and social changes that occur during the aging process. Emphasis is placed on age-related health concerns, coping with transitions such as retirement, and adapting to experiences of loss and dependency.

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.

- **Rice, F.P.** (1998). *Human Development: A Life-span Approach* (3rd edition). US: Prentice Hall.
- **Santrock, J. W.** (2011). *Life-span development* (13th ed.). McGraw-Hill Education.
- **Lally, M., Valentine, S.** (2022). *Lifespan development: A Psychological perspective* - Fourth edition, College of Lake County.

Suggested Readings:

- Patrick, J.H., Hayslip Jr. B., Sawyer, L.H. (2000). *Adult Development and aging: Growth, longevity and challenges* (1st edition). Sage Publications
- Singh, A. (2015). *Foundation of Human development: A lifespan approach*. Hyderabad: Orient Blackswan Pvt.
- Singh, V. (2007). *Bal vikas avam bal manovigyan*. Jaipur: Panchsheel Prakashan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors of Arts with Community Sciences as non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE –DSC -3-HSC INTRODUCTION TO RESOURCE MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Introduction to Resource Management	4	3	0	1	XII Pass	NIL

Learning Objectives

- To comprehend the fundamentals of resource management, their purpose and utilization in today's context and conservation approaches.
- To understand the functions and processes of management in a scientific manner for optimum use of resources.

Learning Outcomes

The students would be able to:

- Comprehend the concept and fundamentals of resource management in a changing scenario.
- Acquaint themselves with the available resources, their uses and conservation approaches.
- Utilize resources in an efficient and judicious manner.
- Understand the functions and processes of management in a scientific manner for the optimum use of resources.

THEORY **(Credits 3; Hours 45)**

UNIT I: Basics of Management

12 Hours

The unit introduces the concept of management and elaborates upon the role played by motivation

- Concept, nature, universality and scope of management
- Theories and Approaches to Management
- Ethics in management
- Motivation in management

UNIT II: Understanding Resources

9 Hours

The unit discusses the various resources – the methods of conservation and factors affecting their utilisation

- Meaning, classification and characteristics of resources.
- Resource conservation- maximizing use of resources, factors affecting utilization of resources.
- Family life cycle in context of resource use: Time, Energy, Money.

UNIT III: Functions of Management

12 Hours

The unit elaborates upon the different functions of management and explains the nature, characteristics, types and steps involved.

- Decision Making: Concept, significance and steps involved in decision-making process.
- Planning: Nature and characteristics, classification of plans & steps in planning.
- Organizing: Concept, significance and steps involved in organizing process.
- Supervision: Types of supervision (directing & guiding), factors of effective supervision.
- Controlling: Types of control, steps in controlling, requirements of effective control.
- Evaluation: Types and steps of evaluation.

UNIT IV: Time and Energy Management

12 Hours

The unit focusses on to important resources – time and energy and discusses ways of managing them effectively

- Time Management: Concept, Tools of time management, types of time plans, Steps in making a time plan.
- Energy Management: Concept, principles of body mechanics, types of fatigue.
- Work Simplification: Techniques, Classes of Change.

PRACTICAL **(Credit 1; Hours: 30)**

1. Identification and Development of managerial competencies

- Micro Lab and Who am I
- SWOT analysis - Self - Case studies: Individuals - Case studies: Organizations

- Building Decision making abilities
- Team building management games
- Decision Making through Case Analysis

2. Time and Energy Management

- Time Management:
 - Evaluation of time plans through case analysis:
 - Case Study - 1
 - Case study - 2
 - Analysis of time use pattern of self - Preparation and evaluation of time plans
 - Work improvement using time and motion study techniques
 - Pathway chart or travel chart / process chart - observe, record, and analyze an activity.
 - Pathway chart or travel chart / process chart - observe, record, and analyze an activity with improvement.

Essential Readings

UNIT I

This unit focuses on understanding the concept, scope and approaches of management in the context of changing scenarios.

- **Combe, C.** (2014). *Introduction to management*. Oxford University Press.
- **Griffin, R. W.** (2013). *Management: Principles and practices* (11th ed.). South-Western Cengage Learning.
- **Koontz, H., & O' Donnel, C.** (2005). *Management: A systems and contingency analysis of managerial functions*. McGraw-Hill.
- **Prasad, L. M.** (2025). *Principles & Practice of Management* (11th ed.). Sultan Chand & Sons.
- **Rao, V. S. P.** (2008). *Principles & practice of management*. Konark Publishers Pvt. Ltd.

UNIT II

This unit acquaints students with available resources, their uses and conservation approaches.

- **Arora, R., Magu, P., Singh, P., Meghna, & Gupta, S.** (2013). *Resource Management: An Introductory Manual*. Elite Publishing House Pvt. Ltd.
- **Goel, S. (Ed.).** (2016). *Management of resources for sustainable development*. Orient Blackswan Pvt. Ltd.
- **Moore, T. J.** (2021). *Family resource management* (4th ed.).
- **Nickel, D.** (2002). *Management in family living* (4th ed.).
- **Rao, V. S. P.** (2024). *Principles of Management*. Himalaya Publishing House

UNIT III

This unit orients students to the functions and processes of management in a scientific manner for optimization of resources.

- **Drucker, P. F.** (2007). *Management: Tasks, responsibilities, practices*.
- **Griffin, R. W.** (2013). *Management: Principles and practices* (11th Ed.).
- **Hill, C. W., & Stevenane.** (2006). *Principles of management*. McGraw-Hill/Irwin.

- **Koontz, H., & O' Donnel, C. (2005).** *Management: A systems and contingency analysis of managerial functions.*
- **Prasad, L. M. (2025).** *Principles & practice of management* (11th ed.). Sultan Chand & Sons.
- **Rao, V. S. P. (2024).** *Principles of Management.* Himalaya Publishing House

UNIT IV

This unit familiarizes students with effective management of time and energy resources in day-to-day life.

- **Tripathi, P. C., & Reddy, P. N. (2023).** *Principles of Management (3rd ed.).* Tata McGraw Hill Education.
- **Goel, S. (Ed.). (2016).** *Management of Resources for sustainable development.* New Delhi: Orient Blackswan Pvt. Ltd.
- **Moore, T. J., & Asay, S. M. (2021).** *Family resource management* (4th ed.). SAGE Publications
- **Natarajan, K., & Ganesan, K. P. (2023).** *Principles of Management* (7th ed.). Himalaya Publishing House
- **Nickell, P., & Dorsey, J. M. (2002).** *Management in Family Living* (4th ed.). CBS Publishers & Distributors.

Suggested Readings

- **Arora, R., Magu, P., Singh, P., Meghna, & Gupta, S. (2013).** *Resource management: An introductory manual.*
- **Gupta, R. (2023).** *Principles of management.* McGraw Hill Education India.
- **Kreitner, R. (2009).** *Management Canada.* Houghton Mifflin Harcourt Publishing Company.
- **Prasad, L. M. (2025).** *Principles & practice of management* (11th ed.). Sultan Chand & Sons.
- **Robbin, S. P. (2009).** *Fundamentals of management.* Pearson Education.
- **Steidl, R., & Bratton, E. (1968).** *Work in the home.* John Wiley & Sons, Inc.
- **Tripathi, P. C., & Reddy, P. N. (2023).** *Principles of management* (3rd ed.). Tata McGraw Hill Education.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Bachelors in Arts with Community Sciences Major
Category-II

**DISCIPLINE SPECIFIC CORE COURSE – DSC-3A-HSC:
APPLIED SOCIAL SCIENCE IN HOME SCIENCE**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Applied Social Science in Home Science	4	3	1	0	Nil	Nil

Learning Objectives

- To provide knowledge of Indian society as plural, diverse, and stratified
- To examine major social institutions shaping everyday social life
- To encourage sociological thinking about social relations and structures
- To understand the basic concepts, nature, and major schools of thought in psychology.
- To develop an understanding of perceptual processes and principles of perceptual organization.
- To understand the cognitive foundations of learning and memory.

Learning Outcomes

The students would be able to:

- Explain the pluralistic and diverse nature of Indian society, including its cultural, linguistic, religious, and regional variations.
- Identify and analyze the stratified structure of Indian society, particularly in relation to caste, class, gender, tribe, and other forms of social inequality.
- Describe the role and functioning of major social institutions such as family, marriage, and religion, in shaping everyday social life.
- Students will be able to define psychology and distinguish major schools of thought in Psychology.
- Students will be able to explain perception, bottom-up and top-down processing, and basic perceptual laws.
- Students will be able to describe key learning theories and major memory models.

THEORY
(Credits 3; Hours 45)

UNIT I: Sociology within the Social Sciences

9 Hours

This unit introduces the social sciences, with particular focus on sociology, by tracing their historical emergence and development. It helps students understand how sociology, as part of

the wider social sciences, offers a distinct yet interconnected approach to studying human society in relation to anthropology, psychology, history and economics.

- Sociology in Context: History, Psychology, and Economic Perspectives
- Concept of social groups, status and social roles
- Family, Culture and process of socialisation
- Dynamics of social control and processes of social change

UNIT II: Indian Society: Diversity and Social Institutions

2 Hours

This unit examines Indian society as plural and diverse, focusing on major social institutions and structures. It introduces students to caste, tribe, class, village organization, and family/kinship systems as central features of Indian social life.

- Caste as a System of Social Stratification
- Tribe and Indigenous Social groups
- Changing Status of Women in India

Unit III: Introduction to Psychology

12 Hours

This unit introduces psychology as the scientific study of behavior and mental processes. It covers major schools of thought along with key subfields of psychology. It also explains perception, including bottom-up and top-down processing, and the basic laws of perceptual organization and perceptual cues.

- Definition and nature of Psychology
- Schools of thought in Psychology
- Subfields of Psychology
- Perception- Definition, Bottoms-up and top-down processing
- Laws of perceptual organization, Perceptual cues

Unit IV Cognitive foundations: Learning and Memory

12 Hours

This unit focuses on the cognitive foundations of learning and memory. It explains learning and its major theories. It also introduces memory, including the information-processing model, parallel distributed processing, and basic memory enhancement techniques.

- Learning- Definition; Theories of learning- Classical conditioning, Operant conditioning, Observational learning.
- Memory- Definition, Information-processing model, Parallel distributed processing, Memory enhancement techniques

Tutorial (Credits 1, Hours 30)

1. Interviews and focus group discussions on changing family roles and relationships.
2. Analysis of family and community change through films or documentaries.
3. Study of traditional communities (artisans, potters, folk groups) through field observation.
4. Use of audio-visual material to understand behaviour and group relationships.
5. Workshop/lectures aligned with the theoretical perspectives of sociology.
6. Workshops on mindfulness/meditation/stress-management etc.
7. Reflection journal on field experiences.
8. Class presentation on contemporary topics related to psychology.

9. Media analysis (Movies, documentaries, short films etc. on psychological concepts).
10. Journal keeping (as a tool for tapping personal thoughts, feelings, experiences, and reflections to understand one's mental and emotional processes).

Essential Readings

UNIT I

This unit introduces the social sciences, with particular focus on sociology, by tracing their historical emergence and development. It helps students understand how sociology, as part of the wider social sciences, offers a distinct yet interconnected approach to studying human society in relation to anthropology, psychology, history and economics.

- **Bierstedt, R.** (2013). *American sociological theory: A critical history*. Elsevier. Chapter 1, pp. 1-33.
- **Bierstedt, R.** (2013). *American sociological theory: A critical history*. Elsevier. Chapter 3, pp. 89-127.
- **Bierstedt, R.** (2013). *American sociological theory: A critical history*. Elsevier. Chapter 4, pp. 131-182.
- **Giddens, A.**, 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.

UNIT II

This unit examines Indian society as plural and diverse, focusing on major social institutions and structures. It introduces students to caste, tribe, class, village organization, and family/kinship systems as central features of Indian social life.

- **Bhasin, K.** (1993). *What is patriarchy?* New Delhi: Kali for Women.
- **Deshpande, Satish**, 2003, *Contemporary India: A Sociological View*. New Delhi; Viking, pp. 125-150.
- **Srinivas, M.N.**, 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

UNIT III

This unit introduces psychology as the scientific study of behavior and mental processes. It covers major schools of thought along with key subfields of psychology. It also explains perception, including bottom-up and top-down processing, and the basic laws of perceptual organization and perceptual cues.

- **Baron, R. A., & Misra, G.** (2016). *Psychology* (Fifth edition). Pearson Education India.
- **Passer, M. W., & Smith, R. E.** (2017). *Psychology: The Science of Mind and Behaviour* (Fifth edition). McGraw Hill Education.

UNIT IV

This unit focuses on the cognitive foundations of learning and memory. It explains learning and its major theories. It also introduces memory, including the information-processing model, parallel distributed processing, and basic memory enhancement techniques.

- **Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.** (2025). *Introduction to Psychology* (Ninth edition). Affiliated East-West Press Private Limited.
- **Passer, M. W., & Smith, R. E.** (2017). *Psychology: The Science of Mind and Behaviour* (Fifth edition). McGraw Hill Education.

Suggested Readings

- **Baron, Robert, A., & Misra, Girishwar.** (2016). *Psychology* (Fifth edition). Pearson Education India.
- **Ciccarelli, S. K., White, J. N., & Misra, G.** (2025). *Psychology* (Seventh edition). Pearson Education.
- **Horton, P.B. and C.L. Hunt,** 1985, *Sociology*, New York: McGraw Hill. Chapter 7 & 20, pp. 154-181, 509-540.
- **Shah, G., & Bara, J.** (2020). Introduction: Tribes in India and their education. In *Social Inclusion and Education in India* (pp. 1-31). Routledge India.
- **Srinivas, M.N.,** 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.
- **Stern, Robert W.** 2003. *Changing India*. Cambridge: CUP. Introduction. Change, societies of India and Indian Society.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time.

Bachelors in Arts with Community Sciences as non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-4-HSC: SCIENCE APPLICATIONS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Science Applications in Home Science	4	3	0	1	Class XII Pass	NIL

Learning Objectives

- To introduce basic scientific principles and their practical applications in everyday life, with special reference to Home Science.
- To integrate chemistry, physics, biological sciences, and environmental science to help students understand health, nutrition, household management, textiles, and sustainability through simple scientific explanations.
- To emphasise observation, practical skills, and real-life problem solving rather than theoretical complexity.

Learning Outcomes

The students would be able to:

- Explain common household phenomena scientifically.
- Interpret labels, cleaning agents, and eco-friendly products.
- Use basic measuring instruments and understand energy consumption.
- Identify useful plants, microbes, and animals in daily life.
- Understand disease prevention, immunity, and nutrition.
- Apply sustainability and environmental responsibility in home management.

THEORY

(Credits 3; Hours 45)

UNIT I: Chemistry in Everyday Life

12 Hours

This unit introduces basic chemical concepts and explains their role in everyday household activities such as cooking, cleaning, nutrition, and hygiene. It helps learners understand how common substances and reactions affect health and home management.

- Water and solutions in daily life (drinking water, cleaning solutions, ORS)
- Acids, bases, and pH (digestion, cleaning agents, cosmetics)
- Oxidation and antioxidants (food spoilage, preservation, health)
- Soaps and detergents — cleansing action and environmental impact
- Disinfectants and hygiene practices
- Natural and synthetic dyes in textiles and foods
- Biomolecules in nutrition: carbohydrates, proteins, fats

Unit II: Physics in Household Technology and Energy Use

12 Hours

This unit explains simple physical principles behind household appliances, heat, electricity, and energy use. It focuses on practical understanding of safety, efficiency, and energy conservation in daily life.

- Measurement and everyday units (temperature, weight, electricity)
- Heat and temperature — cooking, refrigeration, insulation
- Electricity at home — current, voltage, appliances
- Energy consumption and electricity bills
- Electrical safety — fuses, earthing, safe appliance use
- Renewable energy in homes (solar cookers, heaters)
- Light and sound — lighting, vision, noise control

Unit III: Plant Science for Food, Health and Environment

12 Hours

This unit explores the importance of plants in nutrition, health, and environmental sustainability. It introduces basic plant functions, home gardening, and the role of plants in maintaining ecological balance.

- Importance of plants in human life
- Food crops, fibre crops, medicinal plants
- Plant nutrition and soil health
- Gardening and kitchen gardens
- Organic farming and sustainable agriculture
- Plant propagation (cutting, grafting, tissue culture)
- Role of plants in pollution control

Unit IV: Animal Science, Health and Immunity

9 Hours

This unit explains the role of animals in human life, food systems, and ecosystems, along with basic concepts of human health, immunity, and disease prevention. It emphasises awareness of nutrition, hygiene, and health protection.

- Animal products and human needs (milk, honey, silk)
- Role of animals in ecosystem balance

- Common infectious and zoonotic diseases
- Basics of human immunity and vaccination
- Nutrition and health protection
- Genetic health and birth defects (basic awareness)
- Biotechnology in health and agriculture (simple concepts)

PRACTICAL **(Credit 1; Hours 30)**

1. Chemistry Applications

- Testing pH of household substances
- Preparation of cleaning solutions
- Identifying food nutrients (simple tests)
- Water quality observation
- Safe chemical handling

2. Physics Applications

- Measuring temperature and electricity use
- Reading energy labels and star ratings
- Simple electrical circuit demonstration
- Heat retention experiment

3. Biological Applications

- Identifying common plants and their uses
- Kitchen garden planning
- Hygiene and handwashing demonstration
- Observation of microorganisms (demonstration)

Essential Readings

- **Gupta R** 2015. Fundamentals of Zoology. Theory into Practice. Elite Publication House Pvt. Ltd. New Delhi
- **Upadhyay R** 2017 Elements of Plants Science. Elite Publishing House, New Delhi
- **Gomber K.L., Gogia K.L.** (2015). Fundamental Physics. Pradeep publications, Jalandhar.
- **Walker, J., Resnick, R., Halliday, D.** (2013). Fundamentals of Physics. Wiley, United States.
- **Bahl A. and Bahl B.S.** (2016). A textbook of Organic Chemistry. S. Chand and Sons, New Delhi.
- **Sharma P. and Pathania.** (2016). Principles of Physical Chemistry. Vishal Publishing Company, New Delhi.

Suggested Readings

- **Jordan E L and Verma P. S.** 2009 Invertebrate Zoology S. Chand and Co Ltd, New Delhi
- **Raven P and Johnson G.** 2010 Biology. Tata McGraw Hill Publication, New Delhi
- **Bahl A. and Bahl B.S.** (2012). Advanced Organic Chemistry. S. Chand and Sons, New Delhi.
- **Jacob T.** (1979). Textbook of Applied Chemistry. McMillan India Ltd., Noida.
- **Lal S.** (1995). Fundamental Physics. Pradeep Publication, Delhi.
- **Morrison and Boyd.** (2011). Organic Chemistry. Pearson Education, New Delhi.

- **Singh H.** (2001). B.Sc. Practical Physics. S. Chand and Co., New Delhi.
- **Vogel** (2009). Quantitative Chemical analysis. Pearson Education, New Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**Bachelors in Arts with Community Sciences as Major
Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-4A-HSC:
INTRODUCTION TO TEXTILE AND APPAREL DESIGN**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Introduction to Textile and Apparel Design	4	3	0	1	Class XII Pass	NIL

Learning Objectives

- To introduce students to the fundamentals of textile fibres, yarns, fabrics.
- To develop a basic understanding of applied textile design techniques and Indian textile crafts.
- To familiarise with the essential terminology and processes related to apparel design and construction.
- To develop basic skills in the use of surface design techniques, body measurement, basic seam construction and finishing.

Learning Outcomes

The students would be able to:

- Classify textile fibres and list suitable examples.
- Describe the basic properties, fabric characteristics and end uses of common textile fibres and fabrics.
- Identify, describe and use the basic applied textile design techniques and categorise major Indian textile crafts as embroidered, dyed, painted/printed, and woven.
- Categorise garments and explain factors influencing garment design
- Define the essential sewing and pattern-making terminology
- Apply correct procedures for taking body measurements
- Identify and explain parts of a sewing machine, analyse common defects, and suggest suitable remedies, including proper care and safety measures.
- Demonstrate basic hand stitches and attach fasteners using appropriate techniques.
- Construct and finish plain seams using suitable seam finishing methods.

THEORY **(Credits 3; Hours 45)**

UNIT I: Fundamentals of Textiles

15 Hours

This unit provides basic understanding of textile fibres and fabrics.

- Common Textile Fibres (Origin: natural & man-made, Length: staple & filament), basic properties and end-uses
- Introduction to Spun and filament yarns
- Basic methods of fabric construction – woven, knitted, lace, non-woven
- Glossary of commonly available fabrics
- Fabric characteristics – Texture/ Hand, Weight, Width
- Application of textiles – Apparel, Home, Industry

UNIT II: Applied Textile Design Techniques

10 Hours

This unit introduces applied textile design techniques and provides an overview of major categories of Indian textile crafts.

- Introduction to applied textile design techniques – Fabric Manipulation, Surface embellishment, Dyeing and printing
- Indian textile crafts categories – Embroidered, Dyed, Painted and Printed, Woven

UNIT III: Basics of Apparel Design and Construction

10 Hours

This unit introduces garment classification, basic design considerations, construction terminology, body measurements, and the operation and care of a sewing machine.

- Garment designing according to age, climate, occasion
- Common terms: Apparel, Seam, Seam allowance, Pleats, Gathers, Tucks, Dart, Stay stitching, Yoke, Basic blocks, Pattern, Grading, Garment Ease
- Fabric Grain – types, identification and importance
- Body measurement and size chart – Correct procedure of taking body measurements.

UNIT IV: Sewing Machine Operation and Material Selection

10 Hours

This unit covers sewing machine parts and operation, along with the selection of suitable threads and needles for various fabrics.

- Main parts of a basic sewing machine and their functions, Common sewing problems & remedies, care of machine, safety measures to be taken while sewing
- Selection of threads, needles and stitch length for various fabrics

PRACTICAL **(Credits 1; Hours 30)**

1. Preparation of basic hand stitch samples (basting, hemming, back stitch, running stitch, stem stitch, chain stitch, lazy-daisy, herringbone, blanket stitch).
2. Attachment of buttons (two-hole and four-hole).
3. Application of hook and eye.
4. Preparation of body measurement chart for self
5. Construction of plain seam sample.

6. Preparation of seam finishes: edge stitched, turned and stitched, and over-locked.
7. Preparation of at least three samples, selected from one or more of the following categories:
 - a. Fabric manipulation (e.g., pleating, tucks, gathers, smocking).
 - b. Surface embellishment (e.g., embroidery, appliqué, beadwork).
 - c. Dyeing techniques (e.g., tie-dye, dip dye).
 - d. Printing techniques (e.g., block printing, stencil printing, linoleum printing, texture printing).

Essential Readings

UNIT I

This unit introduces the basic concepts of textiles, including the classification of textile fibres based on origin and length, along with their properties and end uses. It covers the basics of spun and filament yarns and the primary methods of fabric construction such as weaving, knitting, lace, and non-woven techniques. Students will also learn about commonly used fabrics, key fabric characteristics such as texture, weight, and width, and the various applications of textiles in apparel, home furnishings, and industrial products.

- **Rastogi, D., & Chopra, S.** (2017). *Textiles science*. Orient Blackswan Private Limited.
- **Sekhri, S.** (2022). *Textbook of fabric science: Fundamentals to finishing* (4th ed.). PHI Learning.
- **Tholia, A.** (2013). *Understanding fabrics: A practical approach* (2nd ed.). Sarv International.

UNIT II

This unit provides an introduction to applied textile design techniques used to enhance fabric surfaces. It includes an overview of fabric manipulation, surface embellishment, and dyeing and printing methods. The unit also introduces major categories of Indian textile crafts, including embroidered, dyed, painted and printed, and woven textiles, highlighting the diversity of traditional textile practices.

- **Cheney, N., & McAllister, H.** (2014). *Textile surface manipulation* (Textiles Handbooks). Bloomsbury Publishing India Private Limited.
- **Gupta, M.** (2015). *Traditional Indian textile*. LAP Lambert Academic Publishing.
- **Hussain, S.** (2025). *Introduction to textile design* (1st ed.). Academic Enclave.
- **Nayak, A., & Lakra, S.** (2024). *Conventional textiles and textile crafts of India*. CBS Publishers & Distributors Pvt. Ltd.
- **Sleigh-Johnson, R.** (2010). *Practical textile techniques*. A&C Black.
- **Wolff, C.** (1996). *The art of manipulating fabric*. Iola, WI: Krause Publications.

UNIT III

This unit familiarises students with the basic principles of apparel design and garment construction. It covers garment selection based on factors such as age, climate, and occasion, along with commonly used garment construction terminology. Students will learn about fabric grain, its identification and importance, and the correct procedure for taking body measurements and understanding size charts for garment design.

- **Colton V.** (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc.
- **Mohan, R., Sareen, S., & Gupta, N.** (2024). *Fundamentals of apparel design & construction: Sewing tools and techniques*. Indu Book Services Pvt. Ltd.

UNIT IV

This unit focuses on the basic operation and maintenance of a sewing machine. Students will learn about the main parts and functions of the machine, common sewing problems and their remedies, machine care, and safety measures during sewing. It also introduces the selection of appropriate threads, needles, and stitch lengths for different fabrics.

- **Bolsover, J.** (2010). *Sewing machine basics*. CICO Books.
- **Mohan, R., Sareen, S., & Gupta, N.** (2024). *Fundamentals of apparel design & construction: Sewing tools and techniques*. Indu Book Services Pvt. Ltd.

Suggested Readings

- **Barker, A. F.** (2015). *Ornamentation and textile design*. Abhishek Publications.
- **Corbman, B. P.** (1983). *Fibre to fabric (6th ed.)*. McGraw-Hill.
- **Goyal, M.** (2024). *Paridhano ka alankaran: Surface ornamentation of fabrics*. SBPD Publications.
- **INTACH.** (2023). *Textiles: The Indian story*. Talking Cub.
- **Joseph M.L.** (1988). *Essentials of Textiles (5th Edition)*. Florida: Rinehart and Winston Inc.
- **Kindersley D.** (1992). *The Complete Book of Sewing*. London: Dorling Kindersley Limited.
- **Neumann, H., Neumann, H., & Crill, R.** (2020). *Textiles of India*. Prestel Publishing.
- **Prendergast, J.** (2023). *Sewing techniques: An introduction to construction skills within the design process (Basics Fashion Design)*. Bloomsbury Visual Arts.
- **Sinclair R.** (2015). *Textiles and Fashion: Materials, Design and Technology*. New York: Woodhead Publishing Limited.
- **Stamper, A.A., S. H. Sharp and L.B. Donnell,** 1986, *Evaluating Apparel Quality*, Fairchild Publications, America
- **Verma, P.** (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy
- https://bharatskills.gov.in/pdf/E_Books/SOT1sem_TT.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with Community Scienceas non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-5-HSC: FOUNDATIONS IN HUMAN DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Foundations in Human Development	4	3	0	1	Class XII	NIL

Learning Objectives

- To enable an understanding of Human Development as a discipline.
- To appreciate the role of heredity, family and ecology in human development.
- To understand developmental progression across stages and domains of Human Development.

Learning Outcomes

- Develop an understanding about the discipline of Human Development.
- Appreciate the role of heredity, family and contextual factors as they shape human development.
- Become aware of the concepts and perspectives related to Human Development.

THEORY (Credits 3, Hours 45)

Unit I: Introduction to Human Development

9 Hours

The unit will introduce key themes in the area of human development

- Definition, scope and importance of human development as a field of study
- Developmental stages and domains
- Principles of growth and development

Unit II: Prenatal Development

12 Hours

The unit will introduce prenatal development through presentations on stages of prenatal development and factors which have an impact.

- Stages of prenatal development
- Factors affecting prenatal development

Unit III: Development in early years: The new-born and stage of infancy

12 Hours

This unit will discuss about the development in early years

- New-born: Characteristics.
- Reflexes
- Infant developmental milestones

Unit IV: Childhood- Early & Middle

12 Hours

This unit will introduce all domains of development with regard to early and middle childhood periods.

- Physical Development.
- Socio-emotional Development.
- Cognitive and Language Development

PRACTICAL (Credit 1, Hours 30)

1. Understanding and documenting the different methods of child study.
2. Review of any one documentary related to prenatal development.

3. Conduct any one observation on infant reflexes.
4. Develop an awareness pamphlet/poster on factors affecting prenatal development.
5. Conduct any one interview to explore any developmental concerns of infancy, early or middle childhood.
6. Carry out a review of a story book for young children with regard to all domains of development.
7. Prepare a comparative chart showing major developmental stages and their key characteristics.
8. Observe children in a preschool and document behaviours across developmental domains.
9. Conduct a parent interview on parenting practices and their impact on development.
10. Analyze a real-life case (newspaper/article-based) related to developmental delay or concerns.

Essential Readings

UNIT I

This unit provides an overview of human development as a scientific and interdisciplinary area of study that examines patterns of growth, change, and continuity across the life span. The unit highlights the definition, scope, and significance of studying human development in understanding individual behavior and societal progress.

- **Berk, L. E.** (2000). *Child development*. New Delhi: Prentice Hall.
- **Srivastava, V.N., Srivastava D.N.** (2020). *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.
- **Bee, H. L** (2011). *The developing child*. London: Pearson.
- **डॉ. एम. के सोलंकी** (2020) *Human Development* (मानव विकास) Revised Edition. India. SBPD Publishing House
- **Verma, B., & Giri, S.** (2017). *मानव विकास व्यवहार एवं व्यक्तित्व—Human Development Behaviour and Personality*. Bharati Prakashan

UNIT II

This unit provides a comprehensive understanding of prenatal development as the foundational stage of human growth. It introduces students to the process of development from conception to birth, highlighting the remarkable physical and neurological changes that occur during this critical period.

- **Berk, L. E.** (2000). *Child development*. New Delhi: Prentice Hall.
- **Srivastava, V.N., Srivastava D.N.** (2020). *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.
- **डॉ. एम. के सोलंकी** (2020) *Human Development* (मानव विकास) Revised Edition. India. SBPD Publishing House
- **Verma, B., & Giri, S.** (2017). *मानव विकास व्यवहार एवं व्यक्तित्व—Human Development Behaviour and Personality*. Bharati Prakashan.

UNIT III

The unit examines the basic characteristics of a new-born, including physical development, sensory capacities, behavioural patterns, and early adjustment to life. Special attention is given to reflexes such as rooting, sucking, grasping, and moro-reflex.

- **Bee, H. L** (2011). *The developing child*. London: Pearson.
- **Berk, L. E.** (2000). *Child development*. New Delhi: Prentice Hall.

- **Srivastava, V.N., Srivastava D.N. (2020).** *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.

UNIT IV

This unit provides a comprehensive understanding of development during early and middle childhood, highlighting the significant changes that occur across physical, socio-emotional, cognitive, and language domains. It examines childhood as a dynamic period marked by rapid growth, increasing independence, and social experiences.

- **Bee, H. L. (2011).** *The developing child*. London: Pearson.
- **Berk, L. E. (2000).** *Child development*. New Delhi: Prentice Hall.
- **Berk, L. E. (2017).** *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Srivastava, V.N., Srivastava D.N. (2020).** *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.
- **Allen, B.P. (2006).** *Personality theories: Development, growth and diversity* (5th ed.) Needham Heights, MA: Allyn and Bacon

Suggested Readings

- **Newman, P.R., & Newman, B.M. (2015).** *Theories of Human Development*. New York: Routledge
- **Rice, P. (2000).** *Human Development: A Lifespan Approach* (4th edition). (and all further editions). New Jersey, Prentice-Hall Inc
- **Berger, J.M. (2010).** *Personality* (8th ed.). Belmont, CA: Thomson/Wadsworth. Journal of Developmental Psychology
- **Santrock, J.W. (2007).** *Lifespan Development* (3rd ed.). New Delhi, Tata- McGraw Hill
- **Singh, A. (2015).** *Foundation of Human development: A lifespan approach*. London: Orient Longman.
- **Papilla, D.E., Olds, S. W. and Feldman, R. D (2004).** *Human development*. New York: Mcgraw Hill.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with Community Sciences as Major Category-II

DISCIPLINE SPECIFIC CORE COURSE – DSC-5A-HSC: LIFESPAN APPROACH TO NUTRITION AND FOOD SAFETY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Lifespan Approach to Nutrition and Food Safety	4	3	0	1	-	-

Learning Objectives

- To introduce students to the basic concepts of meal planning and food safety.
- To equip them with knowledge of physiological changes, nutritional requirements, nutritional concerns and healthy food choices during the life cycle.

Learning Outcomes

The students will be able to:

- Describe physiological changes and nutritional requirements across the lifespan.
- Understand the factors affecting meal planning.
- Plan and prepare balanced meals and nutritious snacks for various age groups.
- Apply the basic principles of food safety in daily life.

THEORY (Credits 3; Hours 45)

UNIT I: Nutrient requirements and fundamentals of meal planning 8 Hours

This unit will introduce the concept of nutrient requirements and meal planning.

- Nutrient requirement - Concept and background, Dietary reference intake, EAR, RDA, TUL and AI, reference man and reference woman.
- Introduction and use of food exchange lists
- Concept and importance of meal planning
- Factors affecting meal planning

Unit II: Nutrition during childhood 13 Hours

This unit will introduce physiological changes, nutritional requirements, nutritional concerns and healthy eating practices from infancy to adolescence.

- Infancy
- Preschoolers
- School- going children
- Adolescents

Unit III: Nutrition during adulthood and old age 4 Hours

This unit will introduce physiological changes, nutritional requirements, nutritional concerns and healthy food choices during adulthood and old age.

- Adulthood
- Pregnancy
- Lactation
- Old age

Unit IV: Introduction to food safety 10 Hours

This unit will introduce basic concepts of food safety, the principles, regulations and system approach that can help in achieving food safety.

- Key terms (Food Safety, Safe Food, Food Borne illness, Contaminants, Contamination, Food hygiene, Sanitation, Hazard, potentially hazardous food, food handler)
- Importance of Food Safety

- Factors affecting Food Safety (Contamination, Survival, Proliferation)
- HACCP, GHP (General Principles of Hygiene)
- Key functions of FSSAI

PRACTICAL **(Credits 1; Hours 30)**

1. Introduction to meal planning:
 - Use of comprehensive food exchange list in meal planning
 - Meal distribution and menu planning
 - Nutrient calculations
2. Planning and preparation of nutritious dishes/snacks:
 - Infancy
 - Preschooler child/School aged child/adolescent
 - Pregnant /lactating woman
 - Elderly
3. Planning and preparation of day's diet for an adult
4. Introduction to food safety:
 - Develop a checklist to study hygiene and sanitation practices in college canteen
 - Develop educational aid or presentation on any one standard or Regulation related to food safety.

Essential Readings

UNIT I

This unit introduces the concept of nutrient requirements and the scientific basis for meal planning. It covers Dietary Reference Intakes (DRIs) including EAR, RDA, TUL, and AI, along with the concepts of reference man and reference woman. The unit also explains the use of food exchange lists, the importance of meal planning, and the various factors influencing the planning of balanced meals.

- **Chowdhury, S. R., & Aeri, B. T. (2023).** *Textbook of food science and nutrition.* Aarahan Publishers.
- **Siddhu, A., Bhatia, N., Singh, K., Gupta, S. (Eds.). (2017).** *Lady Irwin College Technical series 6: Compilation of food exchange list.* Delhi: Global books organization.
- **Puri, S. et al (2020).** *Food exchange list- A tool for meal planning.* New Delhi: Elite publishing house.

UNIT II

This unit focuses on nutritional needs during different stages of childhood, from infancy to adolescence. It covers physiological changes, nutrient requirements, common nutritional concerns, and healthy eating practices essential for optimal growth, development, and overall well-being.

- **Chadha, R., & Mathur, P. (2015).** *Nutrition: A life cycle approach.* Delhi: Orient Blackswan.
- **Indian Council of Medical Research, & National Institute of Nutrition. (2020).** *Nutrient requirements for Indians: Recommended dietary allowances and estimated average requirements – 2020.* ICMR–National Institute of Nutrition.
- **Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K., & Longvah, T. (2017).** *Indian food composition tables* (pp. 2-58). Hyderabad: National Institute of Nutrition,

Indian Council of Medical Research.

- **Sethi, P., & Lakra, P.** (2015). *Aahar Vigyan, Poshan Evam Suraksha*. Delhi: Elite Publishing House Pvt. Ltd.
- **Srilakshmi B. 9th Edition** (2023). *Dietetics*. New Age Publishers. ISBN 13: 9789395161848

UNIT III

This unit discusses the nutritional requirements and dietary considerations during adulthood, pregnancy, lactation, and old age. It highlights physiological changes, specific nutrient needs, common nutritional concerns, and appropriate food choices to promote health and well-being across these stages of life.

- **Chadha, R., & Mathur, P.** (2015). *Nutrition: A life cycle approach*. Delhi: Orient Blackswan.
- **Indian Council of Medical Research, & National Institute of Nutrition.** (2020). *Nutrient requirements for Indians: Recommended dietary allowances and estimated average requirements – 2020*. ICMR–National Institute of Nutrition.
- **Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K., & Longvah, T.** (2017). *Indian food composition tables* (pp. 2-58). Hyderabad: National Institute of Nutrition, Indian Council of Medical Research.
- **Sethi, P., & Lakra, P.** (2015). *Aahar Vigyan, Poshan Evam Suraksha*. Delhi: Elite Publishing House Pvt. Ltd.
- **Srilakshmi B. 9th Edition** (2023). *Dietetics*. New Age Publishers. ISBN 13: 9789395161848

UNIT IV

This unit introduces the fundamental concepts of food safety and its importance in protecting public health. It explains key terms related to food safety, factors affecting food safety and the principles of hygiene and sanitation. The unit also covers system-based approaches including HACCP and General Principles of Hygiene (GHP). It introduces the role of Food Safety and Standards Authority of India as a surveillance body.

- **Jha, P., & Singh, A. K.** (2025). Regulatory compliance and food safety standards. In *Engineering solutions for sustainable food and dairy production: innovations and techniques in food processing and dairy engineering* (pp. 463-487). Cham: Springer Nature Switzerland.
- **Mathur, P.** (2018). *Food Safety and Quality Control*. Delhi: Orient Blackswan.
- **Suri, S. & Malhotra, A.** (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.

Suggested Readings

- **Edelstein, S., & Sharlin, J. (Eds).** (2009). *Life cycle nutrition– an evidence-based approach* Burlington, MA: Jones and Barlett Publishers.
- **Haritwal, S.** (2025). *Food Safety Certification: Importance, Standards, and Global Implications*. Standards, and Global Implications.
- **Khanna, K. et al.** (2013). *Textbook of nutrition and dietetics*. Delhi: Elite Publishing house (P) Ltd.
- **Shubhangini, A., & Joshi, S.** (2021). *Nutrition and Dietetics* (5th ed.). McGraw Hill Education (India) Private Limited. ISBN: 978-93-90727-82-7.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Bachelors in Arts with Community Sciences as non-Major
Category-III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-6-HSC:
EXTENSION PROGRAMME: DESIGN AND MANAGEMENT**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Extension Programme: Design and Management	4	3	0	1	Class XII	NIL

Learning Objectives

- To orient the students to the concept and scope of extension in development.
- To understand the principles and process of Extension Programme Design and Management.
- To develop skills for using participatory approaches in Extension Programme Management.
- To provide knowledge about various development schemes and programmes in India.

Learning Outcomes

The students will be able to:

- Learn the concept of extension in a holistic manner with respect to national development.
- Get insights on the principles and process of Extension Programme Design and Management.
- Develop skills for using various participatory approaches in a programme management.
- Gain knowledge of various development schemes and programmes in India.

**THEORY
(Credits 3; Hours 45)**

UNIT I: Extension: Concept and Principles

9 Hours

This unit provides deeper understanding on the fundamental concepts of Extension and its application to national development.

- Extension: history, concept, goals, philosophy and scope
- Typology of extension and approaches to Extension
- Concept of Andragogy, Andragogy vs. Pedagogy
- Principles of Extension
- Relationship between Communication and Extension - role of Extension in development
- Methods of community contact in Extension

UNIT II: Stakeholder, Participation and Leadership

12 Hours

This Unit highlights the significance of people's participation as a pre-requisite in any extension programme and develop skills in the same.

- Stakeholders in development
- People's participation and social mobilization in development, typology of participation
- Participatory Learning and Action – concept, principles, classification of tools and techniques
- Leaders in extension – functions, types and leadership styles and theories
- Diffusion of innovation and adoption – concept, theory and application

UNIT III: Programme Management

12 Hours

This unit emphasizes on the principles and process involved in designing a programme and its management. The unit also gives conceptual clarity on project cycle and the different models of extension programme management.

- Project cycle- goals, objectives, indicators, outputs and outcomes
- Conceptual framework and Principles of extension program management
- Models of extension programme management - overview of models, Sandhu's model, Logic model
- Monitoring and Evaluation

UNIT IV: Development Programmes

12 Hours

This unit provides an in-depth understanding of the various development schemes and programmes initiated as part of extension.

- 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, partnership and funding, outcomes and communication support

PRACTICAL (Credit 1; Hours 30)

1. Community Outreach
2. Assessing the leadership skills in a case-study format
3. PLA as needs assessment tools
4. Approaches to the Adult Education
5. Developing skills in planning and using individual and small group methods in extension

Essential Readings

UNIT I

This unit provides deeper understanding on the fundamental concepts of Extension and its application to national development.

- **Supe, S V.**, 2019, An Introduction to Extension Education. Oxford & Ibh Publishing Co. Pvt Ltd, New Delhi

- **Singh, S.**, 2022, A Brief Book on Extension Education. New Vishal Publications, New Delhi.
- **Bhatnagar. O.P & Dahama, O.P.**, 2009, Education and Communication for Development 2ed. Oxford & IBH Publishing Co. Pvt Ltd, New Delhi.
- **Kumar, S.**, 2002, Methods for community participation: a complete guide for practitioners. Vistaar Publications, New Delhi

UNIT II

This Unit highlights the significance of people's participation as a pre-requisite in any extension programme and develop skills in the same.

- **Beck, S.**, 2022, Communication in the 2020s. Routledge, New York
- **Ray G.L.**, 2015, Extension, Communication and Management, Kalyani Publications, New Delhi.
- **Kumar, S.**, 2002, Methods for community participation: a complete guide for practitioners. Vistaar Publications, New Delhi

UNIT III

This unit emphasizes on the principles and process involved in designing a programme and its management. The unit also gives conceptual clarity on project cycle and the different models of extension programme management.

- **Sandhu, A S.**, 2018, Extension Programme Planning. Oxford and IBH Publishers, New Delhi
- **Singh, A K.**, 2020, Frontline Extension in India Innovations and Reforms. Biotech Publisher, New Delhi

UNIT IV

This unit provides an in-depth understanding of the various development schemes and programmes initiated as part of extension.

- **Dale R.**, 2004, Evaluating Development Programmes and Projects. Sage Publications, New Delhi.
- **Sandhu, A S.**, 2018, Extension Programme Planning. Oxford and IBH Publishers, New Delhi
- **Singh, A K.**, 2020, Frontline Extension in India Innovations and Reforms. Biotech Publisher, New Delhi.

Suggested Readings

- **Servaes, J.** (2022). Communication for development and social change (Updated ed.). Sage Publications.
- **Bhatnagar. O.P & Dahama, O.P.**, 2009, Education and Communication for Development 2ed. Oxford & IBH Publishing Co. Pvt Ltd, New Delhi
- **Dale R.**, 2004, Evaluating Development Programmes and Projects. Sage Publications, New Delhi
- **Kumar & Hansra**, 2000, Extension Education for Human Resource Development. Concept Publishing Company, New Delhi
- **Mikkelsen, B.**, 2002, Methods for Development Work and Research. Sage Publications, New Delhi

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with Community Sciences Major
Category-II

**DISCIPLINE SPECIFIC CORE COURSE – DSC-6A-HSC:
PERSONAL FINANCE AND CONSUMER EDUCATION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical		
Personal Finance and Consumer Education	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students' an understanding of income, saving and investment management in the changing socio-economic environment.
- To acquaint students with the concept of consumers' role in an economy, consumer problems, education and empowerment.
- To comprehend issues related to consumer protection, legislative measures and redressal mechanisms.
- To provide insights and practical knowledge of critically evaluating and designing various consumer aids.

Learning Outcomes

The students would be able to:

- Gain knowledge of income, saving and investment management in the changing socioeconomic 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.

THEORY
(Credits 3; Hours 45)

UNIT I: Income and Expenditure

15 Hours

The unit focuses on developing the fundamental concepts of income, savings and investment management and its applicability in changing socio-economic environment.

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

UNIT II: Consumer in India: Consumer problems and education

12 Hours

This unit attempts to acquaint the students in understanding the consumer problems faced, role of consumer education and empowerment in today's context.

- Definition of a consumer
- Role of consumers in the economy
- 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 III: Consumer Protection

9 Hours

This unit will orient the students in understanding the need for consumer protection, rights and responsibilities available for safeguarding consumers' interest.

- Consumer protection
- Consumer rights and responsibilities
- Consumer organizations and their role in consumer protection

UNIT IV: Legislative framework for consumers protection

9 Hours

The unit focuses on the legislative frameworks, acts and redressal mechanisms available for consumers for their protection.

- Basic legislative framework for consumer protection in India
- Consumer Protection Act (COPRA) and its amendment
- Alternative redressal mechanisms
- Standardization and quality control measures

PRACTICAL (Credit 1; Hours 30)

1. Understanding and designing standardization marks.
2. Evaluation and designing of informative and attractive labels of different types of products.
3. Evaluation and designing of advertisements in the print media including products, services and social ads.
4. Case study of banks and post offices to understand their services and products.
5. Learning to fill different bank forms.
6. Analysis of consumer redressal through case study approach.
7. Food adulteration tests.

Essential Readings

UNIT I

This unit aims to develop a clear understanding of the basic concepts of income, savings, and investment management. It explores how individuals and families can plan, allocate, and manage financial resources effectively. The unit also examines the relevance of financial decision-making in a rapidly changing socio-economic environment.

- **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.

UNIT II

This unit aims to familiarize students with the various problems faced by consumers in the marketplace. It highlights the importance of consumer education and awareness in making informed decisions. The unit also emphasizes the role of consumer empowerment in protecting rights and promoting responsible consumption in today's dynamic socio-economic environment.

- **McGregor, S. L. T. (2005).** *Consumer education and empowerment: A new approach.* Consulting McGregor.
- **Schrader, U., & Fischer, D. (Eds.). (2023).** *Education for sustainable consumption.* In *Handbook of sustainability science in the future* (pp. 1-20). Routledge.

UNIT III

This unit aims to orient students toward understanding the importance of consumer protection in modern markets. It explains various consumer rights and responsibilities that help safeguard their interests. The unit also highlights legal provisions and awareness strategies that enable individuals to make informed choices and seek redressal against unfair trade practices.

- **Taxmann's Editorial Board. (2022).** *Consumer Protection Law and Practice.* Taxmann Publications.
- **LexisNexis. (2016).** *Practical Guide to Consumer Protection Law* (4th ed.). LexisNexis.
- **Mital, M., Sawhney, H. K. (2015).** *Family Finance and Consumer Studies.* New Delhi: Elite Publishing House Pvt. Ltd.

UNIT IV:

This unit focuses on helping students understand the legal frameworks and important acts designed to protect consumers. It explains the various redressal mechanisms available for addressing consumer grievances. The unit also highlights how these laws ensure fair practices in the market and empower consumers to seek justice and safeguard their rights effectively.

- **Bangia, R. K. (2025).** *Consumer protection laws (Revised ed.).* Allahabad Law Agency.
- **Majumdar, P. K., & Kataria, R. P. (2025).** *Law of consumer protection in India* (9th ed.). Eastern Book Company.
- **Agarwal, V. K. (2024).** *Consumer protection: Law & practice* (9th ed.). Bharat Law House.

Suggested Readings

- **Khanna, S. R., Hanspal S., Kapoor S. & Awasthi H.K. (2007).** *Consumer Affairs.* Universities Press India Pvt. Ltd.
- **Arora, R. (2005).** *Consumer Grievances Redressal.* New Delhi: Manak Publications Pvt. Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE ODD SEMESTER

FABRIC AND APPAREL SCIENCE

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 1-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL
(Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step-by-Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

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Bachelors in Arts with Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 3-HSC:
PATTERN MAKING**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Pattern Making	4	2	0	2	Class XII	NIL

Learning Objectives

- To introduce fundamental concepts and techniques of pattern making and garment construction.
- To develop understanding of fabric selection, preparation, and layout planning for garment production.
- To enhance skills in dart manipulation, fit evaluation, and pattern correction.
- To familiarise students with draping techniques and the role of CAD in pattern development.
- To develop practical skills in developing patterns of garment components and style variations.

Learning Outcomes

The students would be able to:

- Draft basic bodice, sleeve, and skirt blocks using body measurements
- Differentiate between drafting, flat pattern making, and draping methods of pattern development.
- Interpret pattern markings, symbols, and types of paper patterns used in garment production.
- Select suitable fabrics and calculate material requirements for garment construction.
- Apply correct procedures for fabric preparation, pattern layout, marking, cutting, and sewing.
- Manipulate darts to create design variations and style lines.
- Evaluate garment fit, identify fitting problems, and apply appropriate pattern corrections.
- Develop pattern design variations in skirts, sleeves, and collars.
- Describe basic draping technique and explain the application of CAD in garment design and pattern development.

THEORY
(Credits 2; Hours 30)

UNIT I: Fundamentals of Pattern Making

8 Hours

This unit introduces basic pattern-making concepts and techniques

- Bodice block and Patterns
- Methods of pattern development: Drafting, Flat pattern making, Draping
- Types of paper pattern - Commercial pattern, Graded pattern, Production pattern
- Pattern information and marking symbols
- Common tools of measuring and flat pattern making

UNIT II: Design Development

8 Hours

This unit focuses on creative pattern transformation through dart manipulation techniques, enabling students to convert basic blocks into innovative garment designs.

- Definition and purpose of Dart manipulation
- Principles of Dart Manipulation
- Methods of Dart Manipulation - Slash and Spread and Pivot Transfer Method
- Types of darts and dart equivalents
- Developing design variations from a basic bodice block

UNIT III: Fabric Preparation and Garment Construction Steps

7 Hours

This unit focuses on fabric selection and preparation for garment construction, and systematic steps in clothing construction including layout planning for various fabric types.

- Fabric Selection and requirement estimation for Garment Construction
- Preparatory steps - preshrinking, straightening and truing
- Pattern Layout - general guidelines
- Basic layouts- lengthwise, partial lengthwise, crosswise, double fold, open, combination fold
- Layouts for special fabrics – napped, border print, checks and stripes
- Tools and processes – pinning, marking, cutting and sewing

UNIT IV: Fit and CAD

7 Hours

This unit focuses on fit evaluation, and technological applications in garment design

- Elements of Fit, Common fitting problems and pattern correction
- Introduction to the role of Computer Aided Designing (CAD): 2D and 3D applications of CAD software in Garment designing and pattern development.

PRACTICAL (Credits 2; Hours 60)

1. Child's Basic Bodice
2. Child's Sleeve Block
3. Adult women's bodice block
4. Adult sleeve block
5. Adult skirt block
6. Developing design variations in adult skirt: A-line, flared skirt wrap-around, skirt with yoke
7. Patterns of style variation of Garment components
 - Neckline
 - Sleeve
 - Collar

- Placket
- Pocket
- 8. Dart manipulation
 - Single and double dart series
 - Style lines
 - Yokes
 - Dart equivalents

Essential Readings

UNIT I

This unit introduces the fundamentals of pattern making, including basic blocks, pattern development methods, types of patterns, symbols, markings, and essential tools.

- **Aldrich, W.** (2008). *Metric Pattern Cutting for Women's Wear*. Wiley-Blackwell.
- **Armstrong, H. J.** (2025). *Pattern Making for Fashion Design*. 5th Edition. Harper Collins.
- **MacDonald, N. M.** (2010). *Principles of Flat-Pattern Design*. Fairchild Books.

UNIT II

This unit covers creative pattern transformation and style development, including dart manipulation, style lines, yokes, and design variations in garment components.

- **Aldrich, W.** (2008). *Metric Pattern Cutting for Women's Wear*. Wiley-Blackwell.
- **Armstrong, H. J.** (2025). *Pattern Making for Fashion Design*. 5th Edition. Harper Collins.
- **MacDonald, N. M.** (2010). *Principles of Flat-Pattern Design*. Fairchild Books.

UNIT III

This unit covers fabric selection and preparation, pattern layout, and essential garment construction processes, emphasizing precision, efficiency, and quality control.

- **Brown, P., & Rice, J.** (2014). *Ready to Wear Apparel Analysis*. Pearson Education.
- **Mansfield, E. A., & Lucas, E. L.** (1953). *Clothing Construction*.
- **Mohan, R., Sareen, S., & Gupta, N. (Eds.).** (2023). *Fundamentals of Apparel Design & Construction: Sewing Tools and Techniques*. Indu Book Services.

UNIT IV

This unit covers garment fit, pattern correction, and the application of 2D and 3D CAD technologies in pattern development and garment visualization.

- **Liechty, E. G., Potterberg, D. N., & Rasband, J. A.** (2010). *Fitting and Pattern Alteration: A Multimethod Approach*. Fairchild Publications.
- **Stott, M.** (2012). *Pattern cutting for clothing using CAD: how to use Lectra Modaris pattern cutting software*. Elsevier.

Suggested Readings

- **Dunham, G. R.** (2021). *The Fitting Book: Make Sewing Pattern Alterations and Achieve the Perfect Fit You Desire*. Gina Renee Designs.
- **Azad, N.** (2019). *Sewing Technology*. Neelkanth Publishers.
- **Pepin, H.** (1947). *Modern Pattern Design*. Funk & Wagnalls.
- **Reader's Digest (Ed.).** (2002). *New Complete Guide to Sewing*. Reader's Digest Association.

- **TNT Educational Series.** (n.d.). *Mastering CAD and portfolio skills for fashion design* (TNT Educational Series, Book 1)

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**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS-5-HSC:
TEXTILE SCIENCE CONCEPTS**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Textile Science Concepts	4	3	0	1	Class XII	NIL

Learning Objectives

To provide learners with knowledge of the production, properties and uses of textile fibres and yarns, along with an understanding of various fabric production techniques and their properties.

Learning Outcomes

The students would be able to:

- Classify textile fibres based on length and origin.
- Compare and select fabrics for different end uses based on their properties.
- Describe the properties of textile yarns based on their characteristics.
- Explain the basic parts and working principles of a loom used in fabric weaving.
- Differentiate between basic and fancy weaves such as plain, twill, satin, dobby, jacquard, pile, leno and surface figure weaves.
- Describe the structure, characteristics and uses of knitted fabrics.
- Analyse the reasons for fibre blending and identify the properties of commonly used blended fabrics.
- Explain the types, production methods and properties of non-woven fabrics.
- Compare different fabric construction techniques in relation to their performance and end-use applications.
- Identify and analyse textile materials by recognising fibres, yarns, fabric properties and weave structures using appropriate testing and examination methods.

**THEORY
(Credits 3; Hours 45)**

UNIT I: Textile Fibres – Properties and Identification

15 Hours

This unit provides an understanding of textile fibres, focusing on their structure, properties, identification methods, and end-use applications.

- Identification of textile fibres through physical examination, burning test, microscopic test, and chemical test
- Common Natural and Man-made fibres – Production, morphology, physical, chemical and biological properties
- New and emerging fibres – properties and end-uses

UNIT II: Textile Yarns

10 Hours

This unit introduces yarn manufacturing processes and yarn characteristics.

- Mechanical and chemical spinning
- Types of yarn – simple, fancy/novelty, textured yarns
- Yarn properties – yarn count and yarn twist

UNIT III: Fabric Construction – Weaving and Knitting

12 Hours

This unit introduces the fundamental methods of fabric construction through weaving and knitting.

- Weaving – basic loom parts and operations
- Basic and fancy weaves – plain, twill, satin, dobby, jacquard, pile, leno and surface figure weaves
- Knitting – basic construction, characteristics and uses

UNIT IV: Fabric Innovations and Applications

8 Hours

This unit explores modern fabric developments. It highlights blended and non-woven fabrics, their production methods, properties, and practical uses in various industries.

- Blended fabrics – reasons for blending and properties of common blends
- Non-woven fabrics – types, production methods and properties

PRACTICAL (Credits 1; 30 Hours)

1. Identification of fibres through Physical Examination
2. Fibre Identification through Burning Test
3. Demonstration of Chemical and Microscopic Test for fibre identification
4. Identification of yarns by Visual examination – spun & filament yarns, simple & novelty yarns
5. Analysis of Fabric properties - Dimensional Stability, Thread Count, GSM
6. Calculation of Yarn Count
7. Weave identification, point paper diagrams

Essential Readings

UNIT I

This unit introduces the fundamental building blocks of textiles—fibres—and their structural and functional characteristics. It covers fibre identification methods, properties of natural and man-made fibres, and explores new and emerging fibres along with their applications in various end uses.

- **Rastogi, D., & Chopra, S. (Eds.).** (2017). *Textile Science*. Orient Black Swan.
- **Sekhri, S.** (2022). *Textbook of fabric science: Fundamentals to finishing* (4th ed.). PHI Learning.

- **Tholia, A.** (2013). *Understanding fabrics: A practical approach* (2nd ed.). Sarv International.

UNIT II

This unit focuses on yarn formation and its significance in fabric production. It explains different spinning methods, types of yarns, and important yarn properties such as count and twist that influence fabric performance and quality.

- **Rastogi, D., & Chopra, S. (Eds.).** (2017). *Textile Science*. Orient Black Swan.
- **Sekhri, S.** (2022). *Textbook of fabric science: Fundamentals to finishing* (4th ed.). PHI Learning.
- **Tholia, A.** (2013). *Understanding fabrics: A practical approach* (2nd ed.). Sarv International.

UNIT III

This unit provides an understanding of the primary methods of fabric construction through weaving and knitting. It discusses basic loom operations, various weave structures, and the characteristics and applications of knitted fabrics.

- **Rastogi, D., & Chopra, S. (Eds.).** (2017). *Textile Science*. Orient Black Swan.
- **Sekhri, S.** (2022). *Textbook of fabric science: Fundamentals to finishing* (4th ed.). PHI Learning.
- **Tholia, A.** (2013). *Understanding fabrics: A practical approach* (2nd ed.). Sarv International.

UNIT IV

This unit explores advancements in fabric development, including blended and non-woven textiles. It highlights their production methods, properties, and functional applications across different sectors of the textile and apparel industry.

- **Rastogi, D., & Chopra, S. (Eds.).** (2017). *Textile Science*. Orient Black Swan.
- **Sekhri, S.** (2022). *Textbook of fabric science: Fundamentals to finishing* (4th ed.). PHI Learning.

Suggested Readings

- **Allec, C., Johnson, I., & Joseph, P.** (2011). *Fabric Science* (6th ed.). Fairchild Publications.
- **Corbman, B. P.** (1985). *Textiles: Fiber to Fabric*. McGraw-Hill.
- **Grover, E. B., & Hamby, D. S.** (1969). *Handbook of Textile Testing and Quality Control*. Wiley Eastern.
- **Hollen, N., Saddler, J., Langford, A. L., & Kadolph, S. J.** (1988). *Textiles* (6th ed.). Macmillan.
- **Tortora, P. G.** (1992). *Understanding Textiles* (4th ed.). Macmillan.
- **Sekhri Seema** (2022). *Vastra Vigyan*, PHI Learning Pvt. Ltd. Delhi

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 7-HSC:
TRADITIONAL TEXTILES OF INDIA**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Traditional Textiles of India	4	3	1	0	Class XII	NIL

Learning Objectives

To develop appreciation of traditional Indian textile crafts and provide foundational knowledge of textile conservation and storage.

Learning Outcomes

The students would be able to:

- Describe and differentiate major traditional Indian textile crafts, including embroidery, dyed, painted, printed and woven textiles, with reference to their history, techniques, motifs, colours, production centres and end uses.
- Explain the cultural, socio-economic and contemporary relevance of traditional textiles, including their sustenance, revival and institutional support in modern India.
- Identify factors affecting textile preservation and apply basic principles of textile conservation, care and storage.

THEORY
(Credits 3; Hours 45)

UNIT I: Traditional Embroidery Techniques

15 Hours

This unit introduces regional Indian embroidery traditions, focusing on techniques, motifs, colours, production centres and their cultural significance.

- Traditional Indian embroidery techniques with reference to history, production centres, techniques and stitches, motifs and colours, end products, present scenario: Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries

UNIT II: Dyed, Painted and Printed Textiles

10 Hours

This unit explores traditional Indian dyeing, painting and printing techniques, highlighting their processes, design features, regional variations and contemporary relevance.

- Indian dyed, painted and printed textiles with reference to history, production centres, technique and design, motifs and colours, end products, present scenario: Kalamkari, Ajrakh, Dabu, Bandhnis of Rajasthan and Gujarat, Ikats-Patola of Gujarat, Bandhas of Orissa, Telia Rumal of Andhra Pradesh

UNIT III: Woven Sarees of India

10 Hours

This unit examines the distinctive features of traditional hand-woven sarees, including regional styles, motifs, colours and weaving characteristics.

- Study of woven sarees of India with reference to production centres, characteristic features, designs, motifs and colours: Brocades, Jamdani, Baluchari, Paithani, Kanjeevaram

UNIT IV: Sustenance and Conservation of Traditional Textiles

10 Hours

This unit examines the contemporary relevance, sustainability and conservation of traditional textiles, including their socio-economic importance and basic principles of care and preservation.

- Evolution and socio-economic significance of Khadi, Handloom, and Handicraft sector
- Sustenance and revival of traditional textile crafts
- Interventions by organisations
- Types of conservation – Preventive and Curative
- Factors influencing degradation of textiles
- Care and storage techniques

TUTORIALS (Credit 1; Hours 15)

1. Demonstration of traditional embroideries of India
2. Group discussions or Workshops – Sarees of India / Painted, Printed and Dyed Textiles of India
3. Presentation of Project–Textile Conservation / Interventions by Organisations for sustenance and revival of traditional textile crafts/ Sustainable fabrics such as Khadi etc
4. Visit to National Crafts Museum / Dilli Haat/ Crafts Mela etc
5. Any other academic work that demonstrates the student's ability to apply the concepts learnt in the subject.
6. Evaluation and feedback by the teacher

Essential Readings

UNIT I

This unit explores major traditional Indian embroideries, their regional techniques, motifs, stitches, colours, cultural significance, and contemporary applications in modern fashion.

- **Barnard, N., & Gillow, J. (1993).** *Indian Textiles (1993 edition)*. Thames & Hudson.
- **Bhatnagar, P. (2004).** *Traditional Indian Costumes and Textiles*. Abhishek Publications.
- **Shah, A. (2022).** *Crafting a Future: Stories of Indian Textiles and Sustainable Practices*. Niyogi Books.

UNIT II

This unit explores traditional Indian dyeing, painting, and printing techniques, their processes, regional variations, design features, and contemporary applications.

- **Chattopadhyaya, K. D. (1995).** *Handicrafts of India*. Wiley Eastern.
- **Crill, R., Neumann, H., & Neumann, H. (2020).** *Textiles of India*. Prestel.

UNIT III

This unit explores traditional hand-woven saris, their regional styles, weaving techniques, motifs, colours, production centres, and distinctive design features.

- **Dhamija, J. (1989).** *Hand-woven Fabrics of India*. Mapin Publishing.
- **Gillow, J., & Barnard, N. (2014).** *Indian Textiles (2014 edition)*. Om Books International.
- **Lynton, L. (2002).** *Sari: Styles, Patterns, History, Techniques*. Thames & Hudson

UNIT IV

This unit explores the contemporary relevance, sustainability, revival, and conservation of traditional textiles, including their socio-economic significance, preservation methods, factors causing degradation, and appropriate care and storage techniques.

- **Nayak, A., & Lakras, S. (2024).** *Conventional Textiles and Textile Crafts of India*. CBS Publishers.
- **Shah, A. (2021).** *Crafting a Future: Stories of Indian Textiles and Sustainable Practices (2021 edition)*. Niyogi Books.
- **Agarwal, O. P. (1977).** *Care and Presentation of Museum Objects – II*. NRL.

Suggested Readings

- **Grundy, F., & Northedge, M. (1998).** *Standards in the Museum Care of Costume and Textile Collections*. Museums & Galleries Collection.
- **Kaul, E. (2024).** *Kantha: Sustainable Textiles and Mindful Making*. Batsford.
- **Paine, S. (1990).** *Embroidered Textiles*. Thames & Hudson.
- **Naik, S. D. (1996).** *Traditional Embroideries of India*. A.P.H. Publishing Corporation.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 9-HSC: INDIAN AND WORLD COSTUMES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Indian and World Costumes	4	3	1	0	NIL	NIL

Learning Objectives

- To familiarise learners with the evolution of costumes in India and across the world from ancient to modern times.
- To provide sources of inspiration for the students for their creations and collections.

Learning Outcomes

The students would be able to:

- Recognise major traditional Indian costume styles and their historical roots.
- Identify costume features across different Indian and global historical periods.
- Compare and contrast the various costumes of different countries/ regions of the World.
- Apply knowledge of traditional and historical dress in contemporary fashion design.

THEORY **(Credits 3; Hours 45)**

UNIT I: Ancient and Historic Indian Costumes

10 Hours

This unit provides an understanding of the costumes worn during Ancient India and different periods in the history starting from Mauryan Empire to Mughal Empire.

- Ancient Indian Costumes - Indus valley civilization, Vedic period
- Overview of Historic Indian Costumes - Maurya period, Gupta, Mughal period.

UNIT II: Traditional Costumes of India

15 Hours

This unit provides basic understanding of diverse traditional costumes of different regions of India.

- Common traditional Indian garments and their regional variations
- Saree draping styles of different regions of India
- Salient traditional costumes of Southern and North eastern states of India

UNIT III: Ancient and Historic Costumes of the World

10 Hours

This unit introduces students to the evolution of clothing in ancient civilizations and historic Europe.

- Overview of Ancient Costumes - Egyptian, Greek, Roman
- Characteristic features of salient Historic European costumes

UNIT IV: Traditional and Popular Costumes of the World

10 Hours

This unit familiarizes students with the diversity of traditional and popular costumes from different regions of the world.

- Salient Traditional Costumes – Middle East, Africa
- Popular World Costumes: Kilt (Scotland), Gho and Kira (Bhutan), Tracht (Germany), Flamenco Dress (Spain), Kimono (Japan), Cheongsam, Hanfu and Tang Suit (China), Ao Dai (Vietnam), Sarafan (Russia), Greek Fustanella, Hanbok (South Korea), Bunad (Norway), Barong Tagalog and Baro at Saya (Philippines)

TUTORIALS **(Credits 1; Hours 15)**

1. Discussions on draping styles across different ancient periods
2. Student presentations on the costume features of a selected historical period
3. Demonstrations of regional saree draping styles; antariya–uttariya draping
4. Research presentations on the traditional costumes of selected countries.
5. Preparation of mood boards representing different historical periods

6. Educational visits to museums (such as dolls' museums and textile museums) to observe and document costume traditions.
7. Any other academic work that demonstrates the student's ability to apply the concepts learnt in the subject.
8. Evaluation and feedback by the teacher

Essential Readings

UNIT I

This unit explores the evolution of clothing in ancient and historic India, highlighting the styles, materials, and cultural influences that shaped costumes from the Indus Valley Civilization to the Mughal period.

- **Alkazi, R.** (2011). *Ancient Indian Costume*. National Book Trust.
- **Biswas, A.** (2017). *Indian costumes*. Publications Division, Ministry of Information & Broadcasting, Government of India.

UNIT II

This unit explores the diversity of traditional Indian clothing, including regional garments, saree draping styles, and the distinctive costumes of Southern and North-Eastern states.

- **Bhatnagar, P.** (2009). *Traditional Indian Costumes and Textiles*. Abhishek Publication.
- **Biswas, A.** (2017). *Indian costumes*. Publications Division, Ministry of Information & Broadcasting, Government of India.
- **Mahapatra, N. N.** (2016). *Sarees of India*. Woodhead Publishing India.
- **Lynton, L.** (2002). *Sari: Styles, Patterns, History, Techniques*. Thames & Hudson

UNIT III

This unit explores costumes of ancient civilizations and historic Europe, highlighting their characteristic garments, fabrics, styles, and evolution across different historical periods.

- **Anderson, J. B., & Garland, M.** (1990). *A History of Fashion*. Black Cat Publication.
- **Ingham, B., & Lindisfarne-Tapper, N.** (1997). *Languages of dress in the Middle East*. Routledge.
- **Laver, J.** (2012). *Costume and fashion* (5th ed., rev. & updated by A. De La Haye). Thames & Hudson.
- **Peacock, J.** (2010). *The Chronicle of Western Costume*. Thames & Hudson.
- **Welters, L., & Lillethun, A.** (2018). *Fashion History: A Global View*. Bloomsbury Visual Arts.

UNIT IV

This unit explores traditional and popular world costumes, highlighting their cultural identity, regional significance, and distinctive design features.

- **Harold, R.** (1988). *Folk costumes of the world* (P. Legg, Illus.). Cassell Illustrated.
- **McKinley, C. E.** (2017). *African lookbook: A visual history of 100 years of African women*. Bloomsbury Publishing. Forewords by J. Woodson & E. Danticat.
- **Wilcox, R. T.** (2011). *Folk and festival costume: A historical survey with over 600 illustrations* (Folk and Festival Costume of the World). Dover Publications.
- **Yarwood, D.** (2011). *Illustrated encyclopedia of world costume*. Dover Publications.

Suggested Readings

- **Bhushan, J. B.** (1958). *The Costumes and Textiles of India*. D. B. Taraporevala Sons & Co.
- **Bradley, C. G. (n.d.).** (2013). *Western world costume: An outline history* (Dover Fashion and Costumes). Dover Publications.
- **Bradshaw, A.** (2021). *World costumes*. Hassell Street Press.
- **Flynn, D.** (1971). *Costumes of India*. Oxford & IBH Publishing.
- **Gillow, J. (2016).** *African textiles: Colour and creativity across a continent*. Thames & Hudson.
- **Hornblower, S., et al.** (2021). *Ancient Egyptian, Assyrian, and Persian costumes and decorations*. Alpha Edition.
- **Kholiya, R., & Paul, S.** (2024). *History of world costume*. LAP Lambert Academic Publishing.
- **Laver, J.** (2020). *Costume and fashion: A concise history* (A. de la Haye, Contributor). Thames & Hudson.
- **Lester, K. M.** (1967). *Historic Costume*. Chas A. Bennett Co.
- **Marathe, A.** (2025). *Tales of the Indian saree: Threads of India's timeless weaves*. Independently published.
- **Müller, C.** (1993). *The timeline of world costume: From fig leaf to street fashion*. Thames & Hudson.
- **Nimo, K. K.** (2022). *Africa in fashion*. Laurence King Publishing. Foreword by D. Sagoe.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 11-HSC: TEXTILE CONSERVATION

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Textile Conservation	4	3	1	0	Class XII	NIL

Learning Objectives

- To impart theoretical knowledge regarding the importance of museums and textile conservation in the context of preservation of heritage culture.
- To familiarise with the code of ethics followed for conservation practices at an international level.
- To analyse and elaborate on the degradation experienced by textiles and formulate preventive and curative conservation procedures for mitigating deterioration.

- To use various methods of interventive conservation procedures for prolonging the life of the textiles.
- To learn about appropriate handling techniques, housekeeping, storage and display techniques subjective to the condition and nature of the objects.

Learning Outcomes

The students would be able to:

- Identify the factors causing deterioration and formulate appropriate treatment plans using preventive and curative conservation concepts.
- Identify and use appropriate conservation grade materials for the processes of textile conservation.
- Execute various storage and display techniques for the safekeeping of historic textiles.
- Apply appropriate handling and housekeeping techniques while working with fragile and sensitive materials.

THEORY **(Credits 3; Hours 45)**

UNIT I: Fundamentals of Museology and Conservation

10 Hours

This unit introduces the students to the concept of museums, their importance and types and familiarises the students with the importance of textile conservation, the ethics that a textile conservator should follow and the condition assessment and documentation preparation of historic textiles.

- Museums and museology: Role of museums, types of museums, museums as a center for preservation of historic objects
- Introduction to textile conservation: What is textile conservation, role of a textile conservator, difference between a conservator and a curator
- Ethics and principles of conservation: International code of ethics followed for conservation, difference between conservation and restoration
- Documentation: Need for documentation, types of documentation, condition assessment of objects, common terminologies used for damages seen in historic objects

UNIT II: Textile Degradation and Agents of Deterioration

10 Hours

This unit provides the basic knowledge of the intrinsic and extrinsic factors that cause the deterioration of textiles, and the concept of preventive and curative conservation for mitigation of the deterioration

- Preventive and curative conservation: definitions of preventive and curative conservation, difference between preventive and curative conservation, their application in textile conservation based on the condition of the textiles.
- Factors damaging textiles: extrinsic factors such as light, temperature, relative humidity, pest, pollutants, and intrinsic factors such as inappropriate handling, use of inadequate conservation grade materials, insufficient preventive conservation methods
- Effect of degradation on textiles: effect of factors of deterioration on the fibre, weave and colour component of textiles

UNIT III: Curative Conservation

10 Hours

This unit imparts practical knowledge of using interventive methods to perform curative conservation treatments of cleaning, stain removal and stabilization of fragile textiles

- Conservation grade materials used in conservation
- Cleaning methods: mechanical cleaning (brush cleaning, vacuum cleaning, eraser cleaning), aqueous cleaning (importance of water as a cleaning agent, use of detergents of cleaning historic textiles, methods of aqueous cleaning), solvent cleaning using common solvents used for conservation
- Common stains observed in historic textiles and their treatment
- Stabilisation of textiles via stitch repair using common conservation grade stitches and materials

UNIT IV: Housekeeping, Storage and Display

10 Hours

This unit provides details regarding the appropriate handling methods for, storage methods and display techniques for historic textiles

- Handling of objects and workspace equipment
- Housekeeping rules for historic textiles: packing and unpacking, moving, rolling and unrolling, labelling
- Storage methods and materials for flat textiles, framed and mounted textiles, costumes, and accessories
- Display tools and techniques: showcases, frames, mannequins and display of accessories

TUTORIALS (Credits 1; Hours 15)

1. Discussions on processes and challenges involved in documentation, cleaning, mounting, and pest control while ensuring both preservation and public visibility of textile artifacts,
2. Group discussions on Preservation vs Restoration
3. Visit a textile museum or collection and survey external and internal factors.
4. Examine textile artifacts and prepare condition reports, Photograph textiles from different angles.
5. Mount textiles on different types of supports, such as boards, rollers, or mannequins.
6. Display textiles in a way that minimizes damage and maximizes visibility.
7. Hand-stitching techniques for repairing and reconstructing textiles.
8. Any other academic work that demonstrates the student's ability to apply the concepts learnt in the subject.
9. Evaluation and feedback by the teacher

Essential Readings

Unit I

This unit introduces museums, museology, and textile conservation, highlighting the roles of conservators and curators, ethical guidelines, documentation, and condition assessment of historic textiles.

- AIC, (1994). *AIC Code of Ethics and Guidelines for Practice*.
- Jose, S. et.al. (Eds.). (2022). *Handbook of Museum Textiles Volume 1 Conservation and Cultural Research*. Wiley.
- Landi, S. (2016). *Textile Conservator's Manual*. Routledge.

Unit II

This unit explores the causes of textile deterioration and the principles of preventive and curative conservation, focusing on factors that damage textile fibres, weaves, and colours.

- Agarwal, O. P. (1977). *Care and presentation of museum projects–II*. NRL.
- Balazsy, A. (2012). *Chemical Principles of Textile Conservation*. Routledge.

Unit III

This unit covers interventive textile conservation methods, including conservation-grade materials, cleaning and stain removal techniques, and stabilization of fragile textiles through appropriate repair methods.

- Balazsy, A. (2012). *Chemical Principles of Textile Conservation*. Routledge.
- Landi, S. (2016). *Textile Conservator's Manual*. Routledge.

Unit IV

This unit covers safe handling, packing, storage, and display practices for historic textiles, emphasizing appropriate techniques and tools for their preservation and effective exhibition.

- Agarwal, O. P. (1977). *Care and presentation of museum projects–II*. NRL.
- Robinson, J. Pardoe T. (2000). *An Illustrated Guide to the Care of Costume and Textile Collections*. Museums & Galleries Commission, London.
- Jose, S. et.al. (Eds.). (2022). *Handbook of Museum Textiles Volume 1 Conservation and Cultural Research*. Wiley.

Suggested Readings

- Agrawal, O. P. (2007). *Essentials of Conservation and Museology*. Sundeep Prakashan.
- Ambrose, T., & Paine, C. (1993). *Museum Basics*. Routledge.
- Depauw, K. (2017). *The Care and Display of Historic Clothing*. Rowman & Littlefield.
- Finch, K., & Putnam, G. (1985). *The Care and Preservation of Textiles*.
- Shelley, M. (1987). *The Care and Handling of Art Objects*. Metropolitan Museum of Art.
- Lennard, F. et. al. (2024). *Textile Conservation Advances in Practice*. Taylor & Francis.

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Bachelors in Arts with With Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 13-HSC:
APPAREL MARKETING AND MERCHANDISING

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Apparel Marketing and Merchandising	4	3	1	0	Class XII	NIL

Learning Objectives

- To introduce the learners to the principles of apparel marketing.
- To study fundamentals of marketing including product and brand management.
- To gain insights into pricing and promotional strategies in the apparel retail industry.
- To impart basic knowledge related to apparel merchandising in garment industry and retail.

Learning Outcomes

The students would be able to:

- Explain the role and application of the 4 Ps in apparel marketing
- List and explain the importance and methods of market Segmentation, Targeting and Positioning
- Describe the role and functions of a merchandiser in garment industry and retail.
- Understand the concepts related to Visual Merchandising.
- Learn about the retail environment and emerging trends.

THEORY
(Credits 3; Hours 45)

UNIT I: Fundamentals of Apparel Marketing

8 Hours

This unit introduces the students to the concepts of marketing as applied to apparel along with Segmentation, Targeting & Positioning.

- Marketing Concept, Marketing Mix - 4Ps of Marketing
- Market: Segmentation, Targeting & Positioning. Advantages and types of market segmentation

UNIT II: Marketing Mix Strategies

15 Hours

This unit introduces key marketing mix strategies, including product management, branding, pricing, distribution channels, and promotional tools used to position products and achieve success in competitive markets.

- Product - Product classification, Product mix, Product Life Cycle and Marketing strategies
- Branding and brand attributes
- Price - Factors affecting price, Methods of price fixation
- Place - Channels of distribution, Factors affecting channels of distribution
- Promotion – Advertising, Publicity, Personal selling, Sales promotion

UNIT III: Fashion Trend Forecasting

10 Hours

This unit imparts basic knowledge of fashion trend forecasting.

- Function and process of Forecasting
- Types of forecasting: long term and short term, Qualitative and Quantitative
- Sources of Fashion Forecasting Information

UNIT IV: Basics of Apparel Merchandising

12 Hours

This unit provides an understanding of the role and functions of a merchandiser in garment industry and retail

- Concept and process of merchandising
- Role of a merchandiser in garment industry
- Apparel retail – Characteristics, Retail formats
- Merchandising in apparel retail - Merchandise Category, Assortment Planning
- Overview of Visual Merchandising

TUTORIALS (Credits 1; Hours 15)

1. Case study analysis of Marketing Mix: Branding strategies, Pricing methods, Promotion strategies for select apparel brands.
2. Market survey and consumer profiling exercise to understand Segmentation, Targeting and Positioning in the fashion market.
3. Assignment on Trend analysis involving interpretation of fashion forecast reports, runway reviews, etc.
4. Retail format analysis through store visits and structured observation of merchandise categories and assortment planning.
5. Project on Visual Merchandising based on window displays, in-store layout, and promotional strategies.
6. Any other academic work that demonstrates the student's ability to apply the concepts learnt in the subject.
7. Evaluation and feedback by the teacher

Essential Readings

UNIT I

This unit introduces the principles of apparel marketing, including the marketing mix, market segmentation, targeting, and positioning strategies for effectively marketing apparel products.

- **Babu, V. R., & Arunraj, A.** (2019). *Fashion Marketing Management*. Woodhead Publishing India Pvt. Ltd.

- **Kotler, P., & Armstrong, G.** (2017). *Principles of Marketing (17th ed.)*. Prentice Hall of India.

UNIT II

This unit covers product lifecycle, brand management, pricing, distribution, and promotional strategies for effective product positioning, differentiation, and market success.

- **Mitterfellner, O.** (2019). *Fashion Marketing and Communication Theory and Practice Across the Fashion Industry*. Routledge.
- **Jain, J.N. and Singh, P.P.** (2007) *Modern Marketing Management- Principles and Techniques*. New Delhi: Regal Publications.
- **Posner, H.** (2024). *Marketing Fashion Strategy Branding and Promotion*. Laurence King Publishing.

UNIT III

This unit introduces fashion trend forecasting, including its functions, processes, types, approaches, and key information sources for guiding design and marketing decisions.

- **Stone, E., & Farnan, S. A.** (2023). *The Dynamics of Fashion*. Fairchild Books.
- **Frings G.** (2013). *Fashion-From Concept to Consumer (9th Edition)*. USA: Prentice Hall Publications

UNIT IV

This unit introduces merchandising in the garment and retail sectors, covering the role of merchandisers, apparel retail formats, assortment planning, and visual merchandising.

- **Shahi, P.** (2024). *Fashion Forward Merchandising in the Digital Era*. Abhishek Publications.
- **Levy, M, Weitz, B.A. and Pandit, A.** (2008). *Retailing Management*, Delhi: Tata McGraw Hill Education Private Limited.
- **Bailey, S.** (2021). *Visual Merchandising for Fashion*. Ava Publications.
- **Krishnakumar, M.** (2010). *Apparel Merchandising An Integrated Approach*. Abishek Publications.
- **Clark. J.** (2014) *Fashion Merchandising Principles and practice*, Suffolk: Lavenham

Suggested Readings

- **Bendoni, W. K.** (2017). *Social Media for Fashion Marketing Storytelling in a Digital World*. Fairchild Books.
- **Wolfe, M. G.** (2017). *Fashion Marketing and Merchandising*. Goodheart-Willcox Publications.
- **Diamond, J., Diamond, E. and Litt, S.D.** (2006) *Fashion Retailing- A Multi- Channel Approach*: Bloomsbury Publishing Inc.
- **Jain, J.N. and Singh, P.P.** (2007) *Modern Marketing Management- Principles and Techniques*. New Delhi: Regal Publications.
- **Kunz, I, and Grace 3rd.ed.** (2009). *Merchandising*, New York. Fairchild publications.

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 15-HSC:
FASHION ACCESSORIES: DESIGN AND DEVELOPMENT**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Fashion Accessories: Design & Development	4	3	0	1	Class XII Pass	NIL

Learning Objectives

- To give the learners an overview of the accessory design and development process
- To develop the skills required for creating and restyling fashion accessories.
- To impart the basic knowledge about styles and production techniques of select fashion accessories.
- To introduce the students to the commercial aspects of fashion accessories.

Learning Outcomes

The students would be able to:

- State the importance of fashion accessories.
- Describe the role of an accessory designer
- Describe the common styles, materials used and production of handbags, footwear, Jewellery, Belts, Hats
- Provide a brief description of the sources of design inspiration and research.
- Describe the various steps in the accessory design development process.
- Use illustration and rendering techniques for designing fashion accessories.
- Adopt restyling techniques creatively for making accessories through recycling
- Create a theme/inspiration based accessory collection.

THEORY
(Credits 3; Hours 45)

UNIT I: Importance of Fashion Accessories

10 Hours

This unit introduces the students to role and importance of accessories and accessory designer.

- Meaning, Importance and types of accessories in the fashion industry, Target market
- Role of an accessory designer
- Leading accessory designers and brands

UNIT II: Understanding Fashion Accessories

15 Hours

This unit creates an understanding of the common styles, production methods of common fashion accessories.

- Common styles, materials used and production methods of common accessories: Handbags, Footwear, Jewellery, Belt, Hats
- Ethical production practices, Use of eco-friendly and recycled materials
- Coordinating Accessories with Clothes

UNIT III: From Concept to Creation: Key Steps in Accessories Design 10 Hours

This unit provides an overview of steps in the designing of an accessory's collection/ range.

- Theme based design conceptualization - Inspiration and Research, Trend forecasting, Design development, Developing a theme-based range, Presentation techniques

UNIT IV: Fashion Accessories – Branding and Marketing 10 Hours

This unit introduces students to commercial aspects of fashion accessories.

- Understanding brand identity, Visual merchandising and packaging for accessories
- Retailing and Promotion Strategies: Online and offline retail trends, Digital marketing

PRACTICAL (Credit 1; 30 Hours)

1. Fashion Illustration of accessories - Handbag, Footwear, Jewellery
2. Restyling project- Creative restyling of plain accessories using surface decoration and design techniques.
3. Theme based design development of accessory collection
 - Inspiration and Research
 - Theme-board development
 - Design development
 - Developing a theme-based range
 - Presentation techniques
4. Construction of any one fashion accessory

Essential Readings

UNIT I

This unit introduces the importance and types of fashion accessories, their role in personal style, and the influence of target markets and consumer preferences. It also explores the role of accessory designers and provides an overview of leading designers, brands, industry trends, and successful design practices.

- **Fringes S.** (2007). *Fashion: From Concept to Consumer (9th Edition)*. New Jersey: Prentice Hall
- **Gervail O.** (2010), *Fashion Accessories*. USA: Firefly Books publisher

UNIT II

This unit explores the types, design characteristics, materials, and production methods of common fashion accessories. It also covers ethical and sustainable design practices and the principles of coordinating accessories with clothing based on colour, style, occasion, and aesthetic balance.

- **Fringes S.** (2007). *Fashion: From Concept to Consumer (9th Edition)*. New Jersey: Prentice Hall

- **Gilroy, D. J.** (2023). *Fashion bags and accessories: Creative design and production*. Laurence King Pub.
- **Dhir, Y. J.** (2023). *Fashion accessories: A complete guide to raw materials, construction methods, and styles*. Woodhead Publishing India Pvt Ltd.
- **Diamond E.** (2007). *Fashion Apparel, Accessories, and Home Furnishings*. New Jersey: Pearson.

UNIT III

This unit introduces the creative process of designing a theme-based accessory collection, covering inspiration, research, trend forecasting, and design development. It also focuses on creating a cohesive accessory range and effectively presenting design concepts in a clear and professional manner.

- **Dhir, Y. J.** (2023). *Fashion accessories: A complete guide to raw materials, construction methods, and styles*. Woodhead Publishing India Pvt Ltd.
- **Gilroy, D.J.** (2023). *Fashion bags and accessories: Creative design and production*. Laurence King Pub.
- **Fringes S.** (2007). *Fashion: From Concept to Consumer (9th Edition)*. New Jersey: Prentice Hall
- **Tortora, P.** (2007). *The Fairchild encyclopaedia of fashion accessories*. OM Book Service.

UNIT IV

This unit explores the commercial and marketing aspects of fashion accessories, including brand identity, visual merchandising, packaging, retailing, and promotional strategies. It also highlights online and offline retail trends and the role of digital marketing and social media in promoting accessories and reaching consumers.

- **Fringes S.** (2007). *Fashion: From Concept to Consumer (9th Edition)*. New Jersey: Prentice Hall
- **Gilroy, D.J.** (2023). *Fashion bags and accessories: Creative design and production*. Laurence King Pub.
- **Jarnow J.** (1987). *Inside the Fashion Business*. New Jersey: Pearson.
- **Romano C.** (2002). *Plan your Wardrobe*. UK: New Holland Publication

Suggested Readings

- **Brambatti, M., & Menconi, F.** (2020). *Fashion illustration and design: Accessories*. Promopress.
- **Lau J.** (2012). *Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery*. New York: A Publishing
- **Peacock J.** (2000). *Fashion Accessories: The Complete 20th Century Sourcebook.*, London: Thames & Hudson Publisher
- **Marshall S., Jackson H., Stanley S.** (2011). *Individuality in Clothing Selection and Personal Appearance (7th Edition)*. New Jersey: Pearson.
- **Singer Sewing.** (1993). *Fashion accessories* (Singer Sewing Reference Library). Random House Canada.
- **Steven.** (2012). *Drawing fashion accessories*. Thames & Hudson.

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Bachelors in Arts with Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 17-HSC:
INCLUSIVE SOCIO-ECONOMIC DEVELOPMENT
AND BACKYARD NANO-INDUSTRIES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusive Socio-economic Development and Backyard Nano Industries	4	3	1	0	Class XII	NIL

Learning Objectives

1. Develop an understanding of the concepts, indicators, and dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Examine the role of Backyard Nano Industries as a catalyst for local economic development, employment generation, women's empowerment, and community participation.
3. Understand the policy framework, institutional support systems, and financial mechanisms promoting Backyard Nano Industries and rural entrepreneurship.
4. Explore entrepreneurial opportunities through value addition, local resource utilization, and business planning for backyard enterprises.
5. Analyse innovations, emerging challenges, and sustainable strategies for strengthening Backyard Nano Industries in the context of inclusive development.

Learning Outcomes

The students would be able to:

1. Explain the concepts, indicators, and policy dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Analyse the contribution of Backyard Nano Industries to local economic development, employment generation, and women's economic empowerment.
3. Evaluate the role of government policies, institutions, financial inclusion initiatives, SHGs, and entrepreneurship programmes in promoting Backyard Nano Industries.
4. Identify opportunities for developing sustainable backyard enterprises through resource utilization, value addition, business planning, and marketing.
5. Assess innovations, policy challenges, and future opportunities for promoting inclusive and sustainable development through Backyard Nano Industries.

THEORY
(Credits 3; Hours 45)

UNIT I: Foundations of Inclusive Development and Backyard Nano Industries 12 Hours

This unit introduces students to the foundational concepts of inclusive socio-economic development and positions Backyard Nano Industries (BNI) as a vehicle for achieving sustainable livelihoods, employment generation, and women's empowerment.

- Growth vs. Development; Concept of Underdevelopment and Inclusive Development
- Indicators and Measures of Development: Human Development Index (HDI), Multidimensional Poverty Index (MPI), Environment and Development, Sustainable Development Goals (SDGs)
- Demography: Theories, trends, and India's demographic features, Poverty, inequality, and unemployment in India
- Role of Economic and Social Infrastructure in inclusive development
- Backyard Nano Industries: Concept, characteristics, and scope, Nano-enterprises vs. MSMEs
- Backyard Nano Industries as drivers of local economic development, employment generation and sustainable livelihoods, Role of women, family enterprises, and community participation in backyard industries.

UNIT II: Policies, Institutions, and Financial Ecosystem for Backyard Nano Industries 13 Hours

This unit examines the policy framework, institutional support, and financial mechanisms that promote Backyard Nano Industries and community entrepreneurship.

- Overview of major national programs:
 - Health Policy: Public health initiatives, National Health Mission, universal healthcare challenges
 - Education Policy: Right to Education (RTE), National Education Policy (NEP), quality and accessibility issues
 - Social Protection Mechanisms: PDS, MGNREGA, pensions
 - Transformative Vision: Viksit Bharat – pillars and strategies for inclusive national development
 - Skill development initiatives and entrepreneurship development programmes
 - Environment and Sustainability: Climate change adaptation, ecological sustainability
 - Poverty alleviation and women's empowerment
- Government policies promoting nano-enterprises and rural entrepreneurship
- Role of Self-Help Groups (SHGs), Producer Groups, and Producer Companies
- Financial inclusion: Microfinance, NABARD, Mudra Yojana, PMEGP, NRLM, and other livelihood schemes
- Emerging Issues: Digital divide, migration, urban planning challenges

UNIT III: Backyard Nano Industries for Sustainable Livelihoods 10 Hours

This unit focuses on the planning, establishment, and management of Backyard Nano Industries with emphasis on value addition, local resource utilization, and women-led enterprises.

- Equity and Inclusion Policies: Programs for SCs, STs, OBCs, minorities, women
- Rural and Urban Dynamics: Regional disparities, urbanization, rural development initiatives
- Backyard Enterprise Development

- Identification of local resources and opportunities for backyard enterprises
- Home-based processing and value addition - Food processing, textiles, handicrafts, natural products, herbal products, and other backyard enterprises
- Business Planning and Marketing for Nano-industries
- Institutions and Governance: Ministry of Social Justice and Empowerment, National Commissions

UNIT IV: Innovations, Challenges, and Future Perspectives

10 Hours

This unit examines emerging trends, technological innovations, and policy challenges affecting Backyard Nano Industries, with lessons from global practices.

- Policy Formulation, Implementation and Evaluation:
 - Governance, political commitment
 - Public-private partnerships
 - Assessing impacts, affirmative action, and contributions of NGOs and community organizations
- Global Experiences: International lessons and best practices in inclusive development
- Innovation and technology in Backyard Nano Industries:
 - Green Entrepreneurship and Sustainable Production
 - Social entrepreneurship, technology-enabled interventions, and community-based innovations
- Challenges faced by nano-industries: Finance, technology, market access, quality standards, and scaling up
- Future Opportunities for Sustainable Livelihoods - women-led nano-enterprises and community-based entrepreneurship.

TUTORIALS (Credits 1; Hours 15)

1. **Policy Analysis Frameworks:** Application of SWOT analysis, stakeholder mapping, and cost-benefit analysis to policies supporting Backyard Nano Industries and sustainable livelihoods.
2. **Critical examination** of Indian policies and initiatives, including:
 - i. Agricultural development and food security.
 - ii. Poverty alleviation, livelihood, and skill development.
 - iii. Health, nutrition, and well-being.
 - iv. Food value chain, food processing industry, and food safety.
 - v. Gender-responsive policies and empowerment.
 - vi. Policies for children, adolescents, and youth.
 - vii. Programs for the elderly and persons with disabilities.
 - viii. Development of textiles, SMEs, handlooms, and cottage industries.
 - ix. Environmental sustainability and climate change mitigation.
3. **Case studies** of successful SHGs, and backyard nano-industries
4. **Field Visit:** Visit to an SHG, Farmer Producer Organisation (FPO), rural entrepreneurship development centre, MSME incubation centre, or successful Backyard Nano Industry, followed by submission of a report.
5. **Comparative analysis** of government schemes supporting nano and micro enterprises.

Essential Readings

Unit I

This unit introduces inclusive socio-economic development and explores Backyard Nano Industries as a pathway to sustainable livelihoods, employment, and local development.

- **Arya, V., Balutia, A., Chhatre, A., & Narain, N. (Eds.).** (2026). *Pathways to rural prosperity: Livelihood interventions and transformation in India* (1st ed.). Routledge.
- **CGAP.** (2025). *Diverse Paths: Finance for Women's Nano and Micro Enterprises* https://www.cgap.org/sites/default/files/publications/FN_Diverse%20Paths_Finance%20for%20Women%E2%80%99s%20Nano%20and%20Micro%20Enterprises.pdf (Accessed on 17.07.2026)
- **Deaton, A., & Kozel, V. (Eds.).** (2005). *The great Indian poverty debate*. Macmillan India.
- **Drèze, J., & Sen, A.** (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- **Hill, M.** (2003). *Understanding social policy*. Blackwell Publishing.
- **Midgley, J.** (1995). *Social development: The developmental perspective in social welfare*. SAGE Publications.
- **Mishra, S. K., Puri, V. K. & Garg, B.** (2025). *Indian Economy*, Himalaya Publishing House.
- **Ray, D.** (1998). *Development Economics*, Princeton University Press.
- **SAATH.** (2024). *Insight Report: Nano Entrepreneurs in Informal Sectors* https://saath.org/public/storage/pdfs/annual_reports/L0YiiF6c1Fk2XOBc8Yl6MNFDktYyV1bw6Bj8ObpG.pdf (Accessed on 17.07.2026)
- **Shylendra, H. S. (Ed.).** (2025). *Emerging women's livelihood collectives in India: Cases depicting agency, accomplishments and challenges*. Palgrave Macmillan.

Unit II

This unit examines major national policies, government support schemes, and financial mechanisms that promote inclusive development, rural entrepreneurship, and sustainable livelihoods through Backyard Nano Industries and community-based enterprises.

- **Bhatt, A.** (2022). *Digital India: Reflections and practice*. Oxford University Press.
- **Drèze, J., & Sen, A.** (1995). *India: Economic development and social opportunity*. Oxford University Press.
- **Indian Institute of Banking & Finance.** (2025). *Macmillan microfinance* (3rd ed.). Macmillan Education.
- **International Labour Organization.** (2019). *World social protection report 2017-19: Universal social protection to achieve the Sustainable Development Goals*. International Labour Office.
- **Kohli, K., & Menon, M.** (2016). *Business interests and the environmental crisis*. Sage Publications
- **Ministry of Education, Government of India.** (2020). *National education policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- **Selvaraj, S., Karan, A. K., & Srivastava, S. (Eds.).** (2022). *India health system review* (Vol. 12, No. 1). World Health Organization. <https://apps.who.int/iris/handle/10665/352333>
- **Srivastava, R.** (2013). *A social protection floor for India*. International Labour Organization.

- Deendayal Antyodaya Yojana- National Rural Livelihoods Mission, (2025) <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2181702®=3&lang=2> (Accessed on 17.07.2026)

Unit III

This unit explores inclusive livelihood opportunities through Backyard Nano Industries, focusing on local resource utilization, value addition, entrepreneurship, and policies promoting equity, rural development, and social inclusion.

- **Ministry of Statistics and Programme Implementation**, Government of India. (2023). National Indicator Framework for SDGs: India 2023 update. Government of India.
- **NITI Aayog**. (2019). *SDG India index and dashboard 2019–20: Partnerships in the decade of action*. Government of India. <https://www.niti.gov.in/sdg-india-index-dashboard-2019-20>
- **Niti Aayog**. (2022). India's SDG index and dashboard 2022: States and Union Territories. Niti Aayog.
- **NITI Aayog**. (2023). *Viksit Bharat @ 2047: Voice of youth*. Government of India. <https://www.niti.gov.in/viksit-bharat-2047>
- National Bank for Agriculture and Rural Development (NABARD), 2024, Status of Microfinance in India 2023-24, <https://mcrhrdi.gov.in/2026/group1/week2/0808244223NABARD-SOMFI%20mirco%20finance.pdf> (Accessed on 17.07.2026)
- Ministry of Micro, Small and Medium Enterprises, Annual Report (2024-25), <https://www.msme.gov.in/static/uploads/2025/06/cdd1fa9e3553498f59e6fef26bcc34b4.pdf?> (Accessed on 17.07.2026)
- **Xcess' Board of Editors**. (2014). *How to start, promote and manage self help groups (SHGs) and micro finance institutions and bank finance for micro credit*. Xcess Infostore Pvt. Ltd.

Unit IV

This unit examines policy, governance, innovation, and emerging opportunities for strengthening Backyard Nano Industries and promoting sustainable, women-led, and community-based entrepreneurship.

- **Ashta, A.** (2019). *A realistic theory of social entrepreneurship: A life cycle analysis of micro-finance*. Springer Nature Switzerland AG.
- **Patel, U., Kapur, D., & Mehta, P. B. (Eds.)**. (2023). *Accelerating India's development: A state-led roadmap for effective governance*. Penguin Allen Lane.
- **Chopra, D., & Pradhan, K. C. (Eds.)**. (2021). *Development, governance and social policy in India*. Academic Foundation.
- **Singh, K., Chongtham, N., Trikha, R., Bhardwaj, M., & Kaur, S. (Eds.)**. (2024). *Science, technology and innovation ecosystem: An Indian and global perspective*. Springer. <https://doi.org/10.1007/978-981-97-2815-2>
- **United Nations Development Programme**. (2021). Human development report 2021-22: Uncertain times, unsettled lives. UNDP.
- **Mishra, R.** (1999). *Globalization and the welfare state*. Edward Elgar Publishing.
- **Mehrotra, S. (Ed.)**. (2014). *India's skills challenge: Reforming vocational education and training to harness the demographic dividend*. Oxford University Press.

- Ministry of Rural Development, Annual Report (2024-25)
<https://www.dord.gov.in/static/uploads/2024/02/43f6d3ecbd0cf21b1a0c23d80d270e0c.pdf> (Accessed on 17.07.2026)

Suggested Readings

- **Bhaduri, A., & Nayyar, D.** (1996). *The intelligent person's guide to liberalization*. Penguin Books.
- **Chandoke, N.** (2003). *The politics of social policy in India*. SAGE Publications.
- **Deore, D., & Thoke, N.** (2026). *Rural and micro finance for MBA Semester 4*. Nirali Prakashan.
- **Gough, I., & Wood, G.** (2004). *Insecurity and welfare regimes in Asia, Africa, and Latin America*. Cambridge University Press.
- **Grusky, D. B., & Kanbur, R. (Eds.).** (2006). *Poverty and inequality*. Stanford University Press.
- **Kabeer, N.** (2005). *Inclusive citizenship: Meanings and expressions*. Zed Books.
- **Rao, M., & Nair, M. (Eds.).** (2021). *Public health challenges in contemporary India*. Springer Nature.
- **SAATH. (2026).** *A Study on Green Livelihoods in the Informal Economy*
https://saath.org/public/storage/pdfs/annual_reports/yA19yhVOi879MBJ0eYOzSTWcwu7tgmWUAUQDHRMI.pdf (Accessed on 17.07.2026)
- **Sen, A.** (2009). *The idea of justice*. Harvard University Press.
- **Standing, G.** (2017). *Basic income: And how we can make it happen*. Penguin Books.
- **Swain, R. K.** (2014). *Micro finance, micro enterprises and women entrepreneurs*. Ingram.
- **UN-Habitat.** (2022). *World cities report 2022: Envisaging the future of cities*. UN-Habitat.
- **Walker, R., & Chase, E. (Eds.).** (2014). *Poverty and social exclusion: New methods of analysis*. Policy Press.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE ODD SEMESTER

FOOD AND NUTRITION

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 1-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method
- Types of research

- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL
(Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step-by-Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 3-HSC:
FOOD SAFETY AND QUALITY TESTING**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Food Safety and Quality Testing	4	2	0	2	Class XII	NIL

Learning Objectives

- To sensitize students regarding the significance of testing in ensuring food safety and quality.
- To provide knowledge of regulatory aspects of food safety and quality testing.
- To facilitate understanding of some commonly used methods of testing.

Learning Outcomes

The students would be able to:

- Explain the scope of regulations governing food safety and quality testing.
- Describe various methods of objective and subjective evaluation of food.
- Perform key food safety and quality testing methods.

THEORY
(Credits 2; Hours 30)

UNIT I: Introduction to Food Safety and Quality Testing

10 Hours

It will introduce to the students the concept of quality and the scope of quality testing and for ensuring food safety. It will also help them understand the various physical, chemical and biological parameters based on which safety/quality of food can be judged.

- Key terms, significance of quality testing and ensuring food safety
- Types of hazards present in food and food spoilage- its types
- Characteristics, quality of food
- Objective and subjective evaluation of food

UNIT II: Sensory Evaluation of Food

5 Hours

This unit will help students learn and apply various sensory evaluation tests at laboratory as well as industry level.

- Sensory characteristics of food
- Human senses in sensory evaluation
- Applications of sensory evaluation
- Pre-requisites for sensory testing procedure
- Methods of sensory evaluation

UNIT III: Safety and Quality Testing-Commonly used Methods

10 Hours

In this unit, the student will learn about salient methods commonly employed for assessing physical, chemical and microbiological quality of ingredients/food products.

- Commonly assessed parameters for quality testing - physical, chemical, biological
- Physical methods such as olfactometer, electronic nose and tongue, viscometer, penetrometer, farinograph, amylograph, biscuit texture meter, bake-spread
- Chemical or proximate analysis such as moisture, ash, protein, fat content, presence of adulterants, pH, TSS, acidity
- Microbiological: morphological characteristics of microbes, MBRT

UNIT IV: Food Safety Regulations

5 Hours

In this unit, the student will learn about role of FSSAI in food safety surveillance system. The student will also know salient FSSAI regulations.

- FSSAI and the food safety surveillance system - brief concept
- FSSAI regulations and standards (licensing and registration, food recall procedures, food safety auditing)

PRACTICAL (Credit 2; Hours 60)

1. Develop a checklist to assess hygiene and sanitation status of college canteen/ food service unit.
2. Assess adulteration in commonly consumed foods.
3. Learn to perform various types of sensory evaluation of food.
4. Conduct consumer acceptability trial for any one canteen dish.
5. Perform any two tests for assessing physical characteristics of food/ water.
6. Perform any two tests for assessing chemical characteristics of food/ water.
7. Perform any two tests for assessing microbial contamination of food/ water.

Essential Readings

UNIT I

This unit introduces students to the concept and scope of food quality and quality testing in ensuring food safety. It also provides an understanding of the physical, chemical, and biological parameters used to evaluate the safety and quality of food.

- **Suri, S. & Malhotra, A.** (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.
- **Mathur, P.** (2018). *Food Safety and Quality Control*. Delhi: Orient Blackswan.

UNIT II

This unit enables students to learn and apply various sensory evaluation techniques used to assess food quality in both laboratory and industrial settings.

- **Suri, S. & Malhotra, A.** (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.
- **Rao, E.S.** (2013). *Food Quality Evaluation*. First Edition. Variety Books Publisher's Distributors.

UNIT III

This unit familiarizes students with key methods used to assess the physical, chemical, and microbiological quality of food ingredients and products.

- **Rao, M.K.** (2007). *Food and Dairy Microbiology*. Manglam Publishers and Distributors Pvt. Ltd.
- **FSSAI.** (2019). *Compendium of the Food Safety and Standards Act, 2006*. Universal India Publishers.

UNIT IV

This unit will help students position FSSAI in the food safety surveillance system. It will help students know the scope of some salient regulations that can help in maintaining food safety standards at industry level

- **FSSAI.** Internet: <https://fssai.gov.in/cms/food-safety-and-standards-regulations.php> (Accessed on 26 February 2026).

Suggested Readings

- **Kumar, A.** (2024). *Fundamentals of Food Hygiene, Safety and Quality*. Wiley India.
- **Kuddus, M., Ashraf, S.A. & Rahman, P.** (2024). *Food Safety: Quality Control and Management*. CRC Press LLC.
- **Ahmad, R.S., Munawar, H., Saima, H. & Siddique, F.** (2023). *Food Safety- New Insights*. Intech Open.
- **Ali, I.** (2004). *Food Quality Assurance: Principles and Practices*. CRC Press LLC.
- **Food Safety and Standards (Laboratory and Sampling Analysis) regulations,** 2011. Internet: https://www.fssai.gov.in/upload/uploadfiles/files/Compendium_Lab_Sample_Regulations_04_03_2021.pdf (Accessed on 20 February 2026).
- **Food Safety and Standards (Food Recall Procedures) regulations,** 2017. Internet: https://www.fssai.gov.in/upload/uploadfiles/files/Guidelines_Food_Recall_28_11_2017.pdf (Accessed on 20 February 2026).
- **Food Safety and Standards (Food Safety Auditing) regulations,** 2018. Internet: https://fssai.gov.in/upload/uploadfiles/files/Gazette_Notification_Food_Safety_Auditing_07_09_2018.pdf (Accessed on 20 February 2026)
- **FSSAI.** (2024). *FSSAI Manual on Methods of analysis- Microbiological examination of food and water*. https://fssai.gov.in/upload/uploadfiles/files/Manual%20on%20Microbiological%20Examination%20of%20Food%20and%20Water_compressed.pdf [(Accessed on 20 February 2026)
- **Association of Official Chemical Analysts (AOAC).** (1990). *Official Methods of Analysis*. 15th Edition. Internet: <https://law.resource.org/pub/us/cfr/ibr/002/aoac.methods.1.1990.pdf> (Accessed on 20 February 2026).
- **International Union for Pure and Applied Chemistry (IUPAC).** (2017). *IUPAC Standards*. Internet: <https://iupac.org/iupac-standards-online/> (Accessed on 20 February 2026).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 5-HSC:
INTRODUCTION TO BAKERY**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Introduction to Bakery	4	2	0	2	-	-

Learning Objectives

- To impart students' basic knowledge related to the principles of baking.
- To introduce them to the techniques and skills of cake and cookies making.

Learning Outcomes

The students would be able to:

- Describe the present and future trends of the bakery industry.
- Illustrate the basic ingredients and equipment used for baking along with their significance.
- Develop and demonstrate the skills of preparing, packaging and labelling of variety of cakes and cookies.
- Evaluate the quality of baked products.
- Initiate the entrepreneurial journey in the field of bakery.

THEORY
(Credits 2: Hours 30)

UNIT I: Baking Industry

6 Hours

This unit will introduce the students to the field of Food Bakery Science. It will also give information on safety aspects of Bakery products.

- Bakery - present trends and prospects
- Food safety aspects of baked products
- Packaging and labelling of baked products (FSSAI regulations)

UNIT II: Baking Ingredients and Equipment

8 Hours

The unit will focus on composition of wheat flour. It will also give information on bakery ingredients and equipment

- Composition of refined wheat flour (gluten, amylose/ amylopectin, enzyme activity, moisture) and its storage
- Importance of eggs, sugar, fats, leavening and other ingredients in bakery products
- Bakery Equipment- oven, mixing tools and accessories
- Gluten free flours

UNIT III: Cake Processing

10 Hours

The unit is about processing various types of cakes and their evaluation.

- Preparation of cakes - types of cakes, methods of batter preparation, steps in cake making, balancing of cake formula
- Evaluation of the baked cake, operational faults in cake processing and the remedial measures

UNIT IV: Cookies Technology

6 Hours

The unit is about processing of various types of cookies and their evaluation.

- Preparation of cookies - types of cookies (sheet, molded and dropped)
- Ingredients, processing, evaluation, faults and remedies

PRACTICAL (Credits 2, Hours 60)

1. Preparation of Sensory evaluation card (Hedonic scale) for various baked products.
2. Preparation, sensory evaluation, labelling and packaging of cakes.
 - Fatless sponge (pineapple sponge, chocolate sponge and Swiss roll)
 - Shortened cake (plain tea cake, Dundee cake, marble cake, fruit cake and innovative nutritious cakes)
 - Eggless cakes
3. Preparation, sensory evaluation, labelling and packaging of cookies.
 - Dropped cookies
 - Rolled cookies
 - Molded cookies
 - Innovative nutritious cookies
4. Market survey of innovative nutritious bakery products.
5. Preparation of any of the baked products in bulk and organizing an exhibition cum sale.

Essential Readings

UNIT I

This unit introduces students to the fundamentals of Food Bakery Science, including the principles and processes involved in bakery production. It also provides an understanding of the safety and quality aspects associated with bakery products.

- **Ketrapaul, N., Grewal, R.B., & Jood, S.** (2005). *Bakery Science and Cereal Technology*. Delhi: Daya Publishing House.
- **Matz A.** (2008). *Bakery Technology and Engineering*, 10th Edition, Delhi: CBS Publishers
- **Srilakshmi, B.** (2018). *Food Science*. Delhi: New Age International Publishers.

UNIT II

This unit focuses on the composition and functional properties of wheat flour. It also provides an overview of key bakery ingredients and equipment used in bakery production.

- **Dubey, S. C.** (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers.
- **Dubey, S. C.** (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers.
- **Matz A.** (2008). *Bakery Technology and Engineering*, 10th Edition, Delhi: CBS

Publishers

- **Kent, N.L.** (2004). *Technology of Cereals*. London: Pergamon Press.

UNIT III

This unit covers the processing of various types of cakes and their sensory and quality evaluation.

- **Dubey, S. C.** (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers.
- **Dubey, S. C.** (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers.
- **Matz A.** (2008). *Bakery Technology and Engineering*, 10th Edition, Delhi: CBS Publishers

UNIT IV

This unit covers the processing of various types of cookies and their sensory and quality evaluation.

- **Dubey, S. C.** (2016). *Basic Baking-Science and Craft*. Delhi: Society of Indian Bakers.
- **Dubey, S. C.** (2009). *Bakery Vighan*. Delhi: Society of Indian Bakers.
- **Matz A.** (2008). *Bakery Technology and Engineering*, 10th Edition, Delhi: CBS Publishers

Suggested Readings

- **Cornell, Hugh, J. & Hoveling, Alber. W.** (1998). *Wheat Chemistry and Utilization*, Delhi: CRC Press.
- **Edward, W. P.** (2007). *The Science of Bakery Products*. Cambridge: RSC Publishing.
- **Khanna, K., Gupta, S., Seth, R., Mahana, R., & Rekhi, T.** (2004). *The Art and Science of Cooking*. Delhi: Phoenix Publishing House Private Limited.
- **Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., & Chopra, S.** (2005). *Basic Food Preparation – A Complete Manual*. Delhi: Orient Longman.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 7-HSC: NUTRITIONAL BIOCHEMISTRY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Nutritional Biochemistry	4	3	0	1	-	-

Learning Objectives

- To focus on the biological roles of key biomolecules including carbohydrates, proteins, lipids, vitamins, minerals and nucleic acids, as essential building blocks sustaining diverse life forms.

- To emphasize on the digestion and absorption of macro-nutrients.
- To understand the major metabolic pathways of macronutrients and associated disorders.
- To understand the physiological significance of micronutrients and their deficiency disorders.

Learning Outcomes

The students would be able to:

- Understand the biochemical role of macro- and micro- nutrients
- Develop an insight of digestion, absorption and metabolism of macronutrients
- Understand the biochemical basis of metabolic disorders including obesity, Type-II Diabetes Mellitus and dyslipidemia

THEORY **(Credits 3: Hours 45)**

UNIT I: Introduction to Nutritional Biochemistry

15 Hours

This unit emphasizes on the biochemical roles and physiological significance of biomolecules in human nutrition and metabolism.

- Scope and importance of Nutritional Biochemistry
- Cellular organization and Biomolecules
- Major characteristics, classification and biological role of carbohydrates, proteins, lipids as Macro-nutrients
- Essential and non-essential fatty acids and amino acids, dietary protein quality
- Major characteristics and biological role of vitamins and minerals as Micronutrients
- Introduction to Enzymes, basic principles of catalysis, enzyme kinetics (K_m and V_{max}) and enzymatic regulation
- Introduction to nucleic acids (DNA and RNA) as information molecules

UNIT II: Digestion and Absorption of Nutrients

10 Hours

This unit highlights the mechanisms involved in the digestion and absorption of carbohydrates, lipids and proteins in humans.

- Digestion and absorption of carbohydrates
- Digestion of proteins and amino acid transport
- Digestion and absorption of lipids including introduction to bile salts, micelles and chylomicrons
- Hormonal regulation of blood glucose levels (insulin and glucagon)
- Glycemic response and glycemic index of foods
- Role of gut microbiota

UNIT III: Metabolism of Macronutrients

15 Hours

This unit introduces the basic concepts of metabolism and the major metabolic pathways of carbohydrates and lipids. It also introduces the major features of metabolic disorders like obesity, Type-II diabetes mellitus, dyslipidemia, protein energy malnutrition, protein toxicity and inborn errors of metabolism.

- Glycolysis, Citric acid cycle, regulation and ATP synthesis
- Glucose homeostasis and biochemical basis of Type-II Diabetes mellitus
- Major lipoproteins including LDL, VLDL and HDL
- Cholesterol synthesis and regulation
- Biochemical basis of obesity and dyslipidemia
- Protein energy malnutrition and protein toxicity
- Inborn errors of metabolism

UNIT IV: Metabolism of Micro-nutrients

5 Hours

This unit focuses on the biochemical importance of vitamins and minerals.

- Biochemical role and deficiency disorders of fat-soluble vitamins (A, D, E and K)
- Physiological role and deficiency disorders of water-soluble vitamins including B-complex and ascorbic acid
- Biochemical role and diseases due to excess or deficiency of minerals including iron, calcium, iodine, selenium and zinc
- Oxidative stress and antioxidants

PRACTICAL (Credits 1; Hours 30)

1. Estimation of blood glucose in serum using GOD-POD method (Glucose oxidase-Peroxidase)
2. Estimation of serum total cholesterol
3. Estimation of lipid profile
4. Estimation of serum urea
5. Five case studies: PEM (Marasmus and Kwashiorkor), Diabetes, Obesity, Vitamin and mineral deficiency.

Essential Readings

UNIT I

This unit focuses on the biochemical significance of biomolecules including carbohydrates, lipids, proteins, vitamins, minerals and nucleic acids

- **Kennelly, P. J., Botham, K. M., McGuinness, O., Rodwell, V. W., Weil, P.A.** (2022). Harper's Illustrated biochemistry (32nd ed.). McGraw-Hill Education. 159
- **Nelson, D. L., Cox, M. M.** (2021). Lehninger Principles of Biochemistry (8th ed.). W. H. Freeman & Co. Ltd.
- **Satyanarayana, U., Chakrapani U.** (2021). Biochemistry (6th ed.). Elsevier.
- **West, E.S., Todd, W.R., Mason, H.S., Bruggen J.T.V.** (2017). Textbook of Biochemistry (4th ed.). Oxford & IBH.

UNIT II

This unit focuses on the mechanisms involved in the digestion and absorption of carbohydrates, lipids and proteins in humans.

- **Kennelly, P. J., Botham, K. M., McGuinness, O., Rodwell, V. W., Weil, P.A.** (2022). Harper's Illustrated biochemistry (32nd ed.). McGraw-Hill Education. 159
- **Nelson, D. L., Cox, M. M.** (2021). Lehninger Principles of Biochemistry (8th ed.). W. H. Freeman & Co. Ltd.

- **Mahan, L.K., Strings, S. E., Raymond, J.** (2012) Krause 's Food and Nutrition Care process. Elsevier's Publications. ISBN: 978-1-4377-2233-8.
- **Gibson, R.** (2005). Principles of Nutritional Assessment. Oxford University Press. ISBN: 978019517169
- **Ramos, S., & Martín, M. Á.** (2021). Impact of diet on gut microbiota. *Current Opinion in Food Science*, 37, 83-90.

UNIT III

This unit introduces the basic concepts of metabolism and the major metabolic pathways of carbohydrates and lipids. It also focuses on major features of metabolic disorders like obesity, Type-II diabetes mellitus, dyslipidemia, PEM and inborn errors of metabolism.

- **Nelson, D. L., Cox, M. M.** (2021). Lehninger Principles of Biochemistry (8th ed.). W. H. Freeman & Co. Ltd.
- **Kennelly, P. J., Botham, K. M., McGuinness, O., Rodwell, V. W., Weil, P.A.** (2022). Harper's Illustrated biochemistry (32nd ed.). McGraw-Hill Education. 159
- **Devlin, T.M.** (2011). Textbook of Biochemistry with Clinical Correlations. 7th ed., John Wiley & Sons, Inc. (New Jersey), ISBN:978-0-470-28173-4.
- **Gropper, S. A. S., Smith, J. L., & Carr, T. P.** (2018). *Advanced Nutrition and Human Metabolism* (7th ed.). Cengage Learning.

UNIT IV

This unit emphasizes on the physiological role and deficiency diseases of vitamins and minerals.

- **Malik, D., Narayanasamy, N., Vavilala, P., Takur, J., Sinha, N.** (2022). Textbook of Nutritional Biochemistry. Springer Singapore
- **Vasudevan, D.M., & Das, K.S.** (2020). Practical textbook of biochemistry for medical students (3rd ed.). Jaypee Brothers Medical
- **Kennelly, P. J., Botham, K. M., McGuinness, O., Rodwell, V. W., Weil, P.A.** (2022). Harper's Illustrated biochemistry (32nd ed.). McGraw-Hill Education. 159
- **Nelson, D. L., Cox, M. M.** (2021). Lehninger Principles of Biochemistry (8th ed.). W. H. Freeman & Co. Ltd.
- **Gropper, S. A. S., Smith, J. L., & Carr, T. P.** (2018). *Advanced Nutrition and Human Metabolism* (7th ed.). Cengage Learning.

Suggested Readings

- **Voet, D., Voet, J.G.** (2012). Principles of Biochemistry (4th ed.). Wiley.
- **Gerald F. Combs Jr.** (2008). The Vitamins: Fundamental Aspects in Nutrition and Health (3rd ed.) Elsevier's Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 9-HSC:
PUBLIC NUTRITION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Public Nutrition	4	3	0	1	-	-

Learning Objectives

- To explain the concept and scope of public nutrition and health care systems.
- To develop skills for using various methods and techniques for assessing nutritional status.
- To familiarize with the public nutrition concerns and programmes to tackle them.
- To explain the role of nutrition communication for health promotion and behavior change.

Learning Outcomes

The students would be able to:

- Understand the concept and scope of public nutrition and the health care systems.
- Comprehend and use various methods and techniques for assessment of nutritional status at individual and community level.
- Gain knowledge about the important public nutrition concerns, preventive strategies and programmes to combat them.
- Become familiar with the importance of nutrition communication for health promotion and bringing about behavior change.

THEORY
(Credits 3: Hours 45)

UNIT I: Concept and Scope of Public Nutrition and Health Care Systems 8 Hours

The unit introduces public nutrition, health concepts, and India's healthcare system.

- Concept, scope, and multidisciplinary nature of public nutrition
- Role of public nutritionist in national development
- Health - Definition, dimensions, determinants, indicators
- Levels of health care and health care delivery system in India

UNIT II: Nutritional concerns, their implications and related nutrition programmes 18 Hours

This unit describes etiology, clinical features, public health implications, preventive strategies, and national programmes for -

- Protein energy malnutrition, moderate and severe acute malnutrition
- Micronutrient deficiencies - nutritional anaemias, vitamin A deficiency, iodine

- deficiency disorders, vitamin D deficiency, zinc deficiency
- Fluorosis
- Obesity, non-communicable diseases (cardiovascular diseases, diabetes)

UNIT III: Assessment of Nutritional Status

12 Hours

The unit covers the importance and methods of assessing nutritional status in individuals and populations.

- Objectives and importance of assessment of nutritional status of individual and population groups
- Methods of assessment: Clinical signs, Nutritional anthropometry, Biochemical and Biophysical tests, Diet surveys, Vital statistics, Ecological factors

UNIT IV: Nutrition communication for health promotion

07 Hours

The unit focuses on nutrition communication and behavior change strategies for health promotion.

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

PRACTICAL (Credits 1: Hours 30)

1. Planning of low-cost nutritious recipes for:
 - Infants
 - Preschoolers
 - Adolescent girls
 - Pregnant women
 - Nursing mothers
2. Assessment of nutritional status:
 - Anthropometry – weight, height/length and MUAC measurements
 - Plotting and interpretation of growth charts for children below 5 years
 - Identification of clinical signs of common nutritional disorders
 - Dietary assessment – FFQ, 24-hour diet recall and diet diversity
3. Preparation of communication aids for nutrition promotion among vulnerable population groups.

Essential Readings

UNIT I

This unit explores the multidisciplinary scope of public nutrition, its impact on national development, and India's healthcare framework, focusing on health dimensions, determinants, and tiered delivery system structures.

- **Bamji, M.S., Krishnaswamy, K. and Brahmam, G.N.V. (Eds)** (2025). Textbook of Human Nutrition, 5th edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- **Park, K.** (2023). Park's Textbook of Preventive and Social Medicine (27th ed.), Jabalpur, India: Banarasidas Bhanot Publishers.
- **Wadhwa A. and Sharma S.** (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.

UNIT II

This unit examines the etiology and clinical features of malnutrition, micronutrient deficiencies, and lifestyle diseases, alongside preventive strategies and national programmes designed to combat India's dual burden of malnutrition.

- **Bamji, M.S., Krishnaswamy, K. and Brahmam, G.N.V. (Eds)** (2025). Textbook of Human Nutrition, 5th edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- **Park, K.** (2023). Park's Textbook of Preventive and Social Medicine (27th ed.), Jabalpur, India: Banarasidas Bhanot Publishers.
- **Vir, S.C.** (2023). Child, Adolescent and Woman Nutrition in India: Public Policies, programmes and Progress. KW Publishers Pvt. Ltd.
- **Wadhwa A. and Sharma S.** (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.

UNIT III

This unit examines the objectives and significance of evaluating nutritional health, detailing diverse methodologies including anthropometry, clinical examination, biochemical testing, dietary surveys, and the analysis of ecological and vital statistics.

- **Bamji, M.S., Krishnaswamy, K. and Brahmam, G.N.V. (Eds)** (2025). Textbook of Human Nutrition, 5th edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- **Gibson, R. S.** (2005). Principles of nutritional assessment (2nd ed.). Oxford University Press.
- **Wadhwa A. and Sharma S.** (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.

UNIT IV

This unit explores the objectives and principles of nutrition education, focusing on Behavior Change Communication (BCC) strategies to promote healthy lifestyles and effectively influence dietary habits across diverse populations.

- **Park, K.** (2023). Park's Textbook of Preventive and Social Medicine (27th ed.), Jabalpur, India: Banarasidas Bhanot Publishers.
- **Vir, S.C.** (2023). Child, Adolescent and Woman Nutrition in India: Public Policies, programmes and Progress. KW Publishers Pvt. Ltd.
- **Wadhwa A. and Sharma S.** (2003). Nutrition in the Community- A Textbook. Elite Publishing Pvt Ltd, New Delhi.

Suggested Readings

- **Chadha, R. and Mathur, P. (eds.)** (2015). Nutrition A Lifecycle Approach. New Delhi, India: Orient Blackswan Pvt. Ltd.
- **Jelliffe, D. B., and Jelliffe, E. F. P.** (1989). Community nutritional assessment. Oxford University Press.
- **NIN. Dietary Guidelines for Indians** (2024). ICMR-National Institute of Nutrition, Hyderabad.
- **Gibney, M.J., Margetts, B.M., Kearney, J.M. Arab, I., (Eds)** (2004) Public Health Nutrition, NS Blackwell Publishing.
- **ICMR-NIN Expert Group on Nutrient Requirement for Indians, Recommended Dietary Allowances (RDA) and Estimated Average Requirements (EAR) - 2020.** ICMR-National Institute of Nutrition, Hyderabad.
- **Khanna, K, Gupta, S, Seth, R, Mahna, R, Rekhi, T** (2018) The Art and science of Cooking. Fifth Edition. Elite Publishing House Pvt. Ltd.

- Longvah, T., Ananthan, R., Bhaskarachary, K. and Venkaiah, K. (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
- Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., Chopra, S. (2010) Basic food preparation. (4th ed.) Lady Irwin College.
- Vir, S.C. (2021). Public Health Nutrition in Developing Countries. Volume-I, 2nd edition. Woodhead Publishing India Pvt Ltd.
- Vir, S.C. (2021). Public Health Nutrition in Developing Countries. Volume-II, 2nd edition. Woodhead Publishing India Pvt Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 11-HSC:
PHYSIOLOGY AND PROMOTIVE HEALTH**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Physiology and Promotive Health	4	3	1	0	-	-

Learning Objectives

- To learn about the structural organization of the human body.
- To understand the normal functioning of the organ systems and their interactions.
- To learn about modes of transmission of common communicable diseases and their prevention.
- To learn on the web of causation of non-communicable diseases and lifestyle disorders.

Learning Outcomes

The students would be able to:

- Understand the knowledge about the structural organization of the human body.
- Develop insight into normal functioning of all the organ systems of the body and their interactions.
- Understand the modes of transmission of common communicable diseases and their prevention.
- Understand the causes of non-communicable diseases and lifestyle disorders.

THEORY
(Credits 3: Hours 45)

UNIT I: Cardio-Respiratory and Gastric Physiology

10 Hours

The unit presents the student with an understanding of the structure and functioning of the Cardio-respiratory system and Gastro-Intestinal system.

- Cardio-respiratory Physiology: Blood- composition and function, blood circulation (systemic, pulmonary, coronary, and portal), pulse rate, blood pressure, structure of lungs, lung volume and capacities and its function
- Gastro-intestinal Physiology: structure of stomach, liver, gallbladder, pancreas, and their functions, composition, function and regulation of GI secretions, cholelithiasis, non-alcoholic fatty liver disease (NAFLD), Gastro esophageal reflux disease (GERD)

UNIT II: Neuroendocrine, Renal & Reproductive Physiology

13 Hours

The unit presents the student with an understanding of the structure and functions of the neuroendocrine, renal and reproductive system of the body.

- Neuro- Endocrine Physiology: Organization of nervous system, actions & disorders of Pituitary, Thyroid & Pancreatic hormones
- Renal and reproductive Physiology: Structure of kidney and its functions, physiology of menstruation, pregnancy, lactation and menopause

UNIT III: Promotive Health

7 Hours

The unit presents the student with an understanding of the concept of health, disease and its prevention.

- Concept of Health, Disease and its prevention: WHO definition of Health, epidemiological triad, concept of Immunization, Immunization Schedule, new vaccines e.g. COVID vaccines, anticancer vaccines
- Community Health: Maternal and Child Health care: Antenatal Care, family planning, and contraception, geriatric health, occupational health

UNIT IV: Epidemiology of Community related diseases

15 Hours

This unit focuses on communicable diseases and non-communicable diseases.

- Epidemiology of communicable diseases: Air borne infections: Tuberculosis, COVID, fecal-oral infections: Hepatitis, Enteric Fever, zoonotic diseases: Rabies, vector Borne diseases: Malaria and Dengue, sexually transmitted diseases: AIDS
- Epidemiology of non-communicable diseases: Hypertension, diabetes, PCOD, cancer

TUTORIAL (Credits 1: Hours 15)

1. Discussion on disease-based case studies:
 - Iron Deficiency Anemia – Investigations & Diagnosis
 - Enteric Fever
 - VBD; Malaria and Dengue
 - HIV/AIDS & STIs
 - Hypertensive Disorders (including Pregnancy-Induced Hypertension)
 - Diabetes Mellitus & Blood Glucose Variations
2. Create awareness regarding maternal health (ANC): Menstrual Health & Hygiene,

- Sanitation & Hygiene (WASH Model)
3. Develop an educational aid on PCOS – Lifestyle & Hormonal Health- Lifestyle Disorders in Young Adults
 4. Create a project on types of contraceptive devices
 5. Screening & Self Examination: Oncogenesis – Risk factors, warning signs & vaccines, breast Cancer – Cervical Cancer & HPV Vaccination
 6. Quiz on geriatric health: Dementia & Alzheimer's Disease, Fall Risk in Elderly, Polypharmacy in Elderly
 7. Case Study on depression in adolescents /substance abuse among college students (Alcohol, Tobacco, Vaping)

Essential Readings

UNIT I

This unit details the physiological structures and functions of the cardio-respiratory and gastro-intestinal systems, covering blood circulation, pulmonary capacities, digestive secretions, and prevalent clinical conditions like GERD and NAFLD.

- **Ganong, W. F.** (2019). Review of medical physiology (26th ed.). McGraw-Hill Education.
- **Guyton, A. C., & Hall, J. E.** (2011). Textbook of medical physiology (12th ed.). Elsevier Saunders.
- **Marieb, E. N.** (2014). Human anatomy and physiology (10th ed.). Pearson Education (Addison-Wesley).
- **Park, J. E., & Park, K.** (2025). Park's textbook of preventive and social medicine (28th ed.). Banarsidas Bhanot Publishers.
- **Bedi, Y. P.** (2018). Handbook of preventive and social medicine: Community health/Community medicine (17th ed.). Bedi Publications.
- **Nageswari, K. S., & Sharma, R.** (2018). Practical workbook of human physiology (2nd ed.). Jaypee Brothers Medical Publishers.
- **Pal, G. K., & Pal, P.** (2020). Textbook of practical physiology (5th ed.). Universities Press (India) Pvt. Ltd.
- **Ghai, C. L.** (2013). A textbook of practical physiology (8th ed.). Jaypee Brothers Medical Publishers.

UNIT II

This unit examines the organization of the nervous system and endocrine glands, renal structure and function, and the physiological processes governing the female reproductive cycle, pregnancy, lactation, and menopause.

- **Ganong, W. F.** (2019). Review of medical physiology (26th ed.). McGraw-Hill Education.
- **Guyton, A. C., & Hall, J. E.** (2011). Textbook of medical physiology (12th ed.). Elsevier Saunders.
- **Marieb, E. N.** (2014). Human anatomy and physiology (10th ed.). Pearson Education (Addison-Wesley).
- **Park, J. E., & Park, K.** (2025). Park's textbook of preventive and social medicine (28th ed.). Banarsidas Bhanot Publishers.
- **Bedi, Y. P.** (2018). Handbook of preventive and social medicine: Community health/Community medicine (17th ed.). Bedi Publications.
- **Nageswari, K. S., & Sharma, R.** (2018). Practical workbook of human physiology

(2nd ed.). Jaypee Brothers Medical Publishers.

- **Pal, G. K., & Pal, P.** (2020). Textbook of practical physiology (5th ed.). Universities Press (India) Pvt. Ltd.
- **Ghai, C. L.** (2013). A textbook of practical physiology (8th ed.). Jaypee Brothers Medical Publishers.

UNIT III

This unit defines health and disease through the epidemiological triad, covering immunization strategies, modern vaccines, maternal and child healthcare, family planning, and the essential principles of occupational health and prevention.

- **Park, J. E., & Park, K.** (2025). Park's textbook of preventive and social medicine (28th ed.). Banarsidas Bhanot Publishers.
- **Bedi, Y. P.** (2018). Handbook of preventive and social medicine: Community health/Community medicine (17th ed.). Bedi Publications.

UNIT IV

This unit analyzes the distribution and determinants of communicable diseases—categorized by transmission mode—and non-communicable diseases, focusing on their epidemiology, risk factors, and management of chronic conditions like PCOD and cancer.

- **Park, J. E., & Park, K.** (2025). Park's textbook of preventive and social medicine (28th ed.). Banarsidas Bhanot Publishers.
- **Bedi, Y. P.** (2018). Handbook of preventive and social medicine: Community health/Community medicine (17th ed.). Bedi Publications.

Suggested Readings

- **Ross and Wilson** (2018). Foundation of Anatomy and Physiology, Medical Division 12th Edition
- **Singh HD** (2010). Handbook of Basic human physiology for paramedical students.
- **WHO**. <https://www.who.int/news-room/fact-sheets/detail/cancer> (Accessed February 19th 2026)
- **WHO** <https://www.who.int/news-room/fact-sheets/detail/hiv-aids> (Accessed February 19th 2026)
- **WHO** <https://www.who.int/news-room/fact-sheets/detail/dengue-and-severe-dengue> (Accessed February 19th 2026)
- **WHO** https://www.who.int/health-topics/anaemia#tab=tab_1 (Accessed February 19th 2026)
- **WHO** https://www.who.int/health-topics/contraception#tab=tab_1 (Accessed February 19th 2026)
- **NHM** https://nhm.gov.in/images/pdf/guidelines/nrhm-guidelines/stg/Hypertension_full.pdf (Accessed February 19th 2026)
- **NVBDCP**
<https://nvbdcp.gov.in/Doc/National%20Guideline%20for%20Dengue%20case%20management%20during%20COVID-19%20pandemic.pdf> (Accessed February 19th 2026)
- **NHM**. <https://www.nhm.gov.in/images/pdf/guidelines/nrhm-guidelines/stg/stg-tb.pdf> (Accessed February 19th 2026)
- **NHM**. <https://www.nhm.gov.in/images/pdf/guidelines/nrhm-guidelines/stg/dengue.pdf> (Accessed February 19th 2026)
- **Manav sharir** -rachna aur kriya- vigyan, paper- 4 of PGDIPP, SIGFA Solutions
<http://assets.vmou.ac.in/PGDIPP04.pdf>

- **Manav Jeevan Vigyan evum Yog, M.Y-104** hindi pdf, Uttrakhand Mukta Vishwa Vidyalaya <https://uou.ac.in/sites/default/files/slm/MY-104.pdf>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 13-HSC:
INDIGENOUS FOOD SYSTEM AND WELLNESS**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Indigenous Food System and Wellness	4	3	1	0	-	-

Learning Objectives

- To provide overview of the traditional foods evolved from indigenous foods.
- To equip students with knowledge of traditional Indian functional foods.
- To familiarize students with medicinal applications of indigenous and traditional food.
- To familiarize students with the concept of wellness and various approaches for longevity.

Learning Outcomes

The students would be able to:

- Understand and explain the concept of traditional food evolving from indigenous foods.
- Learn about the health benefits of traditional foods as functional food.
- Understand the concept of medicinal applications of indigenous and traditional foods.
- Understand the several elements of health, wellness and longevity.

**THEORY
(Credits 3: Hours 45)**

UNIT I: Basic Concepts of Wellness

15 Hours

This unit will familiarize the students with the concept of wellness, health, their determinants and interaction.

- Definitions – longevity, wellness / wellbeing, standard of living, level of living, quality of life, physical quality of life index (PQLI), Human Development Index, Happiness Index
- Dimensions of wellness
- Diet Related Approaches for Longevity and Wellness

UNIT II: Indigenous Food Systems

07 Hours

The unit will focus on different indigenous foods of Indian communities and help the students to develop understanding regarding evolution of food culture in India.

- Introduction to the concept of indigenous and traditional foods
- Indigenous and traditional foods of India
- Food Safety and Standards (Ayurveda Aahara) Regulations, 2022

UNIT III: Traditional Food Patterns and Ayurvedic Health Principles 15 Hours

The unit will focus on various aspects of ayurveda and traditional foods which can be utilized as medicine.

- Traditional Indian functional foods and their medicinal uses
- Introduction to Vedic nutrition (Ayurvedic nutrition) concept incorporating indigenous and traditional foods as medicine.
 - Ayurvedic triad (*Sushruta Samhita*, *Charaka samhita*, *Ashtanga Hridaya*)
 - Tridosha concept (*vata*, *pitta*, *kapha*)
 - Rasas (sweet, salty, sour, bitter, pungent, astringent)
 - Hot and cold foods (*ushna*/*sheeta*)
 - Kacha and pucca food
 - Gunas of food (*Rajsik*, *Tamsik*, *Satvik*)
 - Incompatible foods (*virudh ahaar*): *pathya*, *apathya*, *viprit*

UNIT IV: Adjuncts to Diet Therapy

08 Hours

This unit will introduce approaches other than diet for wellness and longevity.

- Physical activity – types, benefits, tracking devices
- Yoga – benefits
- Circadian rhythm
- Psycho-social and mental health
- Stress management – meditation, pranayama, mind training
- Importance of sleep management

TUTORIAL (Credits 1: Hours 15)

1. Presentation of any indigenous food system.
2. Focus group discussion on fads and misbeliefs.
3. Market survey on compliance to FSSAI regulations on Ayurveda Aahara.
4. Evaluation of any five traditional foods of North/South/East/West or Central India for their nutritional aspects.
5. Presentation on SDG-3.
6. Develop a checklist on *dincharya* and *ritucharya*.
7. Comparison of traditional foods with typical fast food for the following:
 - a. Economic aspects
 - b. Food safety
8. Nutrient composition and bioactive components
9. Demonstration of *surya namaskar* and basic *hata yoga*.

Essential Readings

UNIT I

This unit defines wellness and longevity, exploring socio-economic indicators like PQLI and HDI, while examining various dimensions of well-being and evidence-based dietary approaches to enhance overall quality of life.

- **Park, K.** (2025). *Park's textbook of preventive and social medicine* (28th ed.). Banarsidas Bhanot Publishers.
- **Uppal, A. K., & Ranganathan, P. P.** (2020). *Fitness, wellness and nutrition* (1st ed.). Friends Publication.
- **Swarbrick, P., & Yudof, J.** (2015). *Wellness in eight dimensions*. Collaborative Support Programs of New Jersey.
- **Harvard T.H. Chan School of Public Health.** (2023). *The nutrition source: Healthy living guide* 2022/2023. <https://www.hsph.harvard.edu/nutritionsource/2023/01/04/healthy-living-guide-2022-2023/> (Accessed on 10 March 2023).
- **Harvard T.H. Chan School of Public Health.** (n.d.). *The nutrition source: Stress and health*. <https://www.hsph.harvard.edu/nutritionsource/stress-and-health/> (Accessed on 10 March 2023).

UNIT II

This unit explores India's indigenous and traditional foods, examining the evolution of local food cultures and the regulatory framework of the Food Safety and Standards (Ayurveda Aahara) Regulations, 2022.

- **Achaya, K. T.** (1994). *Indian food: A historical companion*. Oxford University Press.
- **Srinivasan, K.** (2010). Traditional Indian functional foods. In J. Shi (Ed.), *Functional foods of the East* (pp. 51–84). CRC Press. <https://doi.org/10.1201/b10264-4>
- **Wickramasinghe, P.** (2007). *The food of India*. Om Books Service.
- **Food and Agriculture Organization of the United Nations, & Alliance of Bioversity International and CIAT.** (2021). *Indigenous peoples' food systems: Insights on sustainability and resilience in the front line of climate change*. FAO.
- <https://www.fao.org/3/cb5131en/cb5131en.pdf>
- **Ghosh-Jerath, S., Kapoor, R., Barman, S., Singh, G., Singh, A., Downs, S., & Fanzo, J.** (2021). Traditional food environment and factors affecting indigenous food consumption in Munda tribal community of Jharkhand, India. *Frontiers in Nutrition*, 7, Article 600470. <https://doi.org/10.3389/fnut.2020.600470>

UNIT III

This unit integrates Vedic nutrition with traditional functional foods, examining Ayurvedic principles like the Tridosha, six Rasas, and Gunas, while emphasizing the medicinal utility of "Aahara" through dietary compatibility and pathya.

- **Rastogi, S. (Ed.).** (2014). *Ayurvedic science of food and nutrition*. Springer.
- **Sen, C. T.** (2016). *Feasts and fasts: A history of food in India*. Reaktion Books.

UNIT IV

This unit examines non-dietary wellness strategies, including physical activity, Yoga, and sleep hygiene, while addressing circadian rhythms, mental health, and stress management techniques like meditation and pranayama for holistic longevity.

- **Caterina, R. D., Martinez, J. A., & Kohlmeier, M. (Eds.).** (2020). *Principles of nutrigenetics and nutrigenomics: Fundamentals for individualized nutrition*. Academic Press.
- **Zou, Z., Wang, H., Uquillas, F., Wang, X., Ding, J., & Chen, H.** (2017). Definition of substance and non-substance addiction. In *Experimental medicine and biology* (Vol. 1010). Springer. https://doi.org/10.1007/978-981-10-5562-1_2
- **Chadha, R., & Mathur, P. (Eds.).** (2015). *Nutrition: A life cycle approach*. Orient Blackswan Private Limited.
- **Joshi, Y. K. (Ed.).** (2009). *Basics of clinical nutrition* (2nd ed.). Jaypee Brothers Medical Publishers (P) Ltd.

Suggested Readings

- **Ghosh-Jerath, S., Kapoor, R., & Sabharwal, M.** (2022). Indigenous foods of India: A comprehensive narrative review of nutritive values, antinutrient content, and mineral bioavailability of traditional foods consumed by indigenous communities of India. *Frontiers in Sustainable Food Systems*, 6, Article 696228. <https://doi.org/10.3389/fsufs.2022.696228>
- **Uttarakhand Open University.** (2005). *BHM 401T: Introduction to Indian cooking*. <https://www.uou.ac.in/sites/default/files/slm/BHM-401T.pdf>
- **Rai, R., & Nath, V.** (2003). *The role of ethnic and indigenous people of India and their culture in the conservation of biodiversity*. Indian Council of Forestry Research and Education (ICFRE). <https://www.fao.org/3/xii/0186-a1.htm>
- **Negi, V. S., Pathak, R., Thakur, S., Joshi, R. K., Bhatt, I. D., & Rawal, R. S.** (2021). Scoping the need of mainstreaming indigenous knowledge for sustainable use of bioresources in the Indian Himalayan region. *Environmental Management*. <https://doi.org/10.1007/s00267-021-01510-w>
- **Food and Agriculture Organization of the United Nations. (n.d.).** *The role of ethnic and indigenous people of India and their culture in the conservation of biodiversity*. <https://www.fao.org/3/xii/0186-a1.htm>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE- FN 15-HSC:
INCLUSIVE SOCIO-ECONOMIC DEVELOPMENT
AND BACKYARD NANO-INDUSTRIES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusive Socio-economic Development and Backyard Nano Industries	4	3	1	0	Class XII	NIL

Learning Objectives

1. Develop an understanding of the concepts, indicators, and dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Examine the role of Backyard Nano Industries as a catalyst for local economic development, employment generation, women's empowerment, and community participation.
3. Understand the policy framework, institutional support systems, and financial mechanisms promoting Backyard Nano Industries and rural entrepreneurship.
4. Explore entrepreneurial opportunities through value addition, local resource utilization, and business planning for backyard enterprises.
5. Analyse innovations, emerging challenges, and sustainable strategies for strengthening Backyard Nano Industries in the context of inclusive development.

Learning Outcomes

The students would be able to:

1. Explain the concepts, indicators, and policy dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Analyse the contribution of Backyard Nano Industries to local economic development, employment generation, and women's economic empowerment.
3. Evaluate the role of government policies, institutions, financial inclusion initiatives, SHGs, and entrepreneurship programmes in promoting Backyard Nano Industries.
4. Identify opportunities for developing sustainable backyard enterprises through resource utilization, value addition, business planning, and marketing.
5. Assess innovations, policy challenges, and future opportunities for promoting inclusive and sustainable development through Backyard Nano Industries.

THEORY
(Credits 3; Hours 45)

UNIT I: Foundations of Inclusive Development and Backyard Nano Industries 12 Hours

This unit introduces students to the foundational concepts of inclusive socio-economic development and positions Backyard Nano Industries (BNI) as a vehicle for achieving sustainable livelihoods, employment generation, and women's empowerment.

- Growth vs. Development; Concept of Underdevelopment and Inclusive Development
- Indicators and Measures of Development: Human Development Index (HDI), Multidimensional Poverty Index (MPI), Environment and Development, Sustainable Development Goals (SDGs)
- Demography: Theories, trends, and India's demographic features, Poverty, inequality, and unemployment in India
- Role of Economic and Social Infrastructure in inclusive development
- Backyard Nano Industries: Concept, characteristics, and scope, Nano-enterprises vs. MSMEs
- Backyard Nano Industries as drivers of local economic development, employment generation and sustainable livelihoods, Role of women, family enterprises, and community participation in backyard industries.

UNIT II: Policies, Institutions, and Financial Ecosystem for Backyard Nano Industries 13 Hours

This unit examines the policy framework, institutional support, and financial mechanisms that promote Backyard Nano Industries and community entrepreneurship.

- Overview of major national programs:
 - Health Policy: Public health initiatives, National Health Mission, universal healthcare challenges
 - Education Policy: Right to Education (RTE), National Education Policy (NEP), quality and accessibility issues
 - Social Protection Mechanisms: PDS, MGNREGA, pensions
 - Transformative Vision: Viksit Bharat – pillars and strategies for inclusive national development
 - Skill development initiatives and entrepreneurship development programmes
 - Environment and Sustainability: Climate change adaptation, ecological sustainability
 - Poverty alleviation and women's empowerment
- Government policies promoting nano-enterprises and rural entrepreneurship
- Role of Self-Help Groups (SHGs), Producer Groups, and Producer Companies
- Financial inclusion: Microfinance, NABARD, Mudra Yojana, PMEGP, NRLM, and other livelihood schemes
- Emerging Issues: Digital divide, migration, urban planning challenges

UNIT III: Backyard Nano Industries for Sustainable Livelihoods 10 Hours

This unit focuses on the planning, establishment, and management of Backyard Nano Industries with emphasis on value addition, local resource utilization, and women-led enterprises.

- Equity and Inclusion Policies: Programs for SCs, STs, OBCs, minorities, women
- Rural and Urban Dynamics: Regional disparities, urbanization, rural development initiatives
- Backyard Enterprise Development

- Identification of local resources and opportunities for backyard enterprises
- Home-based processing and value addition - Food processing, textiles, handicrafts, natural products, herbal products, and other backyard enterprises
- Business Planning and Marketing for Nano-industries
- Institutions and Governance: Ministry of Social Justice and Empowerment, National Commissions

UNIT IV: Innovations, Challenges, and Future Perspectives

10 Hours

This unit examines emerging trends, technological innovations, and policy challenges affecting Backyard Nano Industries, with lessons from global practices.

- Policy Formulation, Implementation and Evaluation:
 - Governance, political commitment
 - Public-private partnerships
 - Assessing impacts, affirmative action, and contributions of NGOs and community organizations
- Global Experiences: International lessons and best practices in inclusive development
- Innovation and technology in Backyard Nano Industries:
 - Green Entrepreneurship and Sustainable Production
 - Social entrepreneurship, technology-enabled interventions, and community-based innovations
- Challenges faced by nano-industries: Finance, technology, market access, quality standards, and scaling up
- Future Opportunities for Sustainable Livelihoods - women-led nano-enterprises and community-based entrepreneurship.

TUTORIALS **(Credits 1; Hours 15)**

1. **Policy Analysis Frameworks:** Application of SWOT analysis, stakeholder mapping, and cost-benefit analysis to policies supporting Backyard Nano Industries and sustainable livelihoods.
2. **Critical examination** of Indian policies and initiatives, including:
 - i. Agricultural development and food security.
 - ii. Poverty alleviation, livelihood, and skill development.
 - iii. Health, nutrition, and well-being.
 - iv. Food value chain, food processing industry, and food safety.
 - v. Gender-responsive policies and empowerment.
 - vi. Policies for children, adolescents, and youth.
 - vii. Programs for the elderly and persons with disabilities.
 - viii. Development of textiles, SMEs, handlooms, and cottage industries.
 - ix. Environmental sustainability and climate change mitigation.
3. **Case studies** of successful SHGs, and backyard nano-industries
4. **Field Visit:** Visit to an SHG, Farmer Producer Organisation (FPO), rural entrepreneurship development centre, MSME incubation centre, or successful Backyard Nano Industry, followed by submission of a report.
5. **Comparative analysis** of government schemes supporting nano and micro enterprises.

Essential Readings

Unit I

This unit introduces inclusive socio-economic development and explores Backyard Nano Industries as a pathway to sustainable livelihoods, employment, and local development.

- **Arya, V., Balutia, A., Chhatre, A., & Narain, N. (Eds.).** (2026). *Pathways to rural prosperity: Livelihood interventions and transformation in India* (1st ed.). Routledge.
- **CGAP.** (2025). *Diverse Paths: Finance for Women's Nano and Micro Enterprises* https://www.cgap.org/sites/default/files/publications/FN_Diverse%20Paths_Finance%20for%20Women%E2%80%99s%20Nano%20and%20Micro%20Enterprises.pdf (Accessed on 17.07.2026)
- **Deaton, A., & Kozel, V. (Eds.).** (2005). *The great Indian poverty debate*. Macmillan India.
- **Drèze, J., & Sen, A.** (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- **Hill, M.** (2003). *Understanding social policy*. Blackwell Publishing.
- **Midgley, J.** (1995). *Social development: The developmental perspective in social welfare*. SAGE Publications.
- **Mishra, S. K., Puri, V. K. & Garg, B.** (2025). *Indian Economy*, Himalaya Publishing House.
- **Ray, D.** (1998). *Development Economics*, Princeton University Press.
- **SAATH.** (2024). *Insight Report: Nano Entrepreneurs in Informal Sectors* https://saath.org/public/storage/pdfs/annual_reports/L0YiiF6c1Fk2XOBc8Yl6MNFDktYyV1bw6Bj8ObpG.pdf (Accessed on 17.07.2026)
- **Shylendra, H. S. (Ed.).** (2025). *Emerging women's livelihood collectives in India: Cases depicting agency, accomplishments and challenges*. Palgrave Macmillan.

Unit II

This unit examines major national policies, government support schemes, and financial mechanisms that promote inclusive development, rural entrepreneurship, and sustainable livelihoods through Backyard Nano Industries and community-based enterprises.

- **Bhatt, A.** (2022). *Digital India: Reflections and practice*. Oxford University Press.
- **Drèze, J., & Sen, A.** (1995). *India: Economic development and social opportunity*. Oxford University Press.
- **Indian Institute of Banking & Finance.** (2025). *Macmillan microfinance* (3rd ed.). Macmillan Education.
- **International Labour Organization.** (2019). *World social protection report 2017-19: Universal social protection to achieve the Sustainable Development Goals*. International Labour Office.
- **Kohli, K., & Menon, M.** (2016). *Business interests and the environmental crisis*. Sage Publications
- **Ministry of Education, Government of India.** (2020). *National education policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- **Selvaraj, S., Karan, A. K., & Srivastava, S. (Eds.).** (2022). *India health system review* (Vol. 12, No. 1). World Health Organization. <https://apps.who.int/iris/handle/10665/352333>
- **Srivastava, R.** (2013). *A social protection floor for India*. International Labour Organization.

- Deendayal Antyodaya Yojana- National Rural Livelihoods Mission, (2025) <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2181702®=3&lang=2> (Accessed on 17.07.2026)

Unit III

This unit explores inclusive livelihood opportunities through Backyard Nano Industries, focusing on local resource utilization, value addition, entrepreneurship, and policies promoting equity, rural development, and social inclusion.

- **Ministry of Statistics and Programme Implementation**, Government of India. (2023). National Indicator Framework for SDGs: India 2023 update. Government of India.
- **NITI Aayog**. (2019). *SDG India index and dashboard 2019–20: Partnerships in the decade of action*. Government of India. <https://www.niti.gov.in/sdg-india-index-dashboard-2019-20>
- **Niti Aayog**. (2022). India's SDG index and dashboard 2022: States and Union Territories. Niti Aayog.
- **NITI Aayog**. (2023). *Viksit Bharat @ 2047: Voice of youth*. Government of India. <https://www.niti.gov.in/viksit-bharat-2047>
- National Bank for Agriculture and Rural Development (NABARD), 2024, Status of Microfinance in India 2023-24, <https://mcrhrdi.gov.in/2026/group1/week2/0808244223NABARD-SOMFI%20mirco%20finance.pdf> (Accessed on 17.07.2026)
- Ministry of Micro, Small and Medium Enterprises, Annual Report (2024-25), <https://www.msme.gov.in/static/uploads/2025/06/cdd1fa9e3553498f59e6fef26bcc34b4.pdf?> (Accessed on 17.07.2026)
- **Xcess' Board of Editors**. (2014). *How to start, promote and manage self help groups (SHGs) and micro finance institutions and bank finance for micro credit*. Xcess Infostore Pvt. Ltd.

Unit IV

This unit examines policy, governance, innovation, and emerging opportunities for strengthening Backyard Nano Industries and promoting sustainable, women-led, and community-based entrepreneurship.

- **Ashta, A.** (2019). *A realistic theory of social entrepreneurship: A life cycle analysis of micro-finance*. Springer Nature Switzerland AG.
- **Patel, U., Kapur, D., & Mehta, P. B. (Eds.)**. (2023). *Accelerating India's development: A state-led roadmap for effective governance*. Penguin Allen Lane.
- **Chopra, D., & Pradhan, K. C. (Eds.)**. (2021). *Development, governance and social policy in India*. Academic Foundation.
- **Singh, K., Chongtham, N., Trikha, R., Bhardwaj, M., & Kaur, S. (Eds.)**. (2024). *Science, technology and innovation ecosystem: An Indian and global perspective*. Springer. <https://doi.org/10.1007/978-981-97-2815-2>
- **United Nations Development Programme**. (2021). Human development report 2021-22: Uncertain times, unsettled lives. UNDP.
- **Mishra, R.** (1999). *Globalization and the welfare state*. Edward Elgar Publishing.
- **Mehrotra, S. (Ed.)**. (2014). *India's skills challenge: Reforming vocational education and training to harness the demographic dividend*. Oxford University Press.

- Ministry of Rural Development, Annual Report (2024-25)
<https://www.dord.gov.in/static/uploads/2024/02/43f6d3ecbd0cf21b1a0c23d80d270e0c.pdf> (Accessed on 17.07.2026)

Suggested Readings

- **Bhaduri, A., & Nayyar, D.** (1996). *The intelligent person's guide to liberalization*. Penguin Books.
- **Chandoke, N.** (2003). *The politics of social policy in India*. SAGE Publications.
- **Deore, D., & Thoke, N.** (2026). *Rural and micro finance for MBA Semester 4*. Nirali Prakashan.
- **Gough, I., & Wood, G.** (2004). *Insecurity and welfare regimes in Asia, Africa, and Latin America*. Cambridge University Press.
- **Grusky, D. B., & Kanbur, R. (Eds.).** (2006). *Poverty and inequality*. Stanford University Press.
- **Kabeer, N.** (2005). *Inclusive citizenship: Meanings and expressions*. Zed Books.
- **Rao, M., & Nair, M. (Eds.).** (2021). *Public health challenges in contemporary India*. Springer Nature.
- **SAATH.** (2026). *A Study on Green Livelihoods in the Informal Economy*
https://saath.org/public/storage/pdfs/annual_reports/yA19yhVOi879MBJ0eYOzSTWcwu7tgmWUAUQDHRMI.pdf (Accessed on 17.07.2026)
- **Sen, A.** (2009). *The idea of justice*. Harvard University Press.
- **Standing, G.** (2017). *Basic income: And how we can make it happen*. Penguin Books.
- **Swain, R. K.** (2014). *Micro finance, micro enterprises and women entrepreneurs*. Ingram.
- **UN-Habitat.** (2022). *World cities report 2022: Envisaging the future of cities*. UN-Habitat.
- **Walker, R., & Chase, E. (Eds.).** (2014). *Poverty and social exclusion: New methods of analysis*. Policy Press.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE ODD SEMESTER

HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 1-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL
(Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step-by-Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 3-HSC:
ADOLESCENT DEVELOPMENT AND CHALLENGES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Adolescent Development and Challenges	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand adolescence as a development transition stage.
- To learn about the biological, cognitive and socio-emotional changes in this stage
- To examine the developmental challenges and support systems

Learning Outcomes

The students would be able to:

- Understand the process of development in the stage of adolescence.
- Learn about the biological, cognitive and socio-emotional changes during adolescence.
- Identify the developmental challenges and support systems.

THEORY
(Credits:2, Periods: 30)

Unit I: Understanding Adolescence

8 Hours

The unit will introduce key themes in the area of adolescence period.

- Meaning, Characteristics and stages (Early, middle and late adolescence)
- Developmental task of adolescence and transition from childhood
- Theoretical perspective on adolescence (Psycho- social theory, cognitive development)

Unit II: Physical and Cognitive Development

8 Hours

The unit will introduce physical and cognitive development that occurs in the adolescence age group.

- Puberty and hormonal changes
- Body image and self-esteem
- Cognitive changes: reasoning, problem solving, decision making

Unit III: Socio-Emotional Development

6 Hours

This unit will introduce about the socio-emotional development that occurs in the adolescence age group.

- Identity and Self concept
- Relationship with Peers
- Parent adolescent relationship

Unit IV: Challenges, risks and support-systems

8 Hours

This unit will introduce regarding the challenges and risks faced by adolescent age group along with the required support systems.

- Stress, Anxiety, Depression
- Bullying and other behavioural risk
- Role of School, Family and Community in positive development
- Guidance, Counselling and Life Skill Education

PRACTICAL (Credit:2, Periods:60)

1. Narrative account on adolescent years to understand development of self.
2. Interview an adolescent to understand peer / parent -child relationship.
3. Design a workshop on Life- Skill Education (pick any one) and discuss
 - a) Learning objectives
 - b) Session plans
 - c) Activities
 - d) Reflection and evaluation
4. Checklist on characteristics of stages of adolescence (early, middle and late)
5. Group reflection activity to document friendship, school and family and self in adolescence.
6. Depiction of behavioural risks of adolescence in media and their critique.
7. Hypothetical perspective taking debates linked to real life (e.g., *mobile phone use in class*) and documentation of multiple view points and development of cognitive changes in adolescence.

Essential Readings

UNIT I

This unit discusses the main characteristics and developmental tasks of adolescence. It also briefly covers the key theoretical perspectives on adolescence.

- **Shaffer, D.R. and Kipp, K.** (2013). *Developmental Psychology: Childhood and Adolescence*. Cengage Learning.
- **Chaube, S. P.** (2002). *Psychology of adolescents in India*. New Delhi: Concept Publishing Company.
- **Berk, L.** (1993). *Infants, children and adolescents*. Boston: Allen & Bacon.
- **Sharma, N.** (2011). *Understanding adolescence*. India: NBT.
- **Patra, S. (Ed.).** (2022). *Adolescence in India: Issues, Challenges and Possibilities*. Springer.

UNIT II

This unit focuses on the physical and physiological changes in adolescence. It also discusses the cognitive changes in reasoning, problem solving and decision-making during adolescence.

- **Lerner, R. M., & Steinberg, L. (Eds.).** (2004). *Handbook of adolescent psychology*

(3rd ed.). Hoboken, NJ: Wiley.

UNIT III

This unit elaborates on the development of identity during adolescence. It also discusses the relationships with significant others such as peers and parents during adolescence.

- **Conger, J. J.** (1977). *Adolescence and youth: Psychological development in a changing world* (2nd ed.). Oxford, England: Harper & Row.
- **Newman, B. M., & Newman, P. R.** (2020). *Theories of Adolescent Development* (1st ed.).

UNIT IV

This unit discusses some of the behavioural risks during adolescence. It elaborates on the role of school, family and community in positive development. It further discusses the significance of guidance and counselling to develop life skills.

- **Ed. Ranganathan, N.** (2025). *Contemporary Perspectives on Childhood and Adolescence: Development, Diversity and Inclusion*. Routledge. Routledge & CRC Press.
- **Vhora, A.** (2024). किशोरियों का मानसिक विकास: *Mental Development of Adolescent Girls*. Subodh Publications, Delhi.
- **Government of India.** (2014). *Rashtriya Kishor Swasthya Karyakram (RKSK): Strategy handbook*. New Delhi: Ministry of Health and Family Welfare.

Suggested Readings

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Sebald, H.** (1984). *Adolescence: a social psychological analysis*. Prentice Hall.
- **Seifert, K. and Hoffnung, R.** (1991). *Child and adolescent development*. Houghton Mifflin.
- **Verma, P., Srivastava, D. N. and Singh, A.** (1996). *Socio-economic and health status of adolescents and young adults*. Agra: Agrawal Publication.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 5-HSC:
GENDER AND SOCIAL JUSTICE IN INDIA

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Gender & Social Justice in India	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the different terms used to discuss gender.
- To understand about the social construction of gender.
- To understand the situation of gender justice in India.

Learning Outcomes

The students would be able to:

- Understand the different terms used to discuss gender.
- Understand about the social construction of gender
- Understand the situation of gender justice in India.

THEORY
(Credits: 2, Periods:30)

Unit I: Understanding Gender

8 Hours

This unit will create awareness about different terms related to gender

- Defining terms- Sex and Gender, Masculinity v/s Femininity, Feminism
- Gender Identity and Gender Fluidity: LGBTQ+ Communities

Unit II: Social Construction of Gender

8 Hours

The emphasis of this unit will be on patriarchy and portrayal of women and children in media.

- Gender Stereotypes and Patriarchy
- Social media and portrayal of gender

Unit III: Gender Intersectionality

8 Hours

This unit will create awareness about gender across the various sections of society.

- Gender and Socio-Economic Status (SES), Rural, Urban
- Gender and Disability

Unit IV: Gender Justice in India

06 Hours

This unit will introduce regarding Constitutional provisions for Women

- Violence against girl child and women
- Constitutional provisions for Women
- Laws and policies for Women

PRACTICAL (Credit:2, Periods:60)

1. Visit to any one organization working in the area of Women's Rights
2. Seminar / Webinar/ Talk by professional working in the area of Women empowerment and the girl child to discuss portrayal of gender in media.
3. Initiatives by the Government in the area of Gender Justice in the last 5 years, Discussion and Documentation.
4. Design an awareness poster promoting gender inclusivity.
5. Write a reflective note on how gender roles were shaped in your own family or community.
6. Analyse advertisements, TV shows, or social media posts to identify gender stereotypes.
7. Review children's textbooks or storybooks to examine portrayal of gender.
8. Analyse a real or hypothetical case of violence against women/girl child and discuss legal remedies.
9. Conduct a short interview with a peer or adult to understand perceptions about gender roles.

Essential Readings

UNIT I

This unit aims to build foundational understanding and awareness of key concepts related to gender. It introduces essential terminology such as sex and gender, feminism. It also covers issues of gender identity and gender fluidity, with particular reference to LGBTQ+ communities.

- **Bhasin, Kamla** (2000). *Understanding Gender*. New Delhi. Kaali for Women.
- **Goel, A, Kaur, A and Sultana, A** (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep & Deep Publishers.
- **Kataria, K. and Parihar, M.** (2017) *Women Empowerment, Gender Equality and Social Justice*. Books Treasure.
- **Kumar, N.** (2023). *Women, gender and history in India*. Routledge, Taylor & Francis Group.

UNIT II

This unit examines how society shapes gender roles through family, culture and media. It focuses on stereotypes, patriarchy and the portrayal of gender in social and digital spaces.

- **Aneja, A. (Ed.).** (2019). *Women's and gender studies in India: Crossings*. Routledge
- **Singh, L., & Shekhar Sinha, S. (Eds.).** (2023). *Gender in modern India: History, culture, marginality*. Lata Singh and Shashank Shekhar Sinha

UNIT III

This unit helps students understand how gender intersects with class, location and disability. It highlights how multiple social identities influence lived experiences and access to opportunities.

- **Shah, S., & Priestley, M.** (2011). *Disability and social change: Private lives and public policies*. Policy Press.
- **Goel, A, Kaur, A and Sultana, A** (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep & Deep Publishers.

UNIT IV

This unit explores the realities of gender inequality in India. It introduces constitutional provisions, laws and policies aimed at protecting women and promoting justice.

- **Niumai, A., & Chauhan, A. (Eds.).** (2022). *Gender, Law and Social Transformation in India*. Springer Nature Singapore
- **Kataria, K. and Parihar, M.** (2017) *Women Empowerment Gender Equality and Social Justice*. Books Treasure.
- **Monica, C.** (2022). *Gender Justice: Women and Law in India*. Deep & Deep Publications.

Suggested Readings

- Seidman, Steven 1996, (ed), 'Queer Theory/Sociology', Blackwell
- V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
- Lips, Hilary M., 2015, Gender the basics, Routledge, London
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi
- Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
- Rege, Sharmila.2003. Sociology of Gender, New Delhi: Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 7-HSC: ORGANIZATION AND MANAGEMENT OF ECCE SERVICES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Organization and Management of ECCE services	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the organization and functioning of an ECCE Centre.
- To understand how to utilize various resources (physical space, material, human) in an ECCE centre.
- To understand the management of different functionaries and resources for smooth functioning of an ECCE Centre.

Learning Outcomes

The students would be able to:

- Understand how to set up an ECCE Centre.
- Understand the ways of using various resources in an ECCE centre
- Learn about various ECCE services in the country.

THEORY (Credit:2, Period:30)

Unit I: Organizing ECCE Services

8 hours

This unit provides an understanding of various kinds of ECCE Services and their organization.

- ECCE services in India - Types and Rationale
- Organizing services in – Crèche (Palna), Pre School, Balvatika, Vidyapravesh, Anganwadi

Unit II: Managing an ECCE Center: Physical and material resources

6 hours

This unit provides an understanding of how to plan an ECCE Centre in terms of physical and material resources.

- Space: Location, Building and Rooms
- Equipment - Outdoor & Indoor, Furniture
- Accessibility in an ECCE Centre

Unit III: Functioning of an ECCE Centre

8 hours

This unit provides an understanding of how an ECCE Centre can be managed with the help of human resources.

- Relevance of Records and Registers
- Training of an ECCE worker
- Essential features of an ECCE Curriculum

Unit IV: Evaluation of an ECCE programme

8 hours

This unit provides an understanding of evaluation of the functioning of an ECCE centre.

- ECCE programme: Need and method of Evaluation
- Evaluation of ECCE programme- Child, Worker and Centre

PRACTICAL (Credit:2, Period:60)

1. Preparation of different records/ registers to be maintained in an ECCE Centre
2. Document /report writing of a Crèche (Palna), Pre School, Balvatika, Vidyapravesh,

- Anganwadi/ Mobile Crèche
3. Preparation of a checklist for evaluating an ECE Centre
 4. Review of any one National level document on Early Childhood Curriculum (National Curriculum Framework for Foundational Stage 2022, ECCE Policy 2013, Building as Learning Aid)
 - a. Policy Implementation
 - b. Gaps between policy and ground reality
 5. Planning and Design of Child-Friendly Learning Spaces in ECCE Settings
 6. Enlist records and registers in an ECCE centre and analyse its relevance.
 7. Evaluate and record the safety and ergonomic usability, safety features of outdoor and indoor equipment and play materials in an ECCE centre.

Essential Readings

Unit I

This unit introduces different types of ECCE services in India and explains why they are needed. It helps students understand how centres like crèches, preschools and Anganwadis are structured and organized.

- Bal, M. L. (2025). *Early Childhood Education and Care in India: Exploring Policies and Praxis*. Springer Nature Switzerland.
- NCERT. (2020). *National Curriculum Framework for Early Childhood Care and Education (NCF–ECCE)*. New Delhi: NCERT.
- Gupta, M. Sen, (2009) Early Childhood Care and Education, PHI Learning Private Limited, Delhi 110092
- Siddiqi. N. et.al (2008), Early Childhood Care and Education in Emerging India: Doaba House

Unit II

This unit focuses on planning the physical space and materials required for an effective ECCE centre. It highlights the importance of safe, accessible and child-friendly environments.

- McCrea, N. (2015). *Leading and managing early childhood settings: Inspiring people, places and practices*. Cambridge University Press.

Unit III

This unit explains how an ECCE centre operates through proper records, trained staff and a well-planned curriculum. It emphasizes the role of human resources in ensuring smooth daily functioning.

- Moloney, M., & Pettersen, J. (2017). *Early childhood education management: Insights into business practice and leadership*. Routledge.
- Pankajam G. (2005), *Pre- Primary Education: Philosophy and Practice*, Concept Publishing Co.
- Kaul, V. and Bhatnagar, R. (2008), *Early childhood education: A trainers' handbook*. New Delhi: NCERT <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>

Unit IV

This unit introduces the need and methods of evaluating ECCE programmes. It helps students understand how to assess the child, the worker and the overall functioning of the centre.

- Garvis, S., Harju-Luukkainen, H., & Kangas, J. (Eds.). (2022). *Assessing and Evaluating Early Childhood Education Systems* (Vol. 2). Springer International Publishing.

Suggested Readings

- Mohanty, J & Mohanty, B (1994), Early childhood Care and Education (ECCE) New Delhi: Deep and Deep Publications
- MWCD (2013), National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development
- Vinyas (2012), Effectively using BaLA (Building as Learning Aid) in Elementary Schools: A Teacher's Manual
- https://www.edudel.nic.in/upload_2013_14/145_52_dt_03102013/SecA.pdf 4. IGNOU, Organizing Child Care Services: DECE -1 New Delhi: IGNOU

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 9-HSC: EDUCATION AND REHABILITATION APPROACHES FOR PERSONS WITH DISABILITIES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Education and Rehabilitation Approaches for Persons with Disabilities	4	2	0	2	Class XII	NIL

Learning Objectives

- To introduce students to educational approaches for Persons with Disabilities
- To help students gain an understanding of Assistive Technology and ICT for Persons with Disabilities.
- To make the students understand about Rehabilitation Approaches for Persons with Disabilities

Learning Outcomes

The students would be able to:

- Develop an understanding regarding educational approaches for persons with disabilities.
- Gain an insight regarding assistive technology and ICT for persons with disabilities.
- Develop awareness about the rehabilitation approaches for persons with disabilities.

THEORY
(Credit:2, Period:30)

Unit I: Introduction to educational approaches for Persons with Disabilities 8 Hours

This unit will introduce the educational approaches for Persons with Disabilities.

- Paradigm shift in educational approach from Segregation to Inclusion
- Individualized Education Plan (IEP)
- Universal Design of Learning (UDL)

Unit II: Assistive Technology and ICT for Persons with Disabilities 8 Hours

This unit will introduce students to different Assistive Technology and its uses for persons with disabilities.

- Understanding ICT and its role in Classroom learning
- Assistive devices and their importance for Persons with Disabilities (Braille-books, Hearing Aids, Walking Canes etc.)

Unit III: Rehabilitation Approaches for Persons with Disabilities – I 7 Hours

This unit will lay emphasis on understanding the concept of Rehabilitation Approaches for Persons with Disabilities.

- Therapeutic Intervention –
 - Occupational therapy (OT),
 - Physio-Therapy (PT)
 - Speech Therapy (ST)

Unit IV: Rehabilitation Approaches for Persons with Disabilities – II 7 Hours

This unit will lay emphasis on understanding the concept of Rehabilitation Approaches for Persons with Disabilities.

- Community Based Rehabilitation (CBR)
- Institution Based Rehabilitation (IBR)
- Vocational and Social Rehabilitation

PRACTICAL (Credit:2, Period:60)

1. Workshop/ Talk on educational approaches for person with disability covering
 - a. Educational Approaches from Segregation to Inclusion
 - b. Individualized Education Plan (IEP)
 - c. Universal Design of Learning (UDL)
2. Identify barriers to inclusion in an educational institution and brainstorm ways to make it more inclusive.
3. Visit to a rehabilitation center to understand the assistive technologies for person with disabilities - (Braille-books, Hearing Aids, Walking Canes etc)
4. Prepare a list of assistive devices for persons with diverse disabilities and their use.
5. Identify various ICT tools and how they facilitate learning of persons with disabilities
6. Workshop on any one rehabilitation approaches for persons with disabilities
 - a. Therapeutic Intervention – Occupational therapy (OT), Physio-Therapy (PT) , Speech Therapy
 - b. Community Based Rehabilitation (CBR)
 - c. Institution Based Rehabilitation (IBR)
 - d. Vocational and Social Rehabilitation

Essential Readings

UNIT I

This unit explains the various educational approaches for persons with disabilities. It explores teaching strategies, resources and learning environments that are least restrictive for persons with disabilities.

- **Rao, L. G.** (2008). *Education of persons with intellectual disabilities in India*.
- **Ladau E.** (2021). *Demystifying Disability: What to Know, What to Say, and How to Be an Ally*, Ten Speed Press Publisher
- **Nair, R.** (2013). *Development and Validation of Trivandrum Development Screening Chart for children aged 0-6 years*, The Indian Journal of Pediatrics. DOI:[10.1007/s12098-013-1144-2](https://doi.org/10.1007/s12098-013-1144-2)
- **Chennat, S.** (2019). *Disability Inclusion and Inclusive education*, Sage publication

UNIT II

This unit introduces students to the role of assistive technology (AT) and Information and Communication Technology (ICT) in supporting the education, independence, and participation of persons with disabilities. It highlights how Assistive technology can promote accessibility and equity in learning environments.

- **Kozma, R.B.** (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study*, Module 2. International Society for Technology in Education
- **Abbot, C.** (2001). *ICT: Changing Education*. Routledge Falmer.
- **Florian, L., & Hegarty J.** (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press, Maidenhead.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.
- **Government of India.** (2016). *The Rights of Persons with Disabilities Act, 2016* (No. 49 of 2016). Ministry of Law and Justice.

UNIT III

This unit introduces students to the various therapeutic interventions for rehabilitation of persons with disabilities. It involves physio therapy and occupational therapy to train in life skills and improve functional ability.

- **Pandey, R. S., & Advani, L.** (1995). *Perspectives in disability and rehabilitation*. Vikas Publishing House Pvt. Ltd.
- **Ministry of Social Justice and Empowerment.** (2006). *National policy for persons with disabilities*. Government of India.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.

UNIT IV

This unit introduces students to the various rehabilitation approaches for persons with disabilities. It involves physio therapy and occupational therapy to train in life skills and improve functional ability. It focuses on rehabilitation as a holistic process involving the community and family to ensure comprehensive support and social inclusion.

- **Singh, J.P and Dash, M.K.** (2019). *Disability Development in India. Rehabilitation Council of India*.
- **Tiwari, M.D., Shah, S. and Tiwari, I.** (2012). *Disability Rehabilitation Management*

Through ICT. River Publishers.

- **Rayadurgam, N.** (2017). *Vocational rehabilitation of disabled in India: Principles and practice* (1st ed.). Niruta Publications.
- **Ministry of Social Justice and Empowerment.** (2006). *National policy for persons with disabilities*. Government of India.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.

Suggested Readings

- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.
- **WHO.** (1982). *Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July*. WHO (RHB/IR/82.1)
- **WHO.** (1984). "Rehabilitation For All" in *World Health Magazine*, WHO, Geneva
- **Loveday, M.** (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- **McConkey, R. and O' Tool, B** (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- **Sarva Siksha Abhiyan.** Module on Multiple Disabilities. http://ssa.nic.in/inclusive_education/training-module-for-resource-teachers-for-disabled-children/Module%20Multiple%20Disability.pdf/at_download/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 11-HSC: SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Social and Emotional Skills Development	4	2	0	2	Class XII	NIL

Learning Objectives

- To enable students to understand the concept and relevance of social and emotional skills.
- To provide a lifespan perspective of socio-emotional skills to the students.
- To enable students in understanding various factors promoting socio-emotional skills in humans.

Learning Outcomes

The students would be able to:

- Understand the concept and relevance of social and emotional skills.
- Get a lifespan perspective of socio-emotional skills.
- Understand various factors promoting socio-emotional skills in humans.

THEORY **(Credit:2, Period:30)**

Unit I: Introduction to Socio-Emotional Development 8 hours

This unit focuses on making students understand the concept and importance of socio-emotional development in human beings.

- Socio-Emotional Development: Concept and importance
- Critical Socio-Emotional Skills: Empathy, Managing Self and Social Relationships, Critical thinking, Conflict Resolution
- Social and Emotional Intelligence: Meaning and relevance

Unit II: Importance of Socio-Emotional Development in Human Lifespan-I 8 hours

This unit focuses on providing a life-span perspective in understanding the importance of socio emotional skills

- Socio-Emotional Development and Psycho-Social theory of Development:
 - Early Childhood years
 - Middle Childhood Years
 - Adolescence

Unit III: Importance of Socio-Emotional Development in Human Lifespan-II 8 hours

This unit focuses on providing a life-span perspective in understanding the importance of socio emotional skills

- Socio-Emotional Development and Psycho-Social theory of Development:
 - Early Adulthood
 - Late Adulthood

Unit IV: Factors affecting Socio-Emotional Development 6 hours

This unit focuses on important factors like family, school etc. that play an important role in developing socio-emotional skills in humans

- Role of Family/ Parenting Strategies
- Role of School, Teachers and Peers

PRACTICAL **(Credit:2, Period:60)**

1. Workshop / Seminar/ Talk on socioemotional development activities across the lifespan
 - Empathy, Managing Self and Social Relationships,
 - Critical thinking
 - Conflict Resolution
2. Plan and document any two activities to improve socio-emotional skills in children.
3. Review policy documents/reports to list down standardized programs for socioemotional development

4. Discuss and analyze any one standardized program for promoting Socio-Emotional Learning.
 - a. Collaborative for Academic,
 - b. Social and Emotional Learning (CASEL),
 - c. Promoting Alternative Thinking Strategies (PATHS) etc.
5. Conduct an interview with an adolescent to understand the role of family members, parents, teachers and peers in development of socio emotional skills
6. Review a movie/documentary/video about emotional problems faced by children in school (Eg. bullying, peer pressure) and write learnings from it.

Essential Readings

Unit I

This unit focuses on the concept and importance of socio-emotional development in human beings. It elaborates on some of the critical social emotional skills as empathy, critical thinking and conflict resolution.

- **Mangal, S. K., & Mangal, S. (2019).** *Childhood and growing up*. PHI Learning Pvt. Ltd.
- **Chadha, N. (2011).** *Socio-emotional development in the cultural context*. In G. Misra (Ed.), *Handbook of psychology in India* (pp. 181–192). Oxford University Press.
- **Ramaswamy, S., Krishna, C. G., & Seshadri, S. (2017).** *Life skills series I: Socio-emotional development* [Adolescent life skills series]. National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore.
- **Gupta, M. S. (2009).** *Early childhood care and education*. PHI Learning Pvt. Ltd.

Unit II

This unit provides a life-span perspective in understanding the importance of socio-emotional skills. It elaborates on socio emotional development from early years to adolescence.

- **Srivastava, A. K., & Misra, G. (2024).** *A contextual approach to human development: Integrating an Indian perspective*. Routledge.
- **Feldman, R. S., & Babu, N. (2024).** *Development across the life span: Indian sociocultural context* (10th ed.). Pearson Education India.
- **Mangal, S. K., & Mangal, S. (2025).** *Life span development psychology*. PHI Learning Pvt. Ltd.
- **Singh, A. (2015).** *Foundations of human development: A life span approach*. Orient BlackSwan.
- **Srivastava, S., & Rani, S. K. (2014).** *Textbook of human development: A lifespan development approach*. S. Chand Publishing.

Unit III

This unit focuses on socio emotional skills in early and late adulthood stages. It elaborates a few key psychosocial theories.

- **Khalakdina, M. (2008).** *Human development in the Indian context: A socio-cultural focus* (Vol. 1). SAGE Publications.
- **Khalakdina, M. (2011).** *Human development in the Indian context: A socio-cultural focus* (Vol. 2). SAGE Publications India.
- **Mangal, S. K., & Mangal, S. (2025).** *Life span development psychology*. PHI Learning Pvt. Ltd.

- **Singh, A.** (2015). *Foundations of human development: A life span approach*. Orient BlackSwan.
- **Srivastava, A. K., & Misra, G.** (2025). *A contextual approach to human development: Integrating an Indian perspective*. Routledge.
- **Srivastava, S., & Rani, S. K.** (2014). *Textbook of human development: A lifespan development approach*. S. Chand Publishing.

Unit IV

This unit focuses on the significant role of family, school etc. in developing socio-emotional skills in humans.

- **Chadha, N.** (2007). *Prosocial development in children: Helping, sharing and comforting*. Mittal Publications.
- **Mangal, S. K., & Mangal, S.** (2018). *Childhood and growing up*. Shipra Publications.
- **Misra, G. (Ed.).** (2011). *Handbook of psychology in India*. Oxford University Press.

Suggested Readings

- **Burk, D.I** (1996) Understanding Friendship and Social Interaction. *Childhood Education*, 282-85
- Advancing Social and Emotional Learning. CASEL.org. Retrieved from <https://casel.org/> 3. Sapra, R. (2020). Parenting Children for Emotion Regulation and Resilience: A Review. *International Journal of Science and Research*. Volume9 Issue 5.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 13-HSC: GERIATRIC CARE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Geriatric Care	4	3	0	1	Class XII	NIL

Learning Objectives

- To help students understand the meaning and process of ageing and the basic concepts of geriatric care.
- To make students aware of the physical, psychological, and social needs of the elderly and how geriatric care can address these needs.
- To familiarize students with the role of family, community, and institutions in providing geriatric care.

- To introduce students to government policies and programs related to geriatric care and elderly welfare in India.

Learning Outcomes

The students would be able to:

- Explain the meaning of geriatric care and the biological, psychological, and social changes that occur during old age.
- Identify the geriatric care needs of elderly people and suggest simple ways to address them.
- Analyze the role of family and society in providing geriatric care and support to the elderly.
- Describe government policies, schemes, and institutions working in the field of geriatric care and elderly welfare in India.

THEORY **(Credits: 2, Periods: 30)**

Unit I: Introduction to Geriatric Care and Gerontology

6 Hours

This unit introduces the concept of geriatric care, why ageing occurs, and how ageing and geriatric care are viewed differently across societies.

- Meaning and concept of geriatric care; nature, scope and meaning of gerontology and its relationship with geriatric care
- Process of ageing and demographic profile of the ageing population in India and globally
- Theories of ageing (biological, psychological, sociological — e.g., disengagement, activity, continuity theory); myths, stereotypes, and ageism

Unit II: Care of the Elderly

8 Hours

This unit covers the physical and emotional care needs of elderly people, how these can be met, and the different settings where geriatric care is provided.

- Physical and cognitive health care needs of the elderly — common age-related health concerns and their management (nutrition, hygiene, mobility, medication management, cognitive decline)
- Psychological and emotional care of the elderly — addressing loneliness, depression, and providing emotional support
- Models and approaches to geriatric care — home-based care, family care, community-based care, and institutional care; role of the caregiver

Unit III: Family, Social Relationships and Geriatric Care

8 Hours

This unit covers how family structures and relationships shape geriatric care, along with the difficulties caregivers face and the issue of elder abuse.

- Family structure and living arrangements of the elderly (joint vs. nuclear, intergenerational relationships); role transitions such as retirement, grandparenting, and bereavement, and their impact on geriatric care
- Caregiving in geriatric care — roles, burden, and stress on family caregivers; influence of culture, religion, and spirituality on the well-being of the elderly

- Elder abuse and neglect — forms, causes, and identification; safeguarding geriatric care within the family

Unit IV: Policies, Programs and Institutional Support for Geriatric Care 8 Hours

This unit looks at the support systems available for elderly people beyond the family — government laws, schemes, and community services for geriatric care.

- National and state policies and legal framework for geriatric care and elderly welfare
- Institutional and community-based geriatric care services (old age homes, day care centres, helplines)
- Role of NGOs, government schemes, and healthcare services in geriatric care and elderly welfare

PRACTICAL (Credit: 2, Periods: 60)

1. Family caregiver interview — to write an analysis report exploring the challenges, stress, and support systems involved in geriatric caregiving.
2. Visit to an old age home/day care centre — observe geriatric care facilities, activities, and staff-resident interaction; submit a reflective report.
3. To write reflections from a workshop organised to learn and practice basic geriatric caregiving skills — such as assisting with mobility, giving medication reminders, and providing basic hygiene support.
4. To plan and conduct a survey to assess awareness of government geriatric care schemes (pension, healthcare benefits, legal protections) among the elderly in a local community, followed by a brief report of the findings.
5. Development of IEC material (poster, pamphlet, or short video) on healthy ageing, geriatric care, or preventing elder abuse.
6. Case study/life history interview with an elderly person to document their life experiences, challenges, and coping mechanisms.
7. Analyze advertisements and/or review a film portraying older adults to examine media portrayal of ageing, family relationships, and gerontological concerns.

Essential Readings

UNIT I

This unit introduces students to the concepts of geriatric care and explains why ageing occurs. It also looks at how ageing and geriatric care are viewed differently across societies.

- **Quadagno, J.** (2014). *Ageing and the Life Course: An Introduction to Social Gerontology* (6th ed.). McGraw Hill.
- **Rajan, S.I., Mishra, U.S., & Sarma, P.S.** (1999). *India's Elderly: Burden or Challenge?* New Delhi: Sage Publications.
- **Shankardass, M.K. (Ed.).** (2021). *Gerontological Concerns and Responses in India.* Singapore: Springer.
- **Sharma, O.P.** (2008). *Geriatric Care — A Textbook of Geriatrics and Gerontology.* New Delhi: Viva Publications.

UNIT II

The unit focuses on the physical and emotional care needs of elderly people and how these can be met. It also covers the different settings where geriatric care is provided.

- **Chatterjee, P.** (2019). *Health and Wellbeing in Late Life: Perspectives and Narratives from India*. Springer Open.
- **Rajan, S.I., & Balagopal, G.** (Eds.). (2017). *Elderly Care in India: Societal and State Responses*. Singapore: Springer.
- **Robnett, R.H., Brossoie, N., & Chop, W.C.** (2020). *Gerontology for the Health Care Professional*. Burlington, MA: Jones & Bartlett Learning.
- **Santrock, J.W.** (2021). *Life-Span Development* (18th ed.). McGraw Hill.

UNIT III

This unit covers how family structures and relationships shape the geriatric care elderly people receive. It also addresses the difficulties caregivers face and the issue of elder abuse.

- **Mezey, M.D.** (2001). *The Encyclopaedia of Elder Care*. New York: Springer Publications.
- **Paltasingh, T., & Tyagi, R.** (2015). *Caring for the Elderly: Social Gerontology in the Indian Context*. New Delhi: Sage Publications India.
- **Rajan, S.I., Mishra, U.S., & Sarma, P.S.** (1999). *India's Elderly: Burden or Challenge?* New Delhi: Sage Publications.
- **Shankardass, M.K., & Rajan, S.I.** (Eds.). (2018). *Abuse and Neglect of the Elderly in India*. Singapore: Springer.

UNIT IV

This unit looks at the support systems available for elderly people beyond the family — government laws, schemes, and community services for geriatric care.

- **Cox, C.B.** (2015). *Social Policy for an Aging Society: A Human Rights Perspective*. New York: Springer Publishing.
- **NITI Aayog.** (2024). *Senior Care Reforms in India: Reimagining the Senior Care Paradigm — A Position Paper*. Government of India. https://www.niti.gov.in/sites/default/files/2024-02/Senior%20Care%20Reforms%20in%20India%20FINAL%20FOR%20WEBSITE_coppressed.pdf
- **Rajan, S.I., & Balagopal, G.** (Eds.). (2017). *Elderly Care in India: Societal and State Responses*. Singapore: Springer.
- **Shankardass, M.K.** (Ed.). (2021). *Ageing Issues in India: Practices, Perspectives and Policies*. Singapore: Springer.

Suggested Readings

- **Berkman, B.** (2006). *Handbook of Social Work in Health and Aging*. New York: Oxford University Press.
- **Carter, M. (Ed.).** (2025). *The Bloomsbury Handbook of Care Ethics*. Bloomsbury Academic.
- **Ministry of Social Justice and Empowerment, Government of India** (2025). *Elderly in India: Population, Challenges, and Government Initiatives — official backgrounder covering demographic trends, schemes (AVYAY, RVY, NPHCE, Ayushman Bharat 70+), and welfare provisions*. <https://static.pib.gov.in/WriteReadData/specificdocs/documents/2025/oct/doc20251028678601.pdf>
- **Moody, H.** (2000). *Aging: Concepts and Controversies*. California: Sage Publications.
- **World Health Organization** (2025). *Measuring the Progress and Impact of the UN Decade of Healthy Ageing (2021–2030): Framework and Indicators*. <https://www.who.int/publications/i/item/9789240104181>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE- HDCS 15-HSC:
INCLUSIVE SOCIO-ECONOMIC DEVELOPMENT
AND BACKYARD NANO-INDUSTRIES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusive Socio-economic Development and Backyard Nano Industries	4	3	1	0	Class XII	NIL

Learning Objectives

1. Develop an understanding of the concepts, indicators, and dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Examine the role of Backyard Nano Industries as a catalyst for local economic development, employment generation, women's empowerment, and community participation.
3. Understand the policy framework, institutional support systems, and financial mechanisms promoting Backyard Nano Industries and rural entrepreneurship.
4. Explore entrepreneurial opportunities through value addition, local resource utilization, and business planning for backyard enterprises.
5. Analyse innovations, emerging challenges, and sustainable strategies for strengthening Backyard Nano Industries in the context of inclusive development.

Learning Outcomes

The students would be able to:

1. Explain the concepts, indicators, and policy dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Analyse the contribution of Backyard Nano Industries to local economic development, employment generation, and women's economic empowerment.
3. Evaluate the role of government policies, institutions, financial inclusion initiatives, SHGs, and entrepreneurship programmes in promoting Backyard Nano Industries.
4. Identify opportunities for developing sustainable backyard enterprises through resource utilization, value addition, business planning, and marketing.
5. Assess innovations, policy challenges, and future opportunities for promoting inclusive and sustainable development through Backyard Nano Industries.

THEORY

(Credits 3; Hours 45)

UNIT I: Foundations of Inclusive Development and Backyard Nano Industries 12 Hours

This unit introduces students to the foundational concepts of inclusive socio-economic development and positions Backyard Nano Industries (BNI) as a vehicle for achieving sustainable livelihoods, employment generation, and women's empowerment.

- Growth vs. Development; Concept of Underdevelopment and Inclusive Development
- Indicators and Measures of Development: Human Development Index (HDI), Multidimensional Poverty Index (MPI), Environment and Development, Sustainable Development Goals (SDGs)
- Demography: Theories, trends, and India's demographic features, Poverty, inequality, and unemployment in India
- Role of Economic and Social Infrastructure in inclusive development
- Backyard Nano Industries: Concept, characteristics, and scope, Nano-enterprises vs. MSMEs
- Backyard Nano Industries as drivers of local economic development, employment generation and sustainable livelihoods, Role of women, family enterprises, and community participation in backyard industries.

UNIT II: Policies, Institutions, and Financial Ecosystem for Backyard Nano Industries 13 Hours

This unit examines the policy framework, institutional support, and financial mechanisms that promote Backyard Nano Industries and community entrepreneurship.

- Overview of major national programs:
 - Health Policy: Public health initiatives, National Health Mission, universal healthcare challenges
 - Education Policy: Right to Education (RTE), National Education Policy (NEP), quality and accessibility issues
 - Social Protection Mechanisms: PDS, MGNREGA, pensions
 - Transformative Vision: Viksit Bharat – pillars and strategies for inclusive national development
 - Skill development initiatives and entrepreneurship development programmes
 - Environment and Sustainability: Climate change adaptation, ecological sustainability
 - Poverty alleviation and women's empowerment
- Government policies promoting nano-enterprises and rural entrepreneurship
- Role of Self-Help Groups (SHGs), Producer Groups, and Producer Companies
- Financial inclusion: Microfinance, NABARD, Mudra Yojana, PMEGP, NRLM, and other livelihood schemes
- Emerging Issues: Digital divide, migration, urban planning challenges

UNIT III: Backyard Nano Industries for Sustainable Livelihoods 10 Hours

This unit focuses on the planning, establishment, and management of Backyard Nano Industries with emphasis on value addition, local resource utilization, and women-led enterprises.

- Equity and Inclusion Policies: Programs for SCs, STs, OBCs, minorities, women
- Rural and Urban Dynamics: Regional disparities, urbanization, rural development initiatives
- Backyard Enterprise Development
 - Identification of local resources and opportunities for backyard enterprises
 - Home-based processing and value addition - Food processing, textiles, handicrafts, natural products, herbal products, and other backyard enterprises
 - Business Planning and Marketing for Nano-industries
- Institutions and Governance: Ministry of Social Justice and Empowerment, National Commissions

UNIT IV: Innovations, Challenges, and Future Perspectives

10 Hours

This unit examines emerging trends, technological innovations, and policy challenges affecting Backyard Nano Industries, with lessons from global practices.

- Policy Formulation, Implementation and Evaluation:
 - Governance, political commitment
 - Public-private partnerships
 - Assessing impacts, affirmative action, and contributions of NGOs and community organizations
- Global Experiences: International lessons and best practices in inclusive development
- Innovation and technology in Backyard Nano Industries:
 - Green Entrepreneurship and Sustainable Production
 - Social entrepreneurship, technology-enabled interventions, and community-based innovations
- Challenges faced by nano-industries: Finance, technology, market access, quality standards, and scaling up
- Future Opportunities for Sustainable Livelihoods - women-led nano-enterprises and community-based entrepreneurship.

TUTORIALS (Credits 1; Hours 15)

1. **Policy Analysis Frameworks:** Application of SWOT analysis, stakeholder mapping, and cost-benefit analysis to policies supporting Backyard Nano Industries and sustainable livelihoods.
2. **Critical examination** of Indian policies and initiatives, including:
 - i. Agricultural development and food security.
 - ii. Poverty alleviation, livelihood, and skill development.
 - iii. Health, nutrition, and well-being.
 - iv. Food value chain, food processing industry, and food safety.
 - v. Gender-responsive policies and empowerment.
 - vi. Policies for children, adolescents, and youth.
 - vii. Programs for the elderly and persons with disabilities.
 - viii. Development of textiles, SMEs, handlooms, and cottage industries.
 - ix. Environmental sustainability and climate change mitigation.
3. **Case studies** of successful SHGs, and backyard nano-industries
4. **Field Visit:** Visit to an SHG, Farmer Producer Organisation (FPO), rural entrepreneurship development centre, MSME incubation centre, or successful Backyard Nano Industry, followed by submission of a report.
5. **Comparative analysis** of government schemes supporting nano and micro enterprises.

Essential Readings

Unit I

This unit introduces inclusive socio-economic development and explores Backyard Nano Industries as a pathway to sustainable livelihoods, employment, and local development.

- **Arya, V., Balutia, A., Chhatre, A., & Narain, N. (Eds.).** (2026). *Pathways to rural prosperity: Livelihood interventions and transformation in India* (1st ed.). Routledge.
- **CGAP.** (2025). *Diverse Paths: Finance for Women's Nano and Micro Enterprises* https://www.cgap.org/sites/default/files/publications/FN_Diverse%20Paths_Finance%20for%20Women%E2%80%99s%20Nano%20and%20Micro%20Enterprises.pdf (Accessed on 17.07.2026)
- **Deaton, A., & Kozel, V. (Eds.).** (2005). *The great Indian poverty debate*. Macmillan India.
- **Drèze, J., & Sen, A.** (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- **Hill, M.** (2003). *Understanding social policy*. Blackwell Publishing.
- **Midgley, J.** (1995). *Social development: The developmental perspective in social welfare*. SAGE Publications.
- **Mishra, S. K., Puri, V. K. & Garg, B.** (2025). *Indian Economy*, Himalaya Publishing House.
- **Ray, D.** (1998). *Development Economics*, Princeton University Press.
- **SAATH.** (2024). *Insight Report: Nano Entrepreneurs in Informal Sectors* https://saath.org/public/storage/pdfs/annual_reports/L0YiiF6c1Fk2XOBc8Yl6MNFDktYyV1bw6Bj8ObpG.pdf (Accessed on 17.07.2026)
- **Shylendra, H. S. (Ed.).** (2025). *Emerging women's livelihood collectives in India: Cases depicting agency, accomplishments and challenges*. Palgrave Macmillan.

Unit II

This unit examines major national policies, government support schemes, and financial mechanisms that promote inclusive development, rural entrepreneurship, and sustainable livelihoods through Backyard Nano Industries and community-based enterprises.

- **Bhatt, A.** (2022). *Digital India: Reflections and practice*. Oxford University Press.
- **Drèze, J., & Sen, A.** (1995). *India: Economic development and social opportunity*. Oxford University Press.
- **Indian Institute of Banking & Finance.** (2025). *Macmillan microfinance* (3rd ed.). Macmillan Education.
- **International Labour Organization.** (2019). *World social protection report 2017-19: Universal social protection to achieve the Sustainable Development Goals*. International Labour Office.
- **Kohli, K., & Menon, M.** (2016). *Business interests and the environmental crisis*. Sage Publications
- **Ministry of Education, Government of India.** (2020). *National education policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- **Selvaraj, S., Karan, A. K., & Srivastava, S. (Eds.).** (2022). *India health system review* (Vol. 12, No. 1). World Health Organization. <https://apps.who.int/iris/handle/10665/352333>
- **Srivastava, R.** (2013). *A social protection floor for India*. International Labour Organization.

- Deendayal Antyodaya Yojana- National Rural Livelihoods Mission, (2025) <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2181702®=3&lang=2> (Accessed on 17.07.2026)

Unit III

This unit explores inclusive livelihood opportunities through Backyard Nano Industries, focusing on local resource utilization, value addition, entrepreneurship, and policies promoting equity, rural development, and social inclusion.

- **Ministry of Statistics and Programme Implementation**, Government of India. (2023). National Indicator Framework for SDGs: India 2023 update. Government of India.
- **NITI Aayog**. (2019). *SDG India index and dashboard 2019–20: Partnerships in the decade of action*. Government of India. <https://www.niti.gov.in/sdg-india-index-dashboard-2019-20>
- **Niti Aayog**. (2022). India's SDG index and dashboard 2022: States and Union Territories. Niti Aayog.
- **NITI Aayog**. (2023). *Viksit Bharat @ 2047: Voice of youth*. Government of India. <https://www.niti.gov.in/viksit-bharat-2047>
- National Bank for Agriculture and Rural Development (NABARD), 2024, Status of Microfinance in India 2023-24, <https://mcrhrdi.gov.in/2026/group1/week2/0808244223NABARD-SOMFI%20mirco%20finance.pdf> (Accessed on 17.07.2026)
- Ministry of Micro, Small and Medium Enterprises, Annual Report (2024-25), <https://www.msme.gov.in/static/uploads/2025/06/cdd1fa9e3553498f59e6fef26bcc34b4.pdf?> (Accessed on 17.07.2026)
- **Xcess' Board of Editors**. (2014). *How to start, promote and manage self help groups (SHGs) and micro finance institutions and bank finance for micro credit*. Xcess Infostore Pvt. Ltd.

Unit IV

This unit examines policy, governance, innovation, and emerging opportunities for strengthening Backyard Nano Industries and promoting sustainable, women-led, and community-based entrepreneurship.

- **Ashta, A.** (2019). *A realistic theory of social entrepreneurship: A life cycle analysis of micro-finance*. Springer Nature Switzerland AG.
- **Patel, U., Kapur, D., & Mehta, P. B. (Eds.)**. (2023). *Accelerating India's development: A state-led roadmap for effective governance*. Penguin Allen Lane.
- **Chopra, D., & Pradhan, K. C. (Eds.)**. (2021). *Development, governance and social policy in India*. Academic Foundation.
- **Singh, K., Chongtham, N., Trikha, R., Bhardwaj, M., & Kaur, S. (Eds.)**. (2024). *Science, technology and innovation ecosystem: An Indian and global perspective*. Springer. <https://doi.org/10.1007/978-981-97-2815-2>
- **United Nations Development Programme**. (2021). Human development report 2021-22: Uncertain times, unsettled lives. UNDP.
- **Mishra, R.** (1999). *Globalization and the welfare state*. Edward Elgar Publishing.
- **Mehrotra, S. (Ed.)**. (2014). *India's skills challenge: Reforming vocational education and training to harness the demographic dividend*. Oxford University Press.

- Ministry of Rural Development, Annual Report (2024-25)
<https://www.dord.gov.in/static/uploads/2024/02/43f6d3ecbd0cf21b1a0c23d80d270e0c.pdf> (Accessed on 17.07.2026)

Suggested Readings

- **Bhaduri, A., & Nayyar, D.** (1996). *The intelligent person's guide to liberalization*. Penguin Books.
- **Chandoke, N.** (2003). *The politics of social policy in India*. SAGE Publications.
- **Deore, D., & Thoke, N.** (2026). *Rural and micro finance for MBA Semester 4*. Nirali Prakashan.
- **Gough, I., & Wood, G.** (2004). *Insecurity and welfare regimes in Asia, Africa, and Latin America*. Cambridge University Press.
- **Grusky, D. B., & Kanbur, R. (Eds.).** (2006). *Poverty and inequality*. Stanford University Press.
- **Kabeer, N.** (2005). *Inclusive citizenship: Meanings and expressions*. Zed Books.
- **Rao, M., & Nair, M. (Eds.).** (2021). *Public health challenges in contemporary India*. Springer Nature.
- **SAATH. (2026).** *A Study on Green Livelihoods in the Informal Economy*
https://saath.org/public/storage/pdfs/annual_reports/yA19yhVOi879MBJ0eYOzSTWcwu7tgmWUAUQDHRMI.pdf (Accessed on 17.07.2026)
- **Sen, A.** (2009). *The idea of justice*. Harvard University Press.
- **Standing, G.** (2017). *Basic income: And how we can make it happen*. Penguin Books.
- **Swain, R. K.** (2014). *Micro finance, micro enterprises and women entrepreneurs*. Ingram.
- **UN-Habitat.** (2022). *World cities report 2022: Envisaging the future of cities*. UN-Habitat.
- **Walker, R., & Chase, E. (Eds.).** (2014). *Poverty and social exclusion: New methods of analysis*. Policy Press.

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POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE ODD SEMESTER

RESOURCE MANAGEMENT AND DESIGN APPLICATION

Bachelors in Arts with With Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 1-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL (Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step by Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 3-HSC:
BASICS OF DESIGN APPLICATION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Basics of Design Application	4	2	0	2	Class XII	Appeared in Introduction to Resource Management

Learning Objectives

- To comprehend the concept of design as applicable to interior spaces.
- To develop proficiency in making working and presentation drawings to be used by interior space design professional.
- To understand the application of materials and finishing for creating an aesthetic and sustainable interior

Learning outcomes

- Students will be able to comprehend the concept of design applicable to interior spaces.
- Students will gain proficiency in preparing presentation drawings to be used in design profession.
- Students will understand the application of materials and finishes for designing interior spaces

THEORY
(Credits 2; Hours 30)

UNIT I: Design Fundamentals

6 Hours

This unit will develop understanding regarding basics of design.

- Objectives of design
- Types of design: structural & decorative
- Elements of design
- Principles of design

UNIT II: Design Application in Interiors

8 Hours

This unit will acquaint students with the concept & application of color, lighting & furnishes in interior spaces.

- Color in design
- Lighting for interiors
- Surface finishes – wall, floor, ceilings (types and usage)

UNIT III: Furniture & Furnishings

8 Hours

This unit will help students learn about furniture, furnishings and accessories in interiors.

- Furniture – styles, types, construction, selection and purchase, arrangement, care and maintenance
- Furnishings – types & selection
- Accessories

UNIT IV: Contemporary trends

8 Hours

This unit will acquaint students with the contemporary trends in interiors.

- Recent trends in design: Bio-Mimicry, Bio-philic
- Sustainable design & materials

PRACTICAL (Credits 2; Hours 60)

1. Introduction to drawing interiors: Basic drawing techniques
2. Concept of scale
3. Lettering
4. Presentation drawings: Drawing & identification of common symbols
5. Drawing 1 BHK floor plans
6. Elevations
7. Rendering: Rendering Techniques
8. Application of rendering in plans

Essential Readings

Unit I

This unit aims to build a foundational understanding of design by introducing key concepts, principles, and elements that shape creative thinking. It encourages learners to explore visual composition, balance, proportion, and aesthetics, while developing their ability to analyze and apply design ideas effectively in various contexts and practical applications.

- **Riley & Bayen.,** (2003). *The Elements of Design*. Mitchell Beazley.
- **Coleman C.** (2002). *Interior Design Handbook of Professional Practice*. McGraw-Hill Publishing.
- **Pandya, Y.** (2005). *Concept of Space in Traditional Indian Architecture*. Mapin Publishing Pvt. Ltd. Ahmedabad.
- **Hudson, J.** (2007). *Interior-Architecture Now*. Laurence King Publishers.

Unit II

This unit introduces students to the concepts and practical applications of color, lighting, and furnishings in interior spaces. It explores how these elements influence mood, functionality, and aesthetics, while helping learners understand their effective selection, combination, and arrangement to create visually appealing, comfortable, and well-balanced interior environments.

- **Portillo, M.** (2009). *Color Planning for Interiors: An Integrated Approach to Color in Designed Spaces*. John Wiley & Sons.

- **Gordon, G.** (2010). *Interior Lighting for Designers*. John Wiley & Sons.
- **Christian Schittich. (Ed)** (2008). *Interior Surfaces and Materials: Aesthetics, Technology, Implementation*. Edition DETAIL.

Unit III

This unit helps students understand furniture, furnishings, and accessories used in interior design. It explores their types, functions, materials, and styles, while emphasizing their role in enhancing comfort, utility, and aesthetics. Students learn how to select and arrange these elements effectively to create harmonious, functional, and visually appealing interior spaces.

- **Lawrence M,** (1987). *Interior Decoration*, New Jersey: Chartwell Books.
- **Harriet Goldstein & Vetta Goldstein**, Fourth Edition, (1988). *Art in Everyday Life*. Oxford & IBH Publishing Co.
- **Pratap R.M** (1988), *Interior Design Principles and Practice*, Standard Publishers Distribution, Delhi.

Unit IV

This unit familiarizes students with contemporary trends in interior design, highlighting modern styles, materials, and innovations. It explores evolving aesthetics, sustainable practices, and technological influences shaping current interiors. Students gain insight into how trends reflect lifestyle changes and learn to incorporate these ideas creatively into functional and visually appealing spaces.

- **Olusegun Aanuoluwapo Oguntona, Clinton Ohis Aigbavboa.** (2024). *Biomimicry and Sustainable Building Performance: A Nature-inspired Sustainability Guide for the Built Environment*. CRC Press.
- **J. William Thompson, Kim Sorvig.** (Iled) (2008). *Sustainable Landscape Construction: A Guide to Green Building Outdoors*. Island Press.

Suggested Readings

- **Caroline Cliften et. al.** (1991) *The Complete Home Decorator*, Portland House New York.
- **Faulkner, S. and Faulkner, R.** (1975). *Inside Today's Home*. Rinehart Publishing company, New York
- **Premavathy Seetharaman & Parveen Pannu,** (2001). *Interior Design & Decoration*. CBS publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 5-HSC:
HUMAN RESOURCE MANAGEMENT**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Human Resource Management	4	2	0	2	Class XII	Appeared in Introduction to Resource Management

Learning Objectives

- To familiarize the students with the importance of human resources and their effective management in organizations.
- To comprehend functions of human resource management.
- To sensitize students towards the emerging trends and modern practices in the field of human resource management to meet the changing needs of business environment.

Learning Outcomes

The students would be able to:

- Develop an understanding about the discipline of human resource management.
- Acquire knowledge about the functions of human resource management.
- Gain insight into emerging trends and modern practices in the field of human resource management.

THEORY
(Credits 2; Hours 30)

UNIT I: Human Resources Management

6 Hours

The focus of this unit would be on developing the fundamental concepts of human resource management and its applicability in changing business environment.

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

UNIT II: Functions of HR

10 Hours

This unit attempts to acquaint the students in understanding the functions of human resource management.

- Manpower planning
- Job Analysis – job description and job specification

- Recruitment and selection
- Placement and Induction
- Performance appraisal and development
- Compensation and Benefits
- Training and Development
- Motivation

UNIT III: Human Resources Audit

8 Hours

This unit will help students to gain insights about the components of HR system used in an organization for auditing purposes to check its effectiveness.

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

UNIT IV: Industrial Relations

6 Hours

This unit will help students to understand the role of HR in industrial relationship management.

- Introduction to Industrial Relations and Industrial disputes
- Employee grievances and Discipline
- Collective bargaining

PRACTICAL (Credits 2; Hours 60)

1. **Analysis of Human Resource Management Environment and HR Audit:** Conduct an analysis of the HR environment and perform an HR audit in an organization using case studies.
2. **Job analysis & job description preparation:** Students will create a job description for a specific position, including the job title, job summary, key responsibilities, required qualifications, skills, and competencies.
3. **Recruitment & Selection simulation:**
 - a. Design a recruitment advertisement
 - b. Conduct mock interviews in class
 - c. Prepare candidate evaluation sheet
4. **Training need analysis:** Students to design a one-day training module including: session plan, activities and evaluation method.
5. **Performance appraisal exercise:**
 - a. Design a performance appraisal form
 - b. Include KPIs, rating scale, feedback section
 - c. Compare two methods (e.g., 360 -degree & MBO)

Essential Readings

UNIT I

This unit introduces the basic concepts, roles, and skills of HRM. It explores how HR adapts to globalization, workforce diversity, and technological changes. Students will also learn HR's role in improvement programs and managing a flexible workforce.

- **Aswathappa, K., & Dash, S. (2023).** *Human resource management: Text and cases* (10th ed.). McGraw Hill.
- **Dessler, G., & Varkkey, B. (2023).** *Human resource management (17th ed.)*. Pearson Education.
- **Sharma, R. C., & Sharma, N. (2025).** *Human Resource Management: Concepts, Theories and Contemporary Practices*. Routledge India

UNIT II

Students will learn the core functions of HR, including manpower planning, recruitment, selection, training, performance appraisal, compensation, and motivation. The unit emphasizes practical HR activities and their application in organizations.

- **Dessler G. (2020).** *Human Resource Management*. Prentice Hall of India Pvt. Ltd, New Delhi.
- **Durai, P. (2025).** *Human Resource Management* (3rd ed.). Pearson Education India.

UNIT III

This unit covers the purpose and process of auditing HR systems to check effectiveness. Students will understand HR as a strategic partner and learn to evaluate work-life balance initiatives.

- **Kumari, N., Srinivas, V. A., Sivakami, R., Mukherjee, N., & Vijyata. (2025).** *Human Resource Management*. KD Publications.
- **Sinha, P. R. N., Shekhar, S. P., & Bala, I. (2023).** *Human Resource Management*. Cengage India.
- **Sharma, R. C., & Sharma, N. (2025).** *Human Resource Management: Concepts, Theories and Contemporary Practices*. Routledge India.

UNIT IV

Students will explore the role of HR in managing industrial relations. Topics include handling grievances, discipline, collective bargaining, and resolving industrial disputes.

- **Gupta, C. B. (2025).** *Human Resource Management: Text & Cases* (20th ed.). Sultan Chand & Sons.
- **Sharma, R. C., & Sharma, N. (2025).** *Human Resource Management: Concepts, Theories and Contemporary Practices*. Routledge India.

Suggested Readings

- **Armstrong, S., & Mitchell, B. (2022).** *The essential HR handbook*. Red Wheel/Weiser. <https://doi.org/ISBN-10: 195365018X>
- **Dessler, G. (2020).** *Human Resource Management*. Prentice Hall of India Pvt. Ltd, New Delhi.
- **Ivancevich, J. M. (2010).** *Human Resource Management* (10th ed.). Tata McGraw Hill Education Pvt. Ltd.
- **Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. (2012).** *Fundamentals of Human Resource Management* (3rd ed.). McGrawHill Education Ltd.
- **Subbaroo, R. (2007).** *Personnel and HRM – Text and Cases*. Himalaya Publishing House, New Delhi.
- **Vance, C. M., & Paik, Y. (2009).** *Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management*. PHI Learning.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 7-HSC:
CONSUMER BEHAVIOUR AND MARKETING MANAGEMENT**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Consumer Behaviour and Marketing Management	4	3	0	1	Class XII	Appeared in Introduction to Resource Management

Learning Objectives

- To impart an understanding of the conceptual framework, scope and importance of marketing management.
- To build an understanding of the macro and micro environment of organizations and their role in coping with changing market scenario.
- To impart knowledge regarding importance and techniques of market research.
- To create an understanding about consumer behaviour, dealing with competition in the market and managing marketing communication.

Learning Outcomes

- Develop an understanding of the importance and scope of marketing.
- Understand the changing macro and micro environment of organizations and importance of market research.
- Understand consumer behavior and importance of creating customer value.
- Develop an understanding of the competitive strategies in marketing.
- Understanding the role of marketing communication and its effectiveness.

THEORY
(Credits 3; Hours 45)

UNIT I: Understanding Marketing Management and capturing marketing insight
11 Hours

- Importance and scope of marketing, traditional vs. digital marketing
- Company orientations towards markets and marketing
- Adapting marketing to new economy
- Analyzing the macro environment (demographic, economic, technological, political, legal, social, cultural)
- Marketing mix
- Conducting market research
- New product development-challenges and process

UNIT II: Consumer Behaviour**11 Hours**

- Definition, Nature, Scope, Consumer Behaviour's Applications in Marketing
- Factors influencing consumer behaviour
- Consumer Adoption Process-stages and factors influencing
- Buying decision process- five stage model
- Creating customer value, satisfaction and loyalty
- Segmenting consumer markets, market targeting

UNIT III: Dealing with Competition**12 Hours**

- Identify and analyse competitors, competitive strategies for marketing
- Building strong brands- creating brand equity, brand positioning, differentiation strategies
- Product life-cycle marketing strategies
- Characteristics of services, marketing strategies for service firms, managing service quality, differentiating services

UNIT IV: Marketing Communication**11 Hour**

- Role of marketing communication
- Designing effective marketing communication
- Managing mass communication: Advertising, sales promotions and public relations
- Managing Personal Communication: direct marketing and personal selling

PRACTICAL
(Credit 1; Hours 30)

- 1. Market research proposals**
Developing market research proposals on consumer buying behavior, effect of promotional schemes on consumer purchase, consumer satisfaction and opinion regarding selected products/brands/marketing strategies, online purchasing etc.
- 2. Brand comparison**
Brand comparisons of products and services in terms of their marketing strategies, tools used by them for brand building and generating brand, find out their strengths and weaknesses and suggest suitable marketing strategies to increase their market share.
- 3. E-commerce**
 - a. Assessment and critical analysis of online retailing websites with focus on visibility, user interface, experience, ease of transaction etc.
 - b. To develop an e-tailing prototype.
- 4. Case Studies**
 - a. To develop an understanding of marketing strategies with emphasis on marketing mix, marketing budgets, creating customer value and cultivating customer relationships.
 - b. To critically evaluate digital marketing strategies adopted by various product and service brands.
 - c. To develop digital marketing strategy for a hypothetical brand.

Essential Readings

UNIT I

This unit covers marketing scope, company orientations, macro environment analysis, marketing mix, market research, and new product development.

- **Daum, C., & Bartonico, M.** (2023). *Marketing Management Essentials You Always Wanted to Know*. Vibrant Publishers.
- **Kotler, P., Keller, K.** (2016). *Marketing Management* 15th edition. Pearson, New Delhi, ISBN:978-81-317-3101-7.
- **Philip T. Kotler, & Gary Armstrong.** (2023). *Principles of marketing* (18th global ed.). Pearson.

UNIT II

This unit examines consumer behavior, factors influencing buying decisions and strategies for customer value, satisfaction, and loyalty.

- **Baines, Fill, Sinha & Page.** (2013). *Marketing*. Oxford University Press, New Delhi, Asian Edition.
- **Solomon, M. R.** (2017). *Consumer behavior: Buying, having, and being* (12th ed.). Pearson Education.

UNIT III

This unit covers competitor analysis, competitive strategies and service marketing.

- **Kenneth E. Clow, & Donald Baack.** (2022). *Integrated advertising, promotion, and marketing communications* (9th ed.). Pearson.
- **Kotler, P., & Stigliano, G.** (2024). *Redefining Retail: 10 Guiding Principles for a Post-Digital World*. Wiley & Sons.

UNIT IV

This unit throws light on effective marketing communication.

- **George E. Belch, & Michael A. Belch.** (2021). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw-Hill Education.
- **Terence A. Shimp, & J. Craig Andrews.** (2018). *Advertising, promotion, and other aspects of integrated marketing communications* (10th ed.). Cengage Learning.

Suggested Readings

- **Baines, P., Fill, C., Sinha, P., & Page, K.** (2013). *Marketing* (Asian ed.). Oxford University Press.
- **Daum, C., & Bartonico, M.** (2023). *Marketing management essentials you always wanted to know*. Vibrant Publishers.
- **Kotler, P., & Keller, K.** (2016). *Marketing management* (15th ed.). Pearson, New Delhi.
- **Kotler, P., & Stigliano, G.** (2024). *Redefining retail: 10 guiding principles for a post-digital world*. Wiley & Sons.
- **Solomon, M. R.** (2017). *Consumer behavior: Buying, having, and being* (12th ed.). Pearson Education.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 9-HSC:
SPACE PLANNING AND SUSTAINABILITY**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Space Planning and Sustainability	4	3	0	1	Class XII	NIL

Learning Objectives

- To understand the fundamentals of space planning.
- To acquire knowledge regarding materials, building construction techniques and technologies.
- To comprehend sustainable parameters in space design.

Learning Outcomes

The students would be able to:

- Comprehend the concept of design applicable to interior spaces.
- Understand the application of materials and finishes to create aesthetic and sustainable interiors.
- Comprehend the concept of sustainability and green rating systems.

THEORY
(Credits 3; Hours 45)

UNIT I: Basic Concepts in Space Planning

10 Hours

This unit will develop understanding regarding the concept of space planning and designing.

- Concept of space as a resource, characteristics of space
- Principles of planning spaces
- Zoning
- Types of houses: Independent houses and Apartments.
- Contemporary Housing - Service Apartments, Senior living.
- Building bye-laws – NBC and MPD

UNIT II: Construction Features in Building Design

15 Hours

This unit will acquaint students with various elements of building construction important for developing a strong structure.

- Site selection
- Conventional and non-conventional building materials, sustainable building materials
- Structural components of a building (Material and Types) – Foundation, Walls,

- Flooring, Roofs, Doors and Windows, Staircase.
- Basic building services
- Landscaping
- Earthquake resistant structures
- Home Automation

UNIT III - Concept of Space Design

15 Hours

This unit will introduce students to the area of space design such as elements and principles of design, furniture and furnishings and wall treatment.

- Introduction to Elements and Principles of design.
- Concept of Colour in Interior Design - Colour Theories, Colour Psychology, Colour Schemes, Colour Forecasting.
- Energy Efficient Lighting Systems.
- Furniture - Types, Selection criteria, Arrangement
- Furnishings - Home Furnishing, Window treatment, Floor Coverings
- Wall treatment
- Use of sustainable materials in space design

UNIT IV: Sustainable Built Environment

5 Hours

This unit will introduce students to the concept and application of sustainability in built environment.

- Introduction to the sustainable built environment
- Green building rating guidelines in India – GRIHA and LEED
- Concept of Smart Cities

PRACTICAL (Credits 1; Hours 30)

1. Introduction to building terminologies, Concept of Scale, building constructions symbols
2. Evaluation of floor plans on the basis of principles of space planning
3. Preparation of floor plans
 - a. Multipurpose rooms/ studio apartment (Computer aided / manual)
4. Identification and characteristics of different building materials
5. Case study of a Green Building
6. Project on Landscaping / Home Automation.

Essential Readings

UNIT I

This unit will develop understanding regarding the concept of space planning and designing.

- **Goel S., Seetharaman P. Kakkar, A.** (2015). *Manual on Interior space designing*, Elite publishers.
- **Kumar, S.** (2008). *Building Construction*, Standard Publisher.
- **Rao, M.P.** (2020). *Interior Design Principles and Practices*, Standard Publishers Distribution.
- **Ministry of Housing and Urban Affairs.** (2021). Master plan for Delhi-2021 (MPD-

2021). Government of India.

- **Neufert, E., & Neufert, P.** (2012). *Architects' data* (4th ed.). Wiley-Blackwell.
- **Preisner, W. F., & Ostroff, E.** (2001). *Universal design handbook*. McGraw-Hill Education. (Relevant for Senior Living and Accessible Design).
- **Bureau of Indian Standards.** (2016). National building code of India 2016 (NBC 2016).

UNIT II

This unit will acquaint students with various elements of building construction important for developing a strong structure.

- **Clarke, W.** (1977). *An introduction to textile printing*. Butterworth and Co. Ltd.
- **Chudley, R., & Greeno, R.** (2020). *Building construction handbook* (12th ed.). Routledge.
- **Duggal, S. K.** (2017). *Building materials* (4th ed.). New Age International.
- **Harris, C. W., & Dines, N. T.** (1998). *Time-saver standards for landscape architecture*. McGraw-Hill Education.
- **Spence, W. P., & Kultermann, E.** (2016). *Construction materials, methods and techniques*. Cengage Learning.

UNIT III

This unit will introduce students to the area of space design such as elements and principles of design, furniture and furnishings and wall treatment.

- **Ching, F. D. K.** (2014). *Architecture: Form, space, and order* (4th ed.). John Wiley & Sons.
- **Goldstein, H. & Goldstein, V.** (1988). *Art in Everyday Life* (4th ed.), Oxford & IBH Publishing Co.
- **Ching, F. D. K., & Binggeli, C.** (2018). *Interior design illustrated* (4th ed.). John Wiley & Sons.
- **Livingston, H.** (2014). *Designing with light: The art, science and practice of architectural lighting design*. John Wiley & Sons.
- **Pile, J. F., & Gura, J.** (2013). *A history of interior design* (4th ed.). Laurence King Publishing.
- **Wiggin, J.** (2011). *Interior design: The essential guide to planning your home*. John Wiley & Sons.

UNIT IV

This unit will introduce students to the concept and application of sustainability in built environment.

- **Indian Green Building Council.** (2022). *Introduction to Green Buildings and Built Environment*, BSP Books.
- **GRIHA Council.** (2021). *GRIHA version 2019: The national rating system for green buildings*. TERI Press.
- **Kubba, S.** (2012). *Handbook of green building design and construction: LEED, BREEAM, and Green Globes*. Butterworth-Heinemann.
- **Maclean, A.** (2015). *Sustainable residential interiors*. John Wiley & Sons.
- **United States Green Building Council (USGBC).** (2020). *LEED v4.1 building design and construction guide*.

Suggested Readings

- Duggal S.K. (2017). *Building Materials*. CRC Press.
- Green Rating for Integrated Habitat Assessment (GRIHA). (2021). *GRIHA Manuals*, GRIHA Council.
- Grimley, C. and Love, M. (2018). *The Interior Design Reference & Specification Book*, Rockport Publishers.
- Indian Green Building Council. (2021). *IGBC Manuals*, IGBC.
- Iyer, G. H. (2022). *Green Building Fundamentals*, Notion Press.
- Mitton, M. and Nystuen, C. (2021). *Residential Interior Design: A Guide to Planning Spaces (4th ed.)*, Wiley.
- Singh, G. (2019). *Building Construction and Materials*, Standard Publishers.

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 11-HSC: ENTREPRENEURSHIP AND ENTERPRISE MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Entrepreneur ship and Enterprise Management	4	3	1	0	Class XII	Appeared in Introduction to Resource Management

Learning Objectives

- To familiarize the students with 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

Learning Outcomes

The students would be able to:

- 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 (Credits 3; Hours 45)

UNIT I: Entrepreneurship Development: Fundamental concepts of Entrepreneurship Development and Entrepreneurial Ecosystem. 12 Hours

This unit introduces the fundamentals of entrepreneurship and the entrepreneurial ecosystem, including entrepreneurial characteristics, skills, motivation, types, and key support systems for business success.

- Entrepreneurship- concept, significance, stages, growth process, entrepreneurship development in India, entrepreneurship education model, drivers & barriers
- Entrepreneur- characteristics, competencies, types, style & motivation
- Entrepreneurial Ecosystem: Domains (accessible markets, availability of finance, conducive culture, human capital, progressive policy framework, and a range of institutional support)

UNIT II: Women Entrepreneurship and Innovation for Development 8 Hours

This unit explores women entrepreneurship in India, including its importance, challenges, emerging trends, support strategies, and the role of creativity and innovation in business growth.

- Women Entrepreneurship in India- characteristics, competencies, significance, status, factors promoting, challenges faced, strategies for women entrepreneurship development- income generation, self-help groups, micro enterprises and self-employment, skill development and technology transfer
- Creativity: Concept, significance & process
- Innovation: Concept, types, process, sustaining growth- disruptive innovation.

UNIT III: Enterprise Planning and Launching: Project identification, project formulation, project appraisal 12 Hours

This unit covers enterprise planning and launching, including types of enterprises, project identification, feasibility studies, business proposals, and project appraisal.

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

UNIT IV: Enterprise Management & Sustenance (with reference to start ups and micro enterprises) 13 Hours

This unit covers key aspects of enterprise management, including production, marketing, finance, human resources, quality management, and business ethics for sustainable business growth.

- 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
- Total Quality Management
- Business ethics

TUTORIAL (Credits 1; Hours 15)

1. Micro Lab
2. Business idea generation & opportunity analysis: Target customers, problem statement, unique value proposition, competitor's overview, revenue potential.
3. Case study analysis: suggested case options- Amul, Nykaa, Zomato, Lijjat Papad.
4. To analyse the case for the founder's journey, Business model, marketing strategy, growth challenges and key success factors.
5. Business model canvas activity: Prepare a Business model canvas for a startup idea of your choice.
6. Market survey project: Specific deliverables would be tool preparation, graphical data representation, Interpretation, conclusion & feasibility insight.
7. Designing of sales campaign for digital marketing

Essential Readings

UNIT I:

This unit introduces the basic concepts of entrepreneurship and the entrepreneurial ecosystem, including its meaning, importance, stages, and growth in India. It looks at the characteristics, skills, motivation, and types of entrepreneurs. The unit also covers key areas of the ecosystem, such as markets, finance, culture, human resources, policies, and support systems that help entrepreneurs succeed.

- **Barringer, B. R.** (2020). *Entrepreneurship: Successfully launching new ventures*. Pearson Education.
- **Desai, V.** (2019). *Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House.
- **Khanka, S.S.** (2020). *Entrepreneurial Development*. S. Chand Publishing.

UNIT II:

This unit focuses on women entrepreneurship in India, covering their characteristics, skills, economic importance, and emerging trends. It discusses challenges, enabling factors, and strategies like self-help groups, micro-enterprises, skill development, and technology transfer to support women-led businesses. The unit also introduces creativity and innovation, including types of innovation and ways to sustain growth in competitive markets.

- **Desai, V.** (2019). *Small Scale Industries and Entrepreneurship*. Himalaya Publishing.
- **Singh, N.P. (ed.)** (2018). *Women Entrepreneurship in India: Emerging Issues and Challenges*.
- **Kuratko, D. F.** (2024). *Entrepreneurship: Theory, Process, Practice* (12th ed.). Cengage India.

UNIT III:

This unit explains the concepts and practical steps of enterprise planning and launching, including types of enterprises based on sector, capital, ownership, gender, and operations. It covers project identification, feasibility studies, and project formulation. The unit also discusses preparing business proposals and project appraisal using technical, financial, marketing, legal, and environmental criteria.

- **Chandra, P.** (2019). *Projects: Planning, Analysis, Selection, Financing, Implementation, and Review*. McGraw Hill.

- **Gupta, C.B. & Srinivasan, N.P.** (2020). *Entrepreneurial Development*. Sultan Chand & Sons.

UNIT IV

This unit covers key areas of enterprise management for the growth and sustainability of start-ups and micro-enterprises, including production, marketing, finance, and human resources. It also introduces Total Quality Management (TQM) and business ethics. Together, these concepts help ensure long-term competitiveness, efficiency, and responsible entrepreneurship.

- **Charantimath, P. M.** (2018). *Entrepreneurship development and small business enterprises*. Pearson Publications.
- **Khan, M.Y. & Jain, P.K.** (2018). *Financial Management*. McGraw Hill.
- **Tripathi, P.C. & Reddy, P.N.** (2020). *Principles of Management*. McGraw Hill.

Suggested Readings

- Atal Innovation Mission. Innovation case studies. aim.gov.in
- **Bedi, K.** (2016). *Management and Entrepreneurship*. Oxford University Press.
- **Chadha, V.** (2025). *Startupology: Ideation to execution for first-time founders: Actionable strategies, 15+ frameworks & 9 case studies of Indian startups to launch with confidence*. ZebraLearn Books.
- **Collins, J., & Lazier, B.** (2020). *Beyond entrepreneurship 2.0: Turning your business into an enduring great company*. Random House Business.
- **Dessler, G.** (2020). *Human Resource Management*. Pearson.
- **Drucker, P. F.** (1985). *Innovation and Entrepreneurship*. Harper Business.
- **Hisrich, R., Peters, M., & Shepherd, D.** (2017). *Entrepreneurship*. McGraw Hill.
- **Kotler, P., & Keller, K.** (2016). *Marketing Management*. Pearson.
- **Self Employed Women's Association.** (n.d.). Case studies & reports. sewa.org

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 13-HSC: FACILITIES AND SERVICES MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Facilities And Services Management	4	3	1	0	Class XII	Appeared in Introduction to Resource Management

Learning Objectives

- To understand the evolution, nature and scope of facilities and service management in various organizations.
- To prepare operational and strategic facilities management plan for attaining business efficiency.

Learning Outcomes

The students would be able to:

- Understand the nature and scope of facilities and service management.
- Develop an understanding of operations management and maintenance.
- Gain knowledge about the strategies of facilities and service management.
- Have a practical understanding regarding the management of services in various organizations.

Theory (Credit 3; Hours 45)

UNIT I: Introduction to Facilities and Service Management

12 Hours

This unit introduces facilities and service management, focusing on scope, classification, competencies, and emerging trends.

- Nature and scope of facilities and services
- Classification and characteristics of facilities and services
- Role and core competencies of facility managers
- Emerging trends in facility management

UNIT II: Operations and Maintenance

12 Hours

This unit focuses on facility operations, covering building systems, maintenance types, management practices, and health, safety, and security standards.

- Overview of building systems and their components
- Types of maintenance
- Facility management practices and processes
- Health, safety and security standards

UNIT III: Service Management and Quality Parameters

9 Hours

This unit covers service management, understanding and measuring service quality, applying service quality models, and managing specialist services.

- Understanding and measuring service quality
- Service quality models and their applications
- Managing specialist services

UNIT IV: Strategies in Facility Management

12 Hours

This unit focuses on strategic planning, technology integration, and sustainable practices in facility management to enhance efficiency and long-term viability.

- Strategic planning for facility management
- Technology integration in facility management
- Sustainable facility management practices

TUTORIAL

(Credit 1; Hours 15)

1. Analysing service management through case studies
2. Care and maintenance of different surfaces
3. Surveying hard and soft services across varied industries/institutions
4. Designing OSHA safety and health checklists
5. Field visits to evaluate facility management operations
 - a. Observe and analyze facility management practices in malls, hospitals, hotels, restaurants, etc.
6. Customer journey mapping for enhanced service delivery
 - a. Understand user experiences and propose strategies for improvement
7. Drafting professional service contracts for cleaning or maintenance
8. Designing customized facility inspection checklists

Essential Readings

UNIT I

This unit introduces facilities and service management, focusing on scope, classification, competencies, and emerging trends.

- **Atkin, B., Brooks, A.** (2021). *Total Facilities Management*. Wiley-Blackwell.
- **Cotts, D. G., Roper, K. O., & Payant, R. P.** (2021). *The facility management handbook (5th ed.)*. AMACOM
- **Gulati, R. & Sharma, S.** (2019). *Facility and Operations Management in India*. McGraw Hill Education.

UNIT II

This unit focuses on facility operations, covering building systems, maintenance types, management practices, and health, safety, and security standards.

- **Agarwal, S.** (2021). *Operations and Facilities Management for SMEs*. PHI Learning.
- **Atkin, B., Brooks, A.** (2021). *Total Facilities Management*. Wiley-Blackwell .
- **Cotts, D. G., Roper, K. O., & Payant, R. P.** (2021). *The facility management handbook (5th ed.)*. AMACOM

UNIT III

This unit covers service management, understanding and measuring service quality, applying service quality models, and managing specialist services.

- **Booty, F.** (2011). *Facilities Management Handbook*. New York: Routledge.
- **Payne, T.** (2000). *Facilities Management: A strategy for Success*. Chandos Publishing (Oxford),

UNIT IV

This unit focuses on strategic planning, technology integration, and sustainable practices in facility management to enhance efficiency and long-term viability.

- **Oakland, J. S.** (2018). *Total quality management and operational excellence: Text with cases (4th ed.)*. Routledge.
- **Stevenson, W. J.** (2020). *Operations management (14th ed.)*. New York, NY: McGraw-Hill Education.
- **Whitman, M. E., & Mattord, H. J.** (2022). *Principles of information security (7th ed.)*. Boston, MA: Cengage Learning.

Suggested Readings

- **Barrett, P., & Baldry, D.** (2009). *Facilities management: Towards best practice (2nd ed.)*. Wiley-Blackwell.
- **International Facility Management Association.** (2020). IFMA facility management handbook. IFMA Press. <https://www.ifma.org/>
- **Oakland, J. S.** (2018). *Total quality management and operational excellence: Text with cases (4th ed.)*. Routledge.
- **Roper, O. K., & Payant, P. R.** (2014). *The facility management handbook (4th ed.)*. AMACOM.
- **Petrov, V.** (2019). *Theory of inventive problem solving: Level 1*. Springer Series.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE- RMDA 15-HSC: INCLUSIVE SOCIO-ECONOMIC DEVELOPMENT AND BACKYARD NANO-INDUSTRIES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusive Socio-economic Development and Backyard Nano Industries	4	3	1	0	Class XII	NIL

Learning Objectives

1. Develop an understanding of the concepts, indicators, and dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Examine the role of Backyard Nano Industries as a catalyst for local economic development, employment generation, women's empowerment, and community participation.
3. Understand the policy framework, institutional support systems, and financial mechanisms promoting Backyard Nano Industries and rural entrepreneurship.
4. Explore entrepreneurial opportunities through value addition, local resource utilization, and business planning for backyard enterprises.
5. Analyse innovations, emerging challenges, and sustainable strategies for strengthening Backyard Nano Industries in the context of inclusive development.

Learning Outcomes

The students would be able to:

1. Explain the concepts, indicators, and policy dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Analyse the contribution of Backyard Nano Industries to local economic development, employment generation, and women's economic empowerment.
3. Evaluate the role of government policies, institutions, financial inclusion initiatives, SHGs, and entrepreneurship programmes in promoting Backyard Nano Industries.
4. Identify opportunities for developing sustainable backyard enterprises through resource utilization, value addition, business planning, and marketing.
5. Assess innovations, policy challenges, and future opportunities for promoting inclusive and sustainable development through Backyard Nano Industries.

THEORY **(Credits 3; Hours 45)**

UNIT I: Foundations of Inclusive Development and Backyard Nano Industries 12 Hours

This unit introduces students to the foundational concepts of inclusive socio-economic development and positions Backyard Nano Industries (BNI) as a vehicle for achieving sustainable livelihoods, employment generation, and women's empowerment.

- Growth vs. Development; Concept of Underdevelopment and Inclusive Development
- Indicators and Measures of Development: Human Development Index (HDI), Multidimensional Poverty Index (MPI), Environment and Development, Sustainable Development Goals (SDGs)
- Demography: Theories, trends, and India's demographic features, Poverty, inequality, and unemployment in India
- Role of Economic and Social Infrastructure in inclusive development
- Backyard Nano Industries: Concept, characteristics, and scope, Nano-enterprises vs. MSMEs
- Backyard Nano Industries as drivers of local economic development, employment generation and sustainable livelihoods, Role of women, family enterprises, and community participation in backyard industries.

UNIT II: Policies, Institutions, and Financial Ecosystem for Backyard Nano Industries 13 Hours

This unit examines the policy framework, institutional support, and financial mechanisms that promote Backyard Nano Industries and community entrepreneurship.

- Overview of major national programs:
 - Health Policy: Public health initiatives, National Health Mission, universal healthcare challenges
 - Education Policy: Right to Education (RTE), National Education Policy (NEP), quality and accessibility issues
 - Social Protection Mechanisms: PDS, MGNREGA, pensions
 - Transformative Vision: Viksit Bharat – pillars and strategies for inclusive national development
 - Skill development initiatives and entrepreneurship development programmes
 - Environment and Sustainability: Climate change adaptation, ecological sustainability
 - Poverty alleviation and women's empowerment
- Government policies promoting nano-enterprises and rural entrepreneurship

- Role of Self-Help Groups (SHGs), Producer Groups, and Producer Companies
- Financial inclusion: Microfinance, NABARD, Mudra Yojana, PMEGP, NRLM, and other livelihood schemes
- Emerging Issues: Digital divide, migration, urban planning challenges

UNIT III: Backyard Nano Industries for Sustainable Livelihoods

10 Hours

This unit focuses on the planning, establishment, and management of Backyard Nano Industries with emphasis on value addition, local resource utilization, and women-led enterprises.

- Equity and Inclusion Policies: Programs for SCs, STs, OBCs, minorities, women
- Rural and Urban Dynamics: Regional disparities, urbanization, rural development initiatives
- Backyard Enterprise Development
 - Identification of local resources and opportunities for backyard enterprises
 - Home-based processing and value addition - Food processing, textiles, handicrafts, natural products, herbal products, and other backyard enterprises
 - Business Planning and Marketing for Nano-industries
- Institutions and Governance: Ministry of Social Justice and Empowerment, National Commissions

UNIT IV: Innovations, Challenges, and Future Perspectives

10 Hours

This unit examines emerging trends, technological innovations, and policy challenges affecting Backyard Nano Industries, with lessons from global practices.

- Policy Formulation, Implementation and Evaluation:
 - Governance, political commitment
 - Public-private partnerships
 - Assessing impacts, affirmative action, and contributions of NGOs and community organizations
- Global Experiences: International lessons and best practices in inclusive development
- Innovation and technology in Backyard Nano Industries:
 - Green Entrepreneurship and Sustainable Production
 - Social entrepreneurship, technology-enabled interventions, and community-based innovations
- Challenges faced by nano-industries: Finance, technology, market access, quality standards, and scaling up
- Future Opportunities for Sustainable Livelihoods - women-led nano-enterprises and community-based entrepreneurship.

TUTORIALS **(Credits 1; Hours 15)**

1. **Policy Analysis Frameworks:** Application of SWOT analysis, stakeholder mapping, and cost-benefit analysis to policies supporting Backyard Nano Industries and sustainable livelihoods.
2. **Critical examination** of Indian policies and initiatives, including:
 - i. Agricultural development and food security.
 - ii. Poverty alleviation, livelihood, and skill development.

- iii. Health, nutrition, and well-being.
- iv. Food value chain, food processing industry, and food safety.
- v. Gender-responsive policies and empowerment.
- vi. Policies for children, adolescents, and youth.
- vii. Programs for the elderly and persons with disabilities.
- viii. Development of textiles, SMEs, handlooms, and cottage industries.
- ix. Environmental sustainability and climate change mitigation.
3. **Case studies** of successful SHGs, and backyard nano-industries
4. **Field Visit:** Visit to an SHG, Farmer Producer Organisation (FPO), rural entrepreneurship development centre, MSME incubation centre, or successful Backyard Nano Industry, followed by submission of a report.
5. **Comparative analysis** of government schemes supporting nano and micro enterprises.

Essential Readings

Unit I

This unit introduces inclusive socio-economic development and explores Backyard Nano Industries as a pathway to sustainable livelihoods, employment, and local development.

- **Arya, V., Balutia, A., Chhatre, A., & Narain, N. (Eds.).** (2026). *Pathways to rural prosperity: Livelihood interventions and transformation in India* (1st ed.). Routledge.
- **CGAP.** (2025). *Diverse Paths: Finance for Women's Nano and Micro Enterprises* https://www.cgap.org/sites/default/files/publications/FN_Diverse%20Paths_Finance%20for%20Women%E2%80%99s%20Nano%20and%20Micro%20Enterprises.pdf (Accessed on 17.07.2026)
- **Deaton, A., & Kozel, V. (Eds.).** (2005). *The great Indian poverty debate*. Macmillan India.
- **Drèze, J., & Sen, A.** (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- **Hill, M.** (2003). *Understanding social policy*. Blackwell Publishing.
- **Midgley, J.** (1995). *Social development: The developmental perspective in social welfare*. SAGE Publications.
- **Mishra, S. K., Puri, V. K. & Garg, B.** (2025). *Indian Economy*, Himalaya Publishing House.
- **Ray, D.** (1998). *Development Economics*, Princeton University Press.
- **SAATH.** (2024). *Insight Report: Nano Entrepreneurs in Informal Sectors* https://saath.org/public/storage/pdfs/annual_reports/L0YiiF6c1Fk2XOBc8YI6MNFDktYyV1bw6Bj8ObpG.pdf (Accessed on 17.07.2026)
- **Shylendra, H. S. (Ed.).** (2025). *Emerging women's livelihood collectives in India: Cases depicting agency, accomplishments and challenges*. Palgrave Macmillan.

Unit II

This unit examines major national policies, government support schemes, and financial mechanisms that promote inclusive development, rural entrepreneurship, and sustainable livelihoods through Backyard Nano Industries and community-based enterprises.

- **Bhatt, A.** (2022). *Digital India: Reflections and practice*. Oxford University Press.
- **Drèze, J., & Sen, A.** (1995). *India: Economic development and social opportunity*. Oxford University Press.
- **Indian Institute of Banking & Finance.** (2025). *Macmillan microfinance* (3rd ed.). Macmillan Education.

- **International Labour Organization.** (2019). World social protection report 2017-19: Universal social protection to achieve the Sustainable Development Goals. International Labour Office.
- **Kohli, K., & Menon, M.** (2016). *Business interests and the environmental crisis*. Sage Publications
- **Ministry of Education, Government of India.** (2020). *National education policy 2020*. Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- **Selvaraj, S., Karan, A. K., & Srivastava, S. (Eds.).** (2022). *India health system review* (Vol. 12, No. 1). World Health Organization.
<https://apps.who.int/iris/handle/10665/352333>
- **Srivastava, R.** (2013). *A social protection floor for India*. International Labour Organization.
- **Deendayal Antyodaya Yojana- National Rural Livelihoods Mission,** (2025) <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2181702®=3&lang=2> (Accessed on 17.07.2026)

Unit III

This unit explores inclusive livelihood opportunities through Backyard Nano Industries, focusing on local resource utilization, value addition, entrepreneurship, and policies promoting equity, rural development, and social inclusion.

- **Ministry of Statistics and Programme Implementation,** Government of India. (2023). National Indicator Framework for SDGs: India 2023 update. Government of India.
- **NITI Aayog.** (2019). *SDG India index and dashboard 2019–20: Partnerships in the decade of action*. Government of India. <https://www.niti.gov.in/sdg-india-index-dashboard-2019-20>
- **Niti Aayog.** (2022). India's SDG index and dashboard 2022: States and Union Territories. Niti Aayog.
- **NITI Aayog.** (2023). *Viksit Bharat @ 2047: Voice of youth*. Government of India. <https://www.niti.gov.in/viksit-bharat-2047>
- **National Bank for Agriculture and Rural Development (NABARD),** 2024, Status of Microfinance in India 2023-24, <https://mcrhrdi.gov.in/2026/group1/week2/0808244223NABARD-SOMFI%20mirco%20finance.pdf> (Accessed on 17.07.2026)
- **Ministry of Micro, Small and Medium Enterprises,** Annual Report (2024-25), <https://www.msme.gov.in/static/uploads/2025/06/cdd1fa9e3553498f59e6fef26bcc34b4.pdf>? (Accessed on 17.07.2026)
- **Xcess' Board of Editors.** (2014). *How to start, promote and manage self help groups (SHGs) and micro finance institutions and bank finance for micro credit*. Xcess Infostore Pvt. Ltd.

Unit IV

This unit examines policy, governance, innovation, and emerging opportunities for strengthening Backyard Nano Industries and promoting sustainable, women-led, and community-based entrepreneurship.

- **Ashta, A.** (2019). *A realistic theory of social entrepreneurship: A life cycle analysis of micro-finance*. Springer Nature Switzerland AG.

- **Patel, U., Kapur, D., & Mehta, P. B. (Eds.). (2023).** *Accelerating India's development: A state-led roadmap for effective governance*. Penguin Allen Lane.
- **Chopra, D., & Pradhan, K. C. (Eds.). (2021).** *Development, governance and social policy in India*. Academic Foundation.
- **Singh, K., Chongtham, N., Trikha, R., Bhardwaj, M., & Kaur, S. (Eds.). (2024).** *Science, technology and innovation ecosystem: An Indian and global perspective*. Springer. <https://doi.org/10.1007/978-981-97-2815-2>
- **United Nations Development Programme. (2021).** Human development report 2021-22: Uncertain times, unsettled lives. UNDP.
- **Mishra, R. (1999).** *Globalization and the welfare state*. Edward Elgar Publishing.
- **Mehrotra, S. (Ed.). (2014).** *India's skills challenge: Reforming vocational education and training to harness the demographic dividend*. Oxford University Press.
- Ministry of Rural Development, Annual Report (2024-25) <https://www.dord.gov.in/static/uploads/2024/02/43f6d3ecbd0cf21b1a0c23d80d270e0c.pdf> (Accessed on 17.07.2026)

Suggested Readings

- **Bhaduri, A., & Nayyar, D. (1996).** *The intelligent person's guide to liberalization*. Penguin Books.
- **Chandoke, N. (2003).** *The politics of social policy in India*. SAGE Publications.
- **Deore, D., & Thoke, N. (2026).** *Rural and micro finance for MBA Semester 4*. Nirali Prakashan.
- **Gough, I., & Wood, G. (2004).** *Insecurity and welfare regimes in Asia, Africa, and Latin America*. Cambridge University Press.
- **Grusky, D. B., & Kanbur, R. (Eds.). (2006).** *Poverty and inequality*. Stanford University Press.
- **Kabeer, N. (2005).** *Inclusive citizenship: Meanings and expressions*. Zed Books.
- **Rao, M., & Nair, M. (Eds.). (2021).** *Public health challenges in contemporary India*. Springer Nature.
- **SAATH. (2026).** *A Study on Green Livelihoods in the Informal Economy* https://saath.org/public/storage/pdfs/annual_reports/yA19yhVOi879MBJ0eYOzSTWcwu7tgmWUAUQDHRMI.pdf (Accessed on 17.07.2026)
- **Sen, A. (2009).** *The idea of justice*. Harvard University Press.
- **Standing, G. (2017).** *Basic income: And how we can make it happen*. Penguin Books.
- **Swain, R. K. (2014).** *Micro finance, micro enterprises and women entrepreneurs*. Ingram.
- **UN-Habitat. (2022).** *World cities report 2022: Envisaging the future of cities*. UN-Habitat.
- **Walker, R., & Chase, E. (Eds.). (2014).** *Poverty and social exclusion: New methods of analysis*. Policy Press.

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POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE ODD SEMESTER

DEVELOPMENT COMMUNICATION AND EXTENSION

Bachelors in Arts with With Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 1-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method
- Types of research

- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL
(Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step by Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 3-HSC:
COMMUNICATION SYSTEMS AND MEDIA**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Communication Systems and Media	4	2	0	2	Class XII	NIL

Learning Objectives

- To gain an in-depth understanding of various communication systems and their applications in personal and professional life.
- To acquire knowledge about the applications of communication transactions in the field of Development Communication.
- To appreciate and recognize the importance of understanding self through concepts of self- concept, self-esteem and self-disclosure.
- To understand the nuances of different levels of communication ranging from intra personal communication to organizational as well as intercultural communication.
- To throw light on the role of communication transactions in persuasion and influencing desired changes in individuals and groups.

Learning Outcomes

The students would be able to:

- Develop an understanding of various communication systems and their relevance.
- Comprehend the various levels of communication transactions and their applications in Development Communication approaches.
- Gain understanding of self through self-concept, self-awareness and self-esteem.
- Recognize and appreciate various communication networks in personal and professional spheres.
- Understand how mass communication and media impact society through mass communication theories and models and their significance.

THEORY
(Credits 2; Hours 30)

UNIT I: Intrapersonal and Interpersonal Communication

8 Hours

This unit elucidate upon the various levels of communication transactions. This Unit in particular lays thrust on the Intrapersonal and Interpersonal Communication Systems and processes.

- Overview of communication transactions
- Intrapersonal Communication - Self Development, Looking Glass Self Theory, Self-

- concept and self-esteem, Awareness of Self & Johari's Window, Self-Disclosure
- Interpersonal Communication - Functions, Types of relationships- friendship, families, other relationships, Stages of relationship development, Interpersonal Competence
- Theories of Relationship Development - Social Exchange Theory, Uncertainty Reductions Theory, Interpersonal Relationship Model

UNIT II: Small Group and Organizational Communication

8 Hours

Unit II highlights the small group communication characteristics, functions and power of group conformity. It emphasizes on the organizational communication with focus on culture and leadership.

- Small group communication: Characteristics, Functions & Types
- Small Groups & Social Influence, Power in small group Conformity, Group Think, Polarization, Social Loafing
- Theories of group formation - Functional Theory, Structuration Theory, Symbolic Convergence Theory, Participatory theory
- Small Group Processes: Culture, Structure, Roles & Leadership
- Organization - concept, types and relationship in organization
- Organizational communication: Types: Formal Informal, Internal External, Direction & Networks, Functions, Tools used by organizations, challenges
- Organizational Culture and Leadership

UNIT III: Public, Intercultural and Mass Communication

8 Hours

This unit highlights the Communication networks in professional and public spaces. It provides insight into the dynamics of intercultural communication. It also highlights the various theories and models of mass communication and emphasizes the significance and characteristics of various mass media.

- Public communication - Concept, types, techniques and skills in public speaking, qualities of an effective public speaker, overcoming speaker apprehension
- Intercultural communication-concept, importance and relevance, stages and barriers
- Mass Communication - concept, significance, functions and elements
- Models and theories of mass communication

UNIT IV: Scope of Levels of Transactions in Communication

6 Hours

Unit IV emphasizes how communication transactions help in persuading, influencing and bringing out desired changes in individuals and groups. It strives to give conceptual clarity about use of communication in addressing conflict and strengthening personal and professional relationships.

- Application of levels of communication transactions for Influencing ideas attitudes and beliefs of individuals and groups.
- Communications and building Self-Confidence, Self-development identity and personal branding, conflict management, relationship development and repair
- Business communication and strengthening organizational processes and efficacy

PRACTICAL
(Credit 2; Periods 60)

1. Self-Awareness & Analysis of Communication with self
2. Group communication exercises that encourage collaboration, discussion, and participatory learning among participants.
3. Media design and production for group Communication
4. Media design and production for mass communication
5. Evaluating & Designing communications for changing attitudes
6. Evaluation of various communication strategies for social change

Essential Readings

UNIT I

This unit elucidate upon the various levels of communication transactions. This Unit in particular lays thrust on the Intrapersonal and Interpersonal Communication Systems and processes.

- **Anand, S. & Kumar, A.**, 2016, Dynamics of Human Communication. Orient Black Swan, New Delhi.
- **Patri, V. R. and Patri, N.**, 2002, Essentials of Communication. Greenspan Publications.
- **Zeuschner, R. (1997).** *Communicating Today*. California State University, USA.
- **Devito, J. (2012).** *Human Communication*. New York: Harper & Row.

UNIT II

Unit II highlights the small group communication characteristics, functions and power of group conformity. It emphasizes on the organizational communication with focus on culture and leadership.

- **Zeuschner, R. (1997).** *Communicating Today*. California State University, USA.
- **Devito, J. (2012).** *Human Communication*. New York: Harper & Row.
- **Barker, L. (1990).** *Communication*, New Jersey: Prentice Hall Inc; 171.
- **Anand, S. & Kumar, A.**, 2016, Dynamics of Human Communication. Orient Black Swan, New Delhi.

UNIT III

This unit highlights the Communication networks in professional and public spaces. It provides insight into the dynamics of intercultural communication. It also highlights the various theories and models of mass communication and emphasizes the significance and characteristics of various mass media.

- **Foss, K. A., Oetzel J. G.**, 2021, Theories of Human Communication. Waveland Press
- **Anand, S. & Kumar, A.**, 2016, Dynamics of Human Communication. Orient Black Swan, New Delhi.
- **Kumar, K. J.**, 2020, Mass Communication in India. Jaico Publishing House, Mumbai.
- **McQuail, D.**, 2000, Mass Communication Theories. Sage Publications, London.
- **Stevenson, D.**, 2002, Understanding Media Studies: Social Theory and Mass Communication, Sage Publications.

UNIT IV

Unit IV emphasizes how communication transactions help in persuading, influencing and bringing out desired changes in individuals and groups. It strives to give conceptual clarity about use of communication in addressing conflict and strengthening personal and professional relationships.

- **Pannu, P., & Tomar, Y. A.** (2010). *ICT4D: Information communication technology for development*. I.K. International Publishing House.
- **Greene, J.O.,** 2021, *Essentials of Communication Skills and Skill Enhancement*. Taylor & Francis

Suggested Readings

- **Beebe, S. A., & Masterson, J. T.** (2023). *Communicating in small groups: Principles and practices* (12th ed.). Pearson.
- **Baran, S.,** 2014, *Mass Communication Theory*. Wadsworth Publishing
- **Devito, J.,** 2012, *Human Communication*. Harper & Row, New York
- **Greene, J.O.,** 2021, *Essentials of Communication Skills and Skill Enhancement*. Taylor & Francis
- **Stevenson, D.,** 2002, *Understanding Media Studies: Social Theory and Mass Communication*, Sage Publications
- **Zeuschner, R.,** 1997, *Communicating Today*. California State University, USA

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 5-HSC: ICT FOR SOCIAL DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
ICT for Social Development	4	2	0	2	Class XII	NIL

Learning Objectives

- To appraise the importance of ICTs and their incorporation in the development sector.
- To explain the integration of ICTs in the Development Communication.
- To provide skills for discerning and producing information using ICTs.
- To familiarize learners with the strategies for creating effective ICT materials and assess their impact.
- To enhance awareness about development initiatives at global level and address them using ICTs.

Learning Outcomes

The students would be able to:

- Assess relationship between ICT and Development.
- Gain knowledge about the effective use of ICTs in Development sector.
- Develop skills to conceptualize and create ICT tools for higher user engagement.
- Critique the role of ICTs for social change and maximize their reach and impact.
- Address the global development concerns by using ICTs effectively.

THEORY **(Credits 2; Hours 30)**

UNIT I: Introduction to ICTs

10 Hours

This unit elucidates upon the concept of ICTs and their growth. It covers Digital Literacy and allied terms. It also delves upon learning theories and their implications for using ICTs.

- Understanding ICTs- Definition, concept, meaning
- Evolution and Growth of ICTs-global and local level
- Classification of ICTs- Traditional and modern ICTs, their relevance to development
- Digital Literacy- meaning concept and changing notion
- Introduction to Digital Capital, Digital Divide, Digital Gender Divide
- Learning theories: behaviorism, cognitivism, constructivism, and connectivism and their implications for using ICT
- Limitations and challenges of ICTs
- ICT related development Indices

UNIT II: Types of ICT in Development

08 Hours

This unit focuses on various media such as radio, television, mobile applications and new media as an ICT tool for development. It also includes economic management for ICT projects.

- ICT mediated learning: engagement and correlation
- Radio as a tool for ICT
- Television as a tool for ICT
- Mobile as a tool for ICT
- New Media as tools for ICT
- Stakeholders in ICT projects, funding patterns and management

UNIT III: Application of ICTs in addressing Global Development Concerns

06 Hours

This unit provides the students an in-depth view of various initiatives at national and international level. Role of ICTs in Livelihood development and Poverty Reduction, Governance, Sustainable Education, sustainable agriculture; Environment protection & Climate change, Disaster Risk reduction

- Usage of ICTs in Gender equality and Empowerment, addressing health challenges through E-Health & M-Health initiatives

UNIT IV: Challenges of using ICTs

06 Hours

This unit address the global development challenges and the strategies to combat them.

- Importance of Cyber Security- Scenario of Cyber Crime in India, Types of Cyber Crimes
- Identity Theft, Psychological Tricks, Social Media Frauds, Mobile Application Frauds, Online Banking Frauds, Virus Attack on Personal Computers, etc.,
- Cyber Hygiene for Cyber Space & General Tips to keep you safe, National Cyber Crime Reporting Portal and Incident Reporting

PRACTICAL **(Credits 2; Hours 60)**

1. Conducting a survey on ICTs and social media usage pattern
2. Review of Mobile Apps on Development Issues
3. Analyzing and reviewing various internet-based platforms for social change such as blogging, YouTube etc.
4. Review of websites for e-initiatives of Govt. of India
5. Research and development of a report/presentation related to Cyber security and Hygiene
6. Conceptualization, ideation and creation of ICT materials for a social media campaign

Essential Readings

UNIT I

This unit elucidates upon the concept of ICTs and their growth. It covers Digital Literacy and allied terms. It also delves upon learning theories and their implications for using ICTs.

- **Heeks, R.** (2018). *Information and Communication Technology for Development (ICT4D)*. Routledge Publications.
- **Makol, R. & Makol, L.** (2021). *Critical Understanding of ICT*. Kala Mandir, New Delhi.

UNIT II

This unit focuses on various media such as radio, television, mobile applications and new media as an ICT tool for development. It also includes economic management for ICT projects.

- **Pannu P., & Tomar, Y. A.** (2010). *ICT4D: Information communication technology for development*. I.K. International Publishing House.
- **Unwin, P. T. H., & Unwin, T.** (2017). *Reclaiming information and communication technologies for development*. Oxford University Press.

UNIT III

This unit provides the students an in-depth view of various initiatives at national and international level.

- **Kiwelekar, A.W.** (2021). *Information Communication Technologies for Sustainable Development: A Concise Textbook for ICT4SD*. Notion Press, Mangaon-Raigad 402104 India.
- **Mishra, RC.** (2010). *Cyber Crime Impact in the New Millenium*, Auther Press.

UNIT IV

Address the global development challenges and the strategies to combat them.

- **Kiwelekar, A.W.** (2021). *Information Communication Technologies for Sustainable Development: A Concise Textbook for ICT4SD*. Notion Press, Mangaon-Raigad 402104 India.
- **Mishra, RC.** (2010). *Cyber Crime Impact in the New Millenium*, Auther Press.

Suggested Readings

- **GoM.** (2020). *Cyber Security Awareness Booklet for Citizens. Volume 1*. Office of Special Inspector General of Police Maharashtra Cyber, Home Department. Government of Maharashtra. Last Accessed Date 20 March 2023. <https://cybercrime.gov.in/pdf/Cyber%20Security%20Awareness%20Booklet%20for%20Citizens.pdf>
- **MoHA.** (2021). *Cyber Hygiene for Cyber Space - Dos and Don'ts Basics*. Ministry of Home Affairs. Last Accessed Date 20 March 2023

https://cybercrime.gov.in/pdf/Final_English_Manual_Basic.pdf

- Kihrwadkar A, Pushpanadan, (2006), *Information and Communication Technology in Education*, Sarup and Sons, Delhi. Chapter- 1,2,3
- Reddi, U. R. V. *Primer 1: An Introduction to ICT for Development*. UNAPCICT. Last Accessed Date 20 March 2023
https://www.unapcict.org/sites/default/files/inline-files/Primer%201_An%20Introduction%20to%20ICTD.pdf
- Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). *Information and Communications Technology for Sustainable Development*. Bangalore: Allied Publishers
- Unwin, T. (Ed.) (2009). *ICT4D: Information and Communication Technology for Development*. Cambridge: Cambridge University Press.
- Weigel, G. & Waldburger, D. (Eds.) (2004). *ICT4D – Connecting People For A Better World. Lessons, Innovations and Perspectives of Information and Communication Technologies in Development*. Berne: Swiss Agency for Development and Cooperation (SDC) and the Global Knowledge Partnership (GKP).

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**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 7-HSC:
TRAINING AND CAPACITY BUILDING**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Training and Capacity Building	4	2	0	2	Class XII	NIL

Learning Objectives

- To study the concept and significance of training and capacity building.
- To understand the training process and the functions of different phases of training.
- To know how different training approaches can be used to achieve various development goals.
- To develop skills in designing, implementing and evaluating training programmes.

Learning Outcomes

- The student will be able to know the importance and scope of training for development.
- The student will be able to learn the functions of different phases of the training process.
- The student will be able to understand and critically evaluate the different training approaches and methodologies.
- The student will be able to develop skills in planning, executing and evaluating training programmes for different stakeholders.

THEORY

(Credits 2; Hours 30)

UNIT I: Training: Concept and Role in Development

06 Hours

This Unit explores the concept, significance and different agencies involved in training for development. The unit focuses on adult learning and various approaches to train them. The Unit discusses the importance of evaluation and follow-up of training programmes. Various NGOs, GOs and Corporate initiatives in community development will also be discussed.

- Nature, scope, advantages and limitations of training
- Goals, approaches and types of training
- Characteristics and principles of adult learning
- Government policies for training and capacity building of different stakeholders
- Agencies involved in training and development - NGOs, GOs and Corporate

UNIT II: Roles and Responsibilities and Self-development of a Trainer

06 hours

This Unit elaborates on the roles and responsibilities of a trainer. The various types of skills required of a trainer will be discussed. Concepts of self, self-development and personality development of a trainer will also be covered.

- Roles and responsibilities of a trainer before, during and after a training programme
- Soft skills required by a trainer - communication, group mobilization leadership, team building, decision-making, networking and problem solving
- Technology-based skills - ICTs for facilitating the various aspects of the training process
- Concept of self and self-development of a trainer
- Need for personality development

UNIT III: Methods and Techniques of Training

08 Hours

This Unit provides an insight into the different types of training methods and techniques which can be used in offline and online training programmes, including training in blended mode.

- Tools and techniques for training (Brainstorming, Buzz Groups, Panel Discussion, Role Play, Focus Group Discussions, Films, Games and Stories)
- New techniques and innovations in training methods especially using technology

UNIT IV: Designing, Executing and Evaluating Training Modules

08 Hours

This Unit focuses on analyzing training modules developed by different organizations - Government, National and International NGOs. The process of developing, mobilizing resources and implementing training programmes will be discussed. It also focuses on different ways of evaluating training programs for different stakeholders involved in the field of development

- Analysis of training programmes for different stakeholders
- Tools and techniques for training needs assessment
- Understanding various learning goals and outcomes for specific target groups
- Development of Training modules and materials
- Implementation of training programmes
- Methods of evaluation and follow-up of training

PRACTICAL

(Credits 2; Hours 60)

1. Exercises to understand roles and responsibilities of a trainer
2. Undertake activities in building skills of a trainer.
3. Undertake analysis of a variety of training modules.
4. Development and conduct of training modules for specific client groups.
5. Design, production and use of Training methods and materials.
6. Evaluation of training programmes
7. Visit to organizations involved in training and capacity building

Essential Readings

UNIT I:

This Unit explores the concept, significance and different agencies involved in training for development. The unit focuses on adult learning and various approaches to train them. The Unit discusses the importance of evaluation and follow-up of training programmes. Various NGOs, GOs and Corporate initiatives in community development will also be discussed.

- **Dhama, O.P. and Bhatnagar, O.P.** (2003). Education and Communication for Development. New Delhi.
- **Bhatia S.K,2005**, Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9- 26), ch-3(28-38).
- **Lyton R and PareekU.** (1990). Training for Development. New Delhi, Vistaar Publications.

UNIT II

This Unit elaborates on the roles and responsibilities of a trainer. The various types of skills required of a trainer will be discussed. Concepts of self, self-development and personality development of a trainer will also be covered.

- **Agochiya D.** (2002). Every Trainer's Handbook. New Delhi, Sage publisher.
- **Blanchard, P. N., & Thacker, J. W.** (2021). *Effective training: Systems, strategies, and practices* (6th ed.). Pearson.

UNIT III

This Unit provides an insight into the different types of training methods and techniques which can be used in offline and online training programmes, including training in blended mode.

- **Lyton R and PareekU.** (1990). Training for Development. New Delhi, Vistaar Publications.
- **PRIA.** (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.

UNIT IV

This Unit focuses on analyzing training modules developed by different organizations - Government, National and International NGOs. The process of developing, mobilizing resources and implementing training programmes will be discussed. It also focuses on different ways of evaluating training programs for different stakeholders involved in the field of development.

- **Gardner, A. & Brindis, C.** (2017). Advocacy and Policy Change Evaluation: Theory and Practice. USA: Stanford Business Books. ISBN-13: 978-0804792561.

- PRIA. (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.

Suggested Readings

- **Bhatia S.K**, 2005, Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9- 26), ch-3(28-38).
- **Northouse, P. G.** (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- **James W. Thacker C**, (2004). Effectiveness Training-Systems, Strategies and Practices. Pearson Education.
- **Subedi, N R**, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International.
- **UNICEF**. (2010). Advocacy toolkit. A guide to influencing decisions that improve children's lives.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**Bachelors in Arts with With Community Science
Category-V**

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 9-HSC: PUBLIC RELATIONS AND ADVERTISING

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Public Relations and Advertising	4	2	0	2	Class XII	NIL

Learning Objectives

- To familiarize students with the concepts and techniques of advertising.
- To introduce students to the principles and practices of corporate communication and public relations.
- To explore tools, techniques, and strategies for effective PR campaigns.
- To train students in creating and implementing corporate communication plans, with a focus on crisis management and digital media.

Learning Outcomes

The students would be able to:

- Critically evaluate advertisements and understand the importance of ethical practices in advertising.
- Examine the scope for making advertising and digital marketing a future career
- Understand the principles, scope, and significance of corporate communication and public relations.
- Design and evaluate PR campaigns for organizations and brands.
- Utilize digital platforms to enhance corporate and public relations efforts.

THEORY

(Credits 2; Hours 30)

UNIT I: Introduction to Advertising

08 Hours

The idea of the unit to explore the concept of advertising world to the students. Beside introducing the concept, the unit will further elaborate the models of advertising along with the classification of the same. The ethics regulating the field of advertising will also be covered.

- Understanding concept, importance and functions of Advertising
- Advertising Theories and Models-AIDA model, DAGMAR Model, Maslow's Hierarchy
- Model, communication theories applied to advertising
- Types of advertising and new trends
- Economic, cultural, psychological and social aspects of advertising

UNIT II: Advertising Process

08 Hours

This unit focus on tools, techniques and types and characteristics of effective marketing.

- Advertising: tools and techniques
- Types of Media for advertising and their characteristics
- Marketing mix, role of advertising in the marketing mix
- Media selection, Planning, Scheduling for effective advertising
- Performance of Digital Advertising: - Process & players, Display Advertising Media,
- Digital metrics
- Ethical & regulatory aspects of Advertising-Apex Bodies in Advertising-AAAI, ASCI and their codes

UNIT III: Public Relations (PR): Principles and Practices

08 Hours

Unit focuses on PR as a strategic tool for managing organizational relationships, along with definitions, objectives and functions of PR. It provides a systematic approach to designing PR campaigns, supported by insights from real-world cases. Additionally, this unit highlights the role of digital PR and how organisations leverage it to their advantage.

- Definition, scope, and objectives of PR
- Functions of PR: media relations, CSR initiatives, event management
- Steps to creating a PR campaign: research, planning, execution, and evaluation
- Case studies: successful PR strategies
- Role of PR in managing organizational crises
- Digital PR: blogs, social media platforms, and SEO integration

UNIT IV: Communication Strategies and Media

06 Hours

This unit provides an overview of communication channels and strategies in the corporate and PR space. It discusses significance of media planning, role of social media in PR, and various writing techniques for PR. Unit 3 also incorporates the significance of content marketing and storytelling to enhance corporate communication.

- Media planning: Selecting appropriate channels for different audiences
- Writing for PR: Press releases, newsletters, and digital content
- Social media in PR: Trends, tools, and influencer collaborations
- Content marketing and storytelling in corporate communication

PRACTICAL (Credits 2; Hours 60)

1. Understanding the **key elements of an advertisement**, including headlines, illustrations, body copy, and logos.
2. Learning about **different types of headlines** and strategies for creating effective and attention-grabbing headlines for advertisements.
3. Introduction to the **basics of photography** and its role in creating visual illustrations for advertisements.
4. Developing skills to **write effective body copy** that clearly communicates the message of the advertisement.
5. Understanding the **concept of logos**, their different types, and the process of designing a logo.
6. **Analyzing various forms of advertisements**, including print, video, and radio advertisements, to understand their structure and impact.
7. Creating and designing an **advertisement copy for a specific product or service**.
8. Developing **advertisements suitable for different media platforms**, keeping in mind their unique characteristics.
9. Tools and Techniques of PR- Press release
10. PR Campaign Design: Developing a comprehensive PR campaign plan, including research, target audience analysis, and execution strategy.

Essential Readings

UNIT I

The idea of the unit to explore the concept of advertising world to the students. Beside introducing the concept, the unit will further elaborate the models of advertising along with the classification of the same. The ethics regulating the field of advertising will also be covered.

- **Chunawalla S.A.** (2018). Advertising Theory and Practice. Himalaya Publishing House.
- **Jethwaney, J., Jain, S.** (2012). *Advertising Management*. Oxford University Press India.

UNIT II

This unit focus on tools, techniques and types and characteristics of effective marketing

- **Jethwaney, J., Jain, S.** (2012). *Advertising Management*. Oxford University Press India.
- **George, B.E., Michael, B.A., Keyoor, P.** (2007) *Advertising & Promotion, an Integrated Marketing Communications Perspective*. McGraw Hill.

UNIT III

Unit focuses on PR as a strategic tool for managing organizational relationships, along with definitions, objectives and functions of PR. It provides a systematic approach to designing PR campaigns, supported by insights from real-world cases. Additionally, this unit highlights the role of digital PR and how organisation leverage it to their advantage.

- **Jefkins, F.** (1994). Public Relation Techniques. A Butterworth-Heinemann Title.
- **Wilcox, D. L., & Cameron, G. T.** (2014). Public Relations: Strategies and Tactics. Pearson.

UNIT IV

This unit provides an overview of communication channels and strategies in the corporate and PR space. It discusses significance of media planning, role of social media in PR, and various writing techniques for PR. Unit 3 also incorporates the significance of content marketing and storytelling to enhance corporate communication.

- **Broom, G. M., & Sha, B.-L.** (2013). *Cutlip & Center's Effective Public Relations*. Pearson.
- **Newsom, D., Turk, J., & Kruckeberg, D.** (2012). *This is PR: The Realities of Public Relations*. Wadsworth.
- **Cornelissen, J.** (2020). *Corporate Communication: A Guide to Theory and Practice*. SAGE Publications.

Suggested Readings

- Belch, G. E., & Belch, M. A. (2023). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw-Hill.
- Heath R.L. (2010). *The Sage Handbook of Public Relations*. SAGE Publications, Inc.
- Ogilvy, D. (1995) *Ogilvy on Advertising*. Prion Books.
- Wilcox D.L., Glen T, Reber, B. (2014). *Public Relations: Strategies and Tactics*. Pearson
- Tench, R., & Yeomans, L. (2017). *Exploring Public Relations and Corporate Communication*. Pearson.
- Gregory, A. (2020). *Planning and Managing Public Relations Campaigns*. Kogan Page.
- Relevant PR case studies and resources from PRSA and CIPR.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 11-HSC: GENDER, COMMUNICATION AND SOCIETY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Gender, Communication and Society	4	2	0	2	Class XII	NIL

Learning Objectives

- To enable students to understand the concept of sex and gender as well as its implications of gender dynamics in societies on various aspects of human life.
- To explore gender-based disparities, including socio-cultural constraints, deprivations, and violence experienced by men and women throughout their life cycle, along with the legal remedies available.

- To help students understand the role of various forms of media in shaping the perception, opinions, attitudes and mind sets of people across societies and to emphasize the role of media in fostering gender equity.

Learning Outcomes

The students would be able to

- Gain a clear understanding of the concepts of sex and gender and how socio-economic, cultural, and political practices shape gender identities.
- Acquire insights into the dimensions, theories, and approaches to women's empowerment.
- Develop an appreciation for the connections between gender, media and society and its impact on promoting gender equality and equity.

THEORY **(Credits 2; Hours 30)**

UNIT I: Understanding Gender and Identities

08 Hours

This unit introduces foundational gender concepts, identity spectrums, and social constructs that shape perceptions and realities of gender.

- Concept of gender: Difference between sex and gender
- Social construction of gender
- LGBTQ+ identities: Binary and Non-Binary concepts, intersectionality with other identities
- Challenges faced by LGBTQ+ individuals
- Government initiatives for LGBTQ+ rights and inclusion

UNIT II: Status of Women and Social Structures

08 Hours

This unit focuses on the status of women historically and in contemporary society, influenced by cultural, patriarchal, and matriarchal norms.

- Status of women: Definition, quantification, historical and contemporary perspectives
- Patriarchal vs. matriarchal societies and their impact on women
- Gender differentials in health/nutrition, education, economy, and politics
- Indices of Gender Development (GDI, GII, GGI) with reference to India

UNIT III: Gender, Violence, and Legal Frameworks

07 Hours

This unit examines gender-based violence through a life-cycle approach and explores legal measures and empowerment strategies to counter gender inequalities.

- Life Cycle Approach to gender and violence against women
- Domestic violence, sex-selective practices, workplace harassment
- Legal provisions to combat gender-based violence
- Women empowerment: Economic, social, and political dimensions

UNIT IV: Gender and Media

07 Hours

This unit explores media's influence on gender norms, representation of women, and evolving ethical concerns; includes the role of ICTs in gender discourse.

- Media and gender construction
- Representation of women in media: Political, cultural, and social domains
- Gender stereotypes, objectification, and commodity feminism
- Ethical concerns and gender-responsive media frameworks
- ICTs and Gender: Opportunities and challenges

PRACTICAL **(Credit 2; Hours 60)**

1. Activities on sex and Gender
2. Study of gender-based indices with reference to Indian context
3. Analysing gender in media content: portrayal of women in media, gender stereotyping
4. Research studies on issues linked to Gender
5. Case studies of changing representations of femininity and masculinity in various media : magazines, films, TV shows, social media
6. Studies on programmes and campaigns for women's development
7. Developing Digital stories/ Power point presentations/ Radio Programs/Audio jingles on gender-based Issues

Essential Readings

UNIT I

This unit introduces foundational gender concepts, identity spectrums, and social constructs that shape perceptions and realities of gender.

- **Bhasin, Kamla** (2000). Understanding Gender. New Delhi. Kaali for Women.
- **Chattopadhyay, S** (2018). Gender Socialization and the Making of Gender in the Indian Context. New Delhi: Sage Publications

UNIT II

This unit focuses on the status of women historically and in contemporary society, influenced by cultural, patriarchal, and matriarchal norms.

- **Chattopadhyay, S** (2018). Gender Socialization and the Making of Gender in the Indian Context. New Delhi: Sage Publications.
- **Ghadiyally, R.** (2007). Urban Women in Contemporary India. New Delhi: sage Publications

UNIT III

This unit examines gender-based violence through a life-cycle approach and explores legal measures and empowerment strategies to counter gender inequalities.

- **Saikia, J.P.,** (2017). Gender Themes and Issues, Concept Publishing Company.
- **Goel, A, Kaur, A and Sultana, A** (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.

UNIT IV

This unit explores media's influence on gender norms, representation of women, and evolving ethical concerns; includes the role of ICTs in gender discourse.

- **Roy, Chakraborty and Bhattacharya** (2024). Media, Gender and Society: Emerging trends and interpretations, Penprints publishers
- **Chaudhuri M.** (2017). Refashioning India: Gender, Media and a transformed public

discourse, DSR Book Distributors. •

- **Roy et al (2024).** Media, Gender and Society: Emerging Trends and Interpretations. Perfect Paperback.

Suggested Readings

- Beauvoir, S. (2015). The Second Sex. London: Vintage Books.
- Dube, L. (2001) Anthropological Explorations in Gender-Intersecting Fields. New Delhi: Sage Publications.
- Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications. •
- Ghadially, R (1989). Women in India Society: A Reader. New Delhi: Sage Publications.
- Goel, A. (2004) Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
- Goel, A. (2004) Organisation & Structure of Women Development and Empowerment. New Delhi: Deep & Deep

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 13-HSC: ENVIRONMENT AND HEALTH COMMUNICATION

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Environment and Health Communication	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the role of communication in health promotion and behaviour change, focusing on nutrition and public health issues.
- To explore the concepts of sustainable development and the role of communication in promoting environmental sustainability.
- To examine the impact of socio-economic, cultural, and geographic factors on health and environmental issues.
- To analyze effective strategies for health and environmental communication, including media's role, SBCC campaigns, and innovative approaches.

Learning Outcomes

The students would be able to:

- Explain the role of communication in health promotion, with a focus on nutrition,

malnutrition, and public health challenges.

- Identify and evaluate communication strategies for improving food security, nutrition outcomes, and addressing health inequities in India.
- Demonstrate knowledge of sustainable development concepts, goals, and the relationship between environmental, population, and development issues.
- Assess the impact of socio-economic, cultural, and geographic factors on health and environmental changes.

THEORY **(Credit 2; Hours 30)**

UNIT I: Understanding Health: In the Context of Behaviour Change

7 Hours

This unit explores the role of communication in health promotion, focusing on nutrition and behaviour change among children, adolescents, and women. It covers public health challenges like malnutrition and addresses various social detriments of health. The unit also examines communication strategies and community-based efforts to improve food security and nutrition outcomes in India.

- Role of Communication in Health: Global and Indian overview of health communication, its objectives, Concepts of Community and Public Nutrition with a focus on Children, Adolescents, and women, Importance and Challenges for interventions
- Public Health Aspects of Malnutrition- Life cycle approach to understanding the nutritional, Awareness building to service delivery, Nutrition support programs and initiatives, ICDS, Food & Nutrition Security- Policy and challenges in India, Behaviour change initiatives for improving nutrition indicators –selected case studies
- Social Detriments of Health, Reproductive and Mother and Child Health- Importance for SDGs, health indicators, appraisal of interpersonal communication in health, Communitization of health

UNIT II: Understanding Environment and Sustainable Development: In the context of Behaviour Change

7 Hours

This unit focuses on the role of communication in promoting sustainable practices. It covers sustainable development concepts, key pillars, and the link between environment, population, and development. It also explores the impact of climate change, environmental risks, and socio-economic factors on environmental change.

- Role of Communication in Environmental Issues: Focus on environmental communication and its role in promoting sustainable practices.
- Sustainable Development: Concept, Key Pillars, Approaches, Action and Agenda. Linkage between environment population and development, Impact of lifestyles and changing consumption patterns on the environment. Environmental legislations and policies, International environmental agreements/protocols.
- Sustainable Development Goals: Goals, Targets, Indicators, India's present situation, Strategies towards SDGs attainment, Sustainable Development Goal Index (SDGI), Changes in the environment- types, hazards and risks.
- Factors affecting changes in the environment: socio, economic, cultural and geographic. Climate Change; Sustainable Development Communication,

UNIT III: Effective Strategies for Health Communication

8 Hours

This unit focuses on strategies for addressing health issues through Behaviour Change communication. It examines national and international agendas on health promotion strategies, including SBCC campaigns, and asserts approaches like Entertainment Education and the Positive Deviance.

- Present and future thrusts of national and international health communication agenda
- Role of media in promoting health, strategies used in health promotion
- Strategizing health advocacy and SBCC campaigns- elements, tools, and techniques.
- Synergizing inter-sectoral partnerships for health advocacy and action, social marketing, participatory training and campaigns of health communication
- Innovative Approaches in Health Communication: Entertainment Education, Incentives for Health Communication and Positive Deviance Approach.

UNIT IV: Effective Strategies for Environmental Communication

8 Hours

This unit focuses on strategies for addressing environmental issues through Behaviour Change communication. It examines national and international agendas on air pollution, health promotion strategies, including campaigns and climate mitigation strategies

- Present and future thrusts of national and international environment communication agenda: Case of Air Pollution and Water Crisis
- Networking, Lobbying, and Mobilizing pressure groups, citizen's action, and people's, synergizing inter-sectoral partnerships for Climate Change; Sustainable Development advocacy and action, and campaigns
- Impact of media in influencing environmental protection, climate change sensitization and sustainable development

PRACTICAL (Credit 2; Hours 60)

1. SBCC Campaigns for health/nutrition: Pulse Polio Campaign, RRE Campaign, POSHAN Abhiyan, Surakshit Matritva Abhiyan
2. SBCC Campaigns for Climate change and sustainable development: WWF, 350, Connect4Climate.
3. Analysing India's National Strategies for Climate Change Adaptation and Mitigation
4. Analysis and interpretation of health and environment-related data and indicators
5. Development of SBCC tool kit on any issue related to Health or Climate change and sustainable development concerning:
 - Communication Principles
 - Socio-economic context
 - Message design
 - Channel Selection
 - Audience targeting and segmentation
 - Developing Feedback mechanism

Essential Readings

UNIT I

This unit explores the role of communication in health promotion, focusing on nutrition and behaviour change among children, adolescents, and women.

- **Thompson, T., & Parrott, R.,** (2015). *The Handbook of Health Communication*. Routledge
- **O'Neill, M.,** (2011). *Communication and Environment: A Critical Perspective*. Wiley- Blackwell.
- **Eldredge, L., et al.,** (2016). *Planning Health Communication Campaigns*. Sage Publications.
- **Cox, R.,** (2010). *Environmental Communication and the Public Sphere*. Sage Publications.

UNIT II

This unit focuses on the role of communication in promoting sustainable practices.

- **Thompson, T., & Parrott, R.,** (2015). *The Handbook of Health Communication*. Routledge
- **O'Neill, M.,** (2011). *Communication and Environment: A Critical Perspective*. Wiley- Blackwell.
- **Eldredge, L., et al.,** (2016). *Planning Health Communication Campaigns*. Sage Publications.
- **Cox, R.,** (2010). *Environmental Communication and the Public Sphere*. Sage Publications.

UNIT III

This unit focuses on strategies for addressing health issues through Behaviour Change communication.

- **Thompson, T., & Parrott, R.,** (2015). *The Handbook of Health Communication*. Routledge
- **O'Neill, M.,** (2011). *Communication and Environment: A Critical Perspective*. Wiley- Blackwell.
- **Eldredge, L., et al.,** (2016). *Planning Health Communication Campaigns*. Sage Publications.
- **Cox, R.,** (2010). *Environmental Communication and the Public Sphere*. Sage Publications.

UNIT IV

This unit focuses on strategies for addressing environmental issues through Behaviour Change communication.

- **Thompson, T., & Parrott, R.,** (2015). *The Handbook of Health Communication*. Routledge
- **O'Neill, M.,** (2011). *Communication and Environment: A Critical Perspective*. Wiley- Blackwell.
- **Eldredge, L., et al.,** (2016). *Planning Health Communication Campaigns*. Sage Publications.
- **Cox, R.,** (2010). *Environmental Communication and the Public Sphere*. Sage Publications.

Suggested Readings

- Dillard, J. P., & Shen, L. (2022). *The SAGE handbook of persuasion: Developments in theory and practice* (2nd ed.). Sage Publications.

- Green, L., & Kreuter, M., 2005. *Health Program Planning: An Educational and Ecological Approach*. McGraw-Hill.
- Stibbe, A., 2009. *The Handbook of Environmental Communication*. Routledge.
- Harper, J., 2007. *Communicating Sustainability: A Critical Perspective*. Sage.
- Stokols, D., et al., 2003. *Health and Environment: A Cross-Cultural Perspective*. Wiley.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE- DCE 15-HSC:
INCLUSIVE SOCIO-ECONOMIC DEVELOPMENT
AND BACKYARD NANO-INDUSTRIES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusive Socio-economic Development and Backyard Nano Industries	4	3	1	0	Class XII	NIL

Learning Objectives

1. Develop an understanding of the concepts, indicators, and dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Examine the role of Backyard Nano Industries as a catalyst for local economic development, employment generation, women's empowerment, and community participation.
3. Understand the policy framework, institutional support systems, and financial mechanisms promoting Backyard Nano Industries and rural entrepreneurship.
4. Explore entrepreneurial opportunities through value addition, local resource utilization, and business planning for backyard enterprises.
5. Analyse innovations, emerging challenges, and sustainable strategies for strengthening Backyard Nano Industries in the context of inclusive development.

Learning Outcomes

The students would be able to:

1. Explain the concepts, indicators, and policy dimensions of inclusive socio-economic development and sustainable livelihoods.
2. Analyse the contribution of Backyard Nano Industries to local economic development, employment generation, and women's economic empowerment.

3. Evaluate the role of government policies, institutions, financial inclusion initiatives, SHGs, and entrepreneurship programmes in promoting Backyard Nano Industries.
4. Identify opportunities for developing sustainable backyard enterprises through resource utilization, value addition, business planning, and marketing.
5. Assess innovations, policy challenges, and future opportunities for promoting inclusive and sustainable development through Backyard Nano Industries.

THEORY **(Credits 3; Hours 45)**

UNIT I: Foundations of Inclusive Development and Backyard Nano Industries 12 Hours

This unit introduces students to the foundational concepts of inclusive socio-economic development and positions Backyard Nano Industries (BNI) as a vehicle for achieving sustainable livelihoods, employment generation, and women's empowerment.

- Growth vs. Development; Concept of Underdevelopment and Inclusive Development
- Indicators and Measures of Development: Human Development Index (HDI), Multidimensional Poverty Index (MPI), Environment and Development, Sustainable Development Goals (SDGs)
- Demography: Theories, trends, and India's demographic features, Poverty, inequality, and unemployment in India
- Role of Economic and Social Infrastructure in inclusive development
- Backyard Nano Industries: Concept, characteristics, and scope, Nano-enterprises vs. MSMEs
- Backyard Nano Industries as drivers of local economic development, employment generation and sustainable livelihoods, Role of women, family enterprises, and community participation in backyard industries.

UNIT II: Policies, Institutions, and Financial Ecosystem for Backyard Nano Industries 13 Hours

This unit examines the policy framework, institutional support, and financial mechanisms that promote Backyard Nano Industries and community entrepreneurship.

- Overview of major national programs:
 - Health Policy: Public health initiatives, National Health Mission, universal healthcare challenges
 - Education Policy: Right to Education (RTE), National Education Policy (NEP), quality and accessibility issues
 - Social Protection Mechanisms: PDS, MGNREGA, pensions
 - Transformative Vision: Viksit Bharat – pillars and strategies for inclusive national development
 - Skill development initiatives and entrepreneurship development programmes
 - Environment and Sustainability: Climate change adaptation, ecological sustainability
 - Poverty alleviation and women's empowerment
- Government policies promoting nano-enterprises and rural entrepreneurship
- Role of Self-Help Groups (SHGs), Producer Groups, and Producer Companies
- Financial inclusion: Microfinance, NABARD, Mudra Yojana, PMEGP, NRLM, and other livelihood schemes
- Emerging Issues: Digital divide, migration, urban planning challenges

UNIT III: Backyard Nano Industries for Sustainable Livelihoods

10 Hours

This unit focuses on the planning, establishment, and management of Backyard Nano Industries with emphasis on value addition, local resource utilization, and women-led enterprises.

- Equity and Inclusion Policies: Programs for SCs, STs, OBCs, minorities, women
- Rural and Urban Dynamics: Regional disparities, urbanization, rural development initiatives
- Backyard Enterprise Development
 - Identification of local resources and opportunities for backyard enterprises
 - Home-based processing and value addition - Food processing, textiles, handicrafts, natural products, herbal products, and other backyard enterprises
 - Business Planning and Marketing for Nano-industries
- Institutions and Governance: Ministry of Social Justice and Empowerment, National Commissions

UNIT IV: Innovations, Challenges, and Future Perspectives

10 Hours

This unit examines emerging trends, technological innovations, and policy challenges affecting Backyard Nano Industries, with lessons from global practices.

- Policy Formulation, Implementation and Evaluation:
 - Governance, political commitment
 - Public-private partnerships
 - Assessing impacts, affirmative action, and contributions of NGOs and community organizations
- Global Experiences: International lessons and best practices in inclusive development
- Innovation and technology in Backyard Nano Industries:
 - Green Entrepreneurship and Sustainable Production
 - Social entrepreneurship, technology-enabled interventions, and community-based innovations
- Challenges faced by nano-industries: Finance, technology, market access, quality standards, and scaling up
- Future Opportunities for Sustainable Livelihoods - women-led nano-enterprises and community-based entrepreneurship.

TUTORIALS **(Credits 1; Hours 15)**

1. **Policy Analysis Frameworks:** Application of SWOT analysis, stakeholder mapping, and cost-benefit analysis to policies supporting Backyard Nano Industries and sustainable livelihoods.
2. **Critical examination** of Indian policies and initiatives, including:
 - i. Agricultural development and food security.
 - ii. Poverty alleviation, livelihood, and skill development.
 - iii. Health, nutrition, and well-being.
 - iv. Food value chain, food processing industry, and food safety.
 - v. Gender-responsive policies and empowerment.
 - vi. Policies for children, adolescents, and youth.
 - vii. Programs for the elderly and persons with disabilities.
 - viii. Development of textiles, SMEs, handlooms, and cottage industries.
 - ix. Environmental sustainability and climate change mitigation.

3. **Case studies** of successful SHGs, and backyard nano-industries
4. **Field Visit:** Visit to an SHG, Farmer Producer Organisation (FPO), rural entrepreneurship development centre, MSME incubation centre, or successful Backyard Nano Industry, followed by submission of a report.
5. **Comparative analysis** of government schemes supporting nano and micro enterprises.

Essential Readings

Unit I

This unit introduces inclusive socio-economic development and explores Backyard Nano Industries as a pathway to sustainable livelihoods, employment, and local development.

- **Arya, V., Balutia, A., Chhatre, A., & Narain, N. (Eds.).** (2026). *Pathways to rural prosperity: Livelihood interventions and transformation in India* (1st ed.). Routledge.
- **CGAP.** (2025). *Diverse Paths: Finance for Women's Nano and Micro Enterprises* https://www.cgap.org/sites/default/files/publications/FN_Diverse%20Paths_Finance%20for%20Women%E2%80%99s%20Nano%20and%20Micro%20Enterprises.pdf (Accessed on 17.07.2026)
- **Deaton, A., & Kozel, V. (Eds.).** (2005). *The great Indian poverty debate*. Macmillan India.
- **Drèze, J., & Sen, A.** (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- **Hill, M.** (2003). *Understanding social policy*. Blackwell Publishing.
- **Midgley, J.** (1995). *Social development: The developmental perspective in social welfare*. SAGE Publications.
- **Mishra, S. K., Puri, V. K. & Garg, B.** (2025). *Indian Economy*, Himalaya Publishing House.
- **Ray, D.** (1998). *Development Economics*, Princeton University Press.
- **SAATH.** (2024). *Insight Report: Nano Entrepreneurs in Informal Sectors* https://saath.org/public/storage/pdfs/annual_reports/L0YiiF6c1Fk2XOBc8YI6MNFDktYyV1bw6Bj8ObpG.pdf (Accessed on 17.07.2026)
- **Shylendra, H. S. (Ed.).** (2025). *Emerging women's livelihood collectives in India: Cases depicting agency, accomplishments and challenges*. Palgrave Macmillan.

Unit II

This unit examines major national policies, government support schemes, and financial mechanisms that promote inclusive development, rural entrepreneurship, and sustainable livelihoods through Backyard Nano Industries and community-based enterprises.

- **Bhatt, A.** (2022). *Digital India: Reflections and practice*. Oxford University Press.
- **Drèze, J., & Sen, A.** (1995). *India: Economic development and social opportunity*. Oxford University Press.
- **Indian Institute of Banking & Finance.** (2025). *Macmillan microfinance* (3rd ed.). Macmillan Education.
- **International Labour Organization.** (2019). *World social protection report 2017-19: Universal social protection to achieve the Sustainable Development Goals*. International Labour Office.
- **Kohli, K., & Menon, M.** (2016). *Business interests and the environmental crisis*. Sage Publications

- **Ministry of Education**, Government of India. (2020). *National education policy 2020*. Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- **Selvaraj, S., Karan, A. K., & Srivastava, S. (Eds.)**. (2022). *India health system review* (Vol. 12, No. 1). World Health Organization.
<https://apps.who.int/iris/handle/10665/352333>
- **Srivastava, R.** (2013). *A social protection floor for India*. International Labour Organization.
- **Deendayal Antyodaya Yojana- National Rural Livelihoods Mission**, (2025)
<https://www.pib.gov.in/PressReleasePage.aspx?PRID=2181702®=3&lang=2>
(Accessed on 17.07.2026)

Unit III

This unit explores inclusive livelihood opportunities through Backyard Nano Industries, focusing on local resource utilization, value addition, entrepreneurship, and policies promoting equity, rural development, and social inclusion.

- **Ministry of Statistics and Programme Implementation**, Government of India. (2023). *National Indicator Framework for SDGs: India 2023 update*. Government of India.
- **NITI Aayog**. (2019). *SDG India index and dashboard 2019–20: Partnerships in the decade of action*. Government of India. <https://www.niti.gov.in/sdg-india-index-dashboard-2019-20>
- **Niti Aayog**. (2022). *India's SDG index and dashboard 2022: States and Union Territories*. Niti Aayog.
- **NITI Aayog**. (2023). *Viksit Bharat @ 2047: Voice of youth*. Government of India. <https://www.niti.gov.in/viksit-bharat-2047>
- **National Bank for Agriculture and Rural Development (NABARD)**, 2024, *Status of Microfinance in India 2023-24*,
<https://mcrhrdi.gov.in/2026/group1/week2/0808244223NABARD-SOMFI%20mirco%20finance.pdf> (Accessed on 17.07.2026)
- **Ministry of Micro, Small and Medium Enterprises**, *Annual Report (2024-25)*,
<https://www.msme.gov.in/static/uploads/2025/06/cdd1fa9e3553498f59e6fef26bcc34b4.pdf> (Accessed on 17.07.2026)
- **Xcess' Board of Editors**. (2014). *How to start, promote and manage self help groups (SHGs) and micro finance institutions and bank finance for micro credit*. Xcess Infostore Pvt. Ltd.

Unit IV

This unit examines policy, governance, innovation, and emerging opportunities for strengthening Backyard Nano Industries and promoting sustainable, women-led, and community-based entrepreneurship.

- **Ashta, A.** (2019). *A realistic theory of social entrepreneurship: A life cycle analysis of micro-finance*. Springer Nature Switzerland AG.
- **Patel, U., Kapur, D., & Mehta, P. B. (Eds.)**. (2023). *Accelerating India's development: A state-led roadmap for effective governance*. Penguin Allen Lane.
- **Chopra, D., & Pradhan, K. C. (Eds.)**. (2021). *Development, governance and social policy in India*. Academic Foundation.

- **Singh, K., Chongtham, N., Trikha, R., Bhardwaj, M., & Kaur, S. (Eds.). (2024).** *Science, technology and innovation ecosystem: An Indian and global perspective*. Springer. <https://doi.org/10.1007/978-981-97-2815-2>
- **United Nations Development Programme. (2021).** Human development report 2021-22: Uncertain times, unsettled lives. UNDP.
- **Mishra, R. (1999).** Globalization and the welfare state. Edward Elgar Publishing.
- **Mehrotra, S. (Ed.). (2014).** *India's skills challenge: Reforming vocational education and training to harness the demographic dividend*. Oxford University Press.
- Ministry of Rural Development, Annual Report (2024-25) <https://www.dord.gov.in/static/uploads/2024/02/43f6d3ecbd0cf21b1a0c23d80d270e0c.pdf> (Accessed on 17.07.2026)

Suggested Readings

- **Bhaduri, A., & Nayyar, D. (1996).** The intelligent person's guide to liberalization. Penguin Books.
- **Chandoke, N. (2003).** The politics of social policy in India. SAGE Publications.
- **Deore, D., & Thoke, N. (2026).** *Rural and micro finance for MBA Semester 4*. Nirali Prakashan.
- **Gough, I., & Wood, G. (2004).** Insecurity and welfare regimes in Asia, Africa, and Latin America. Cambridge University Press.
- **Grusky, D. B., & Kanbur, R. (Eds.). (2006).** Poverty and inequality. Stanford University Press.
- **Kabeer, N. (2005).** Inclusive citizenship: Meanings and expressions. Zed Books.
- **Rao, M., & Nair, M. (Eds.). (2021).** Public health challenges in contemporary India. Springer Nature.
- **SAATH. (2026).** A Study on Green Livelihoods in the Informal Economy https://saath.org/public/storage/pdfs/annual_reports/yA19yhVOi879MBJ0eYOzSTWcwu7tgmWUAUQDHRML.pdf (Accessed on 17.07.2026)
- **Sen, A. (2009).** The idea of justice. Harvard University Press.
- **Standing, G. (2017).** Basic income: And how we can make it happen. Penguin Books.
- **Swain, R. K. (2014).** *Micro finance, micro enterprises and women entrepreneurs*. Ingram.
- **UN-Habitat. (2022).** World cities report 2022: Envisaging the future of cities. UN-Habitat.
- **Walker, R., & Chase, E. (Eds.). (2014).** Poverty and social exclusion: New methods of analysis. Policy Press.

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POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE EVEN SEMESTER

FABRIC AND APPAREL SCIENCE

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 2-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL (Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step by Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 4-HSC:
APPAREL DESIGN AND CONSTRUCTION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Apparel Design and Construction	4	2	0	2	Class XII	Pattern making for garment construction

Learning Objectives

- To introduce students to the structural, functional, and aesthetic elements of garments
- To develop foundational competence in apparel construction techniques
- To equip students with skills to evaluate ready-made garments

Learning Outcomes

The students would be able to:

- Identify and analyse structural garment components and their functional and aesthetic variations.
- Describe the functional requirements and design considerations of self-help garments and maternity wear.
- Select and apply appropriate seams, edge finishes, and support materials for professional garment construction.
- Explain and demonstrate appropriate construction and handling techniques for various special fabrics.
- Interpret garment labels and explain their relevance to use and care.
- Evaluate ready-made garments using standard criteria.
- Execute garment construction techniques, including seams, finishing methods, and component development, with technical accuracy.
- Apply appropriate techniques to construct a complete garment.

THEORY
(Credits 2; Hours 30)

UNIT I: Garment Components and Design Variations

10 Hours

This unit introduces the structural elements of garments and explores their functional and aesthetic variations. It also addresses design adaptations for specific user needs.

- Classification, types, and evaluation of garment components: necklines, collars, sleeves, yokes, pockets, plackets
- Design variations: bodices, skirts, and trousers
- Inclusive and adaptive Clothing: self-help garments and maternity wear - functional requirements and design considerations

UNIT II: Apparel Construction Techniques

6 Hours

This unit develops foundational knowledge of garment construction processes, seam applications, finishing methods, and fabric-specific handling techniques.

- Trimmings and garment support materials - lining, underlining, interlining, interfacing: selection and application
- Seam classification: superimposed, enclosed, lapped, bound, flat, and decorative
- Techniques for constructing straight, curved, and cornered seams: clipping, notching, grading, balancing, trimming, under-stitching, stay-stitching, easing, corner finishing
- Edge treatments of straight & curved edges: self-finish, facing and binding applications, casings, and decorative trims

UNIT III: Handling of Speciality Fabrics

8 hours

This unit focuses on the characteristics, selection, preparation, layout, cutting, and construction techniques required for handling specialty fabrics.

- Definition and classification of speciality fabrics
- Handling Speciality fabrics
 - Sheer and Lightweight Fabrics
 - Slippery Fabrics
 - Napped, Pile and Directional Fabrics
 - Heavy and Structured Fabrics

UNIT IV: Ready-Made Garment Quality Evaluation

6 Hours

This unit introduces quality assessment in apparel products and familiarises students with evaluation standards.

- Garment labels: Significance, types, with emphasis on care labelling
- Evaluating ready-made garments: overall appearance, fabric, fit, workmanship, finishing, and price

PRACTICAL (Credits 2; Hours 60)

1. Preparation of seam samples: French seam, run-and-fell seam, lapped seam, bound/piped seam, curved seam, and corner seam
2. Neckline finishing techniques: Bias binding, Bias facing, Shaped facing
3. Sample Development of design variation of garment components: Sleeve, Collar, Placket, Pocket
4. Development of one garment applying appropriate construction and finishing techniques

Essential Readings

UNIT I

This unit introduces the structural elements of garments and their functional as well as aesthetic significance in apparel design. It covers classification, types, and evaluation of garment components such as necklines, collars, sleeves, yokes, pockets, and plackets. The unit also explores design variations in bodices, skirts, and trousers, enabling students to understand how basic garment structures can be modified to create diverse styles while maintaining balance and proportion.

- **Aldrich, W.** (2008). *Metric Pattern Cutting for Women's Wear*. Wiley-Blackwell
- **Armstrong, H. J.** (2025). *Pattern Making for Fashion Design*. 5th Edition. HarperCollins Publishers.
- **Brown, P., & Rice, J.** (1998). *Ready-to-wear Apparel Analysis*. Prentice Hall.
- **Mohan, R., Sareen, S., & Gupta, N. (Eds.).** (2023). *Fundamentals of Apparel Design & Construction: Introduction to Garment Components*. Indu Book Services.

UNIT II

This unit develops foundational knowledge of garment construction processes and finishing techniques. It includes seam classifications, edge finishes, application of trimmings and support materials such as lining and interfacing, and techniques for constructing straight, curved, and cornered seams. Emphasis is placed on precision, durability, and professional finishing standards in apparel production.

- **Doongaji, S., & Deshpande, R.** (1988). *Basic processes and clothing construction*. Raj Publications.
- **Mohan, R., Sareen, S., & Gupta, N. (Eds.).** (2023). *Fundamentals of Apparel Design & Construction: Sewing Tools and Techniques*. Indu Book Services.
- **Schaeffer, C. (2003).** *Sew Any Fabric*. Krause Publications.

UNIT III

This unit focuses on the characteristics and behaviour of specialty fabrics such as sheer, slippery, stretch, napped, pile, and heavy fabrics. It addresses fabric-specific layout planning, marking, cutting, stitching techniques, and appropriate needle and thread selection. The unit equips students with practical skills to manage construction challenges and prevent defects while working with delicate or complex materials.

- **Colton, V.** (1995). *Reader's Digest Complete Guide to Sewing*. The Reader's Digest Association
- **Solinger, J.** (1988). *Apparel manufacturing handbook: analysis, principles and practice*.
- **Schaeffer, C. (2003).** *Sew Any Fabric*. Krause Publications.

UNIT IV

This unit introduces quality assessment standards in the ready-made garment industry. It covers garment labelling, with emphasis on care labelling and consumer information, and criteria for evaluating apparel products based on fabric quality, fit, workmanship, finishing, durability, and price. The unit enhances students' ability to critically assess market-ready garments using established quality parameters.

- **Brown, P., & Rice, J.** (1998). *Ready-to-wear Apparel Analysis*. Prentice Hall.
- **Mehta, P. V., & Bhardwaj, S. K.** (1998). *Managing quality in the apparel industry*. New Age International.

Suggested Readings

- **Kallal, M. J.** (1985). *Clothing Construction*. Macmillan Publishing Company.
- **Mansfield, E. A., & Lucas, E. L.** (1974). *Clothing Construction*. Houghton Mifflin.
- **Stamper, A. A., Sharp, S. H., & Donnell, L. B.** (1986). *Evaluating Apparel Quality*. Fairchild Publications.

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 6-HSC:
TEXTILE COLOURATION AND FINISHING**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Textile Colouration and Finishing	4	2	0	2	NIL	NIL

Learning Objectives

- To provide comprehensive knowledge about the concepts of dyeing and printing.
- To develop understanding of various kinds of finishing processes on textile fabrics.

Learning Outcomes

The students would be able to:

- Classify and select dyes based on suitability and fastness for different fabrics.
- Explain various dyeing procedures and dyeing methods and their effect on finished fabrics.
- Describe the importance and methods of testing colour-fastness of dyes.
- Differentiate between and explain the styles and methods of printing.
- Explain the various routine and special finishing of textiles.
- Identify the common dyeing, printing and finishing defects.
- Apply dyeing and printing techniques such as tie and dye, block printing, screen printing and batik on fabrics

THEORY
(Credits 2; Hours 30)

UNIT I: Textile Dyeing – Dyes, Methods and Fastness

8 Hours

This unit covers classification of dyes and their application on different textile fibres, dyeing procedures, different stages of dyeing, and colour fastness.

- Classification of dyes – natural and synthetic dyes
- Major dye classes and their suitability on different fibres – direct, reactive, acid, vat, disperse dyes and pigments
- Dyeing procedures for direct, reactive and acid dyes
- Methods of dyeing – solution, fibre, yarn, fabric and garment dyeing and their effect on the finished fabric

UNIT II: Textile Printing – Styles, Methods and Defects

10 Hours

This unit deals with styles and methods of printing. Newer printing technologies and common dyeing and printing defects are also discussed.

- Styles of printing – Direct, Discharge, Dyed, and Resist
- Methods of printing – Stencil, Block, Roller, Screen, Rotary Screen, Heat Transfer, Digital, Flock
- Emerging and newer printing technologies
- Common dyeing and printing defects

UNIT III: Textile Finishes

6 Hours

This unit focuses on common routine and functional finishes applied on fabrics. Common finishing defects are also included.

- Aims and classification of Textile finishes
- Basic/ Routine finishes - Scouring, Bleaching, De-sizing, Singeing, Mercerisation, Tentering, Calendaring
- Functional finishes - Crease resistant, Flame retardant, Anti-microbial, Moth-proofing
- Common finishing defects

UNIT IV: Colour Fastness

6 Hours

This unit focusses on the concept of colour fastness and its importance in determining the durability and performance of dyed and printed textiles. It covers different types of colour fastness, factors affecting it, and standard testing methods used to evaluate wash and light fastness of fabrics.

- Concept and Importance of Colour Fastness
- Types of Colour Fastness
- Factors Affecting Colour Fastness
- Procedure and Testing of Colour Fastness – Wash Fastness, Light fastness

PRACTICAL (Credits 2; 60 Hours)

1. Preparation of Samples using Tie and dye technique
2. Samples of Block Printing – Block placement, multi-colour blocks
3. Screen printing
4. Batik technique
5. Preparatory Finishing: Desizing, Bleaching
6. Preparation of an article/garment using a combination of dyeing and printing techniques.

Essential Readings

UNIT I

This unit introduces the classification of dyes and their application on different textile fibres. It covers various dyeing methods and procedures used at different stages of textile production, along with the concept of colour fastness and its importance in ensuring fabric durability and quality.

- **Corbman, B. P.** (1985). *Textiles: Fiber to Fabric*. McGraw-Hill Book Company.
- **Jerstorp, K., & Kohlmark, E.** (2000). *The Fabric Design Book: Understanding and Creating Patterns Using Texture, Shape and Color*. A & C Black Publishers.
- **Joseph, M. L.** (1988). *Essentials of Textiles (5th ed.)*. Rinehart & Winston.

UNIT II

This unit focuses on the different styles and methods of textile printing used to create decorative surface designs. It also highlights emerging printing technologies and discusses common dyeing and printing defects that affect fabric quality.

- **Rastogi, D., & Chopra, S. (Eds.)**. (2017). *Textile Science*. Orient Black Swan.
- **Clarke, W.** (1977). *An introduction to textile printing*. Butterworth and Co. Ltd.
- **Kolanjikombil, M.** (2023). *Printing of textile substrates: Machineries and methods (Vol. 1)*. Woodhead Publishing.

UNIT III

This unit provides an understanding of routine and functional finishes applied to fabrics to enhance their appearance, performance, and durability. It also addresses common finishing defects and their impact on fabric quality.

- **Sekhri, S.** (2022). *Textbook of Fabric Science: Fundamentals to Finishing (4th ed.)*. PHI Learning Pvt. Ltd.
- **Rastogi, D., & Chopra, S. (Eds.)**. (2017). *Textile Science*. Orient Black Swan.

UNIT IV

This unit explains the concept and importance of colour fastness in textiles. It discusses various types of colour fastness, factors influencing it, and standard testing methods used to evaluate wash and light fastness of dyed and printed fabrics.

- **Booth, J. E.** (1996). *Principles of textile testing (3rd ed.)*. CBS.
- **Rastogi, D., & Chopra, S. (Eds.)**. (2017). *Textile Science*. Orient Black Swan.

Suggested Readings

- **Gulrajani, M. L. (Ed.)**. (2010). *Colour measurement: Principles, advances and industrial applications*. Woodhead Publishing.
- **Miles L.** (1994). *Textile Printing (2nd Edition)*. England: Society of Dyers and Colourists
- **Murphy V., Crill R.** (1991). *Tie-Dyed textiles of India*. London: Victoria & Albert Museum
- **Shorie G.P.** (2007). *Vastra Vigyan Ke Mool Siddhant*. Agra: Vinod Pustak Mandir.
- **Storey, J.** (1992). *Manual of Textile Printing*. London: Thames and Hudson publication

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 8-HSC:
FASHION PRODUCT DEVELOPMENT**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Fashion Product Development	4	2	0	2	Class XII	NIL

Learning Objectives

- To provide learners with a comprehensive understanding of the apparel industry, and key product development approaches.
- To develop the ability to conduct market research, analyse consumer trends, and identify opportunities for new products.
- To provide learners with a comprehensive understanding of the garment design process, from concept generation to pre-production planning.
- To develop knowledge of industrial practices such as techpack preparation, costing, and sample development and evaluation.
- To familiarize learners with the process and challenges of new product development and innovation in fashion.

Learning Outcomes

The students would be able to:

- Describe the structure of the apparel industry
- Explain the different product development approaches and conduct market research to identify new product opportunities.
- Generate design concepts using inspiration research, mood boards, concept statements, sketches, and CAD tools.
- Develop a garment collection by applying the steps of the design process.
- Develop techpack for garment designs.
- Estimate the material requirement and prepare a cost sheet for the design.
- Describe the role of various types of samples used in garment manufacturing.
- Enumerate the steps in the development of prototype and fit samples
- Evaluate prototype samples based on various criteria
- Conduct fitting sessions for sample evaluation.
- Explain the process and challenges of new product development and propose solutions for innovation in apparel design.

THEORY
(Credits 2; Hours 30)

UNIT I: Apparel Industry and Fashion Product Development

6 Hours

This unit introduces the structure and functioning of the apparel industry and explores the different approaches to product development and the role of market research in identifying trends and opportunities.

- Profile of Indian apparel industry - domestic and export sectors
- Role and types of product development - customer specification-based, trend-based, product enhancement, innovative products
- Market research for product development - consumer research, trend analysis, opportunity identification

UNIT II: Design Concept and Steps in Line Development

6 Hours

This unit provides an overview of the development of garment collections from concept generation to line planning.

- Concept and Design Development: Ideation and inspiration research, Concept statement, mood and theme boards, Flat sketches and CAD-assisted design development, Design review, refinement, and finalisation
- Materials and Line Planning: Fabric, trims, and accessory selection, fabric and material board, Line planning, including garment variety and production feasibility
- Technical and Sample Preparation: Technical sketches, specification sheets, pattern making, sample preparation

UNIT III: Techpack, Costing and Sample Development

10 Hours

This unit introduces industry practices related to preparation of techpacks, cost estimation, and sample development processes, prior to production.

- Techpack - importance, components, and terminology
- Cost sheet preparation - Estimation of fabrics, materials, supplies and production processes
- Importance of sample making - Types and role of samples
- Steps in development of prototype and fit samples, Evaluation criteria for prototype samples
- Conducting fit sessions, Preparations for fitting, sample evaluation

UNIT IV: New Product Development

8 Hours

This unit talks about the process involved in new product development, from idea generation to product launch, and highlights the key challenges faced during development, including cost, competition, and market uncertainty.

- Process in New Product Development: Idea generation and screening, concept development and testing, product design and prototype development, market testing, commercialization, and product launch.
- Challenges in New Product Development: High development cost, market uncertainty, technological constraints, changing consumer preferences, intense competition, time-to-market pressure, and risk of product failure.

PRACTICAL

(Credits 2; 60 Hours)

1. Illustration of garments on a fashion croqui with appropriate fabric rendering techniques.
2. Line Development Project comprising four garments for selected season
 - a. Ideation and inspiration research,
 - b. formulation of concept statement
 - c. development of mood and theme boards
 - d. preparation of flat sketches
 - e. design review, refinement, and finalisation.
3. Development of tech-pack/ specification sheet of any one final design
4. Preparation of cost sheet
5. Construction of prototype sample of any one garment

Essential Readings

UNIT I

This unit provides an understanding of the structure and functioning of the apparel industry in both domestic and export sectors. It introduces various approaches to product development and emphasizes the role of market research in identifying consumer needs, trends, and business opportunities.

- **Aspelund, K.** (2010). *Design process*. Fairchild Publications.
- **Bryant, M. W., & DeMers, D.** (2005). *The spec manual (2nd ed.)*. Fairchild Books.

UNIT II

This unit focusses on the process of developing a garment collection from concept creation to final line planning. It covers ideation, material selection, technical development, and sample preparation required to transform design ideas into production-ready garments.

- **Sarkar, P.** (2015). *Garment manufacturing: Processes, practices and technology*. Online Clothing Study.

UNIT III

This unit introduces industry practices related to technical documentation, costing, and sample development prior to production. It highlights the importance of techpacks, cost estimation, and fit evaluation in ensuring product accuracy, quality, and production efficiency.

- **Sarkar, P.** (2015). *Garment manufacturing: Processes, practices and technology*. Online Clothing Study.
- *Tech pack book for fashion: Clothing design sketchbook journal for fashion designers.* (2021). Independently published.
- **Lee, J., & Steen, C.** (2019). *Technical sourcebook for apparel designers*. Bloomsbury.

UNIT IV

This unit explains the systematic process of developing a new product, from idea generation to commercialization. It also discusses the key challenges faced during product development, including cost management, competition, and market uncertainty.

- **Aspelund, K.** (2010). *Design process*. Fairchild Publications.
- **Frings, G. S.** (2007). *Fashion: From concept to consumer (9th ed.)*. Prentice Hall

Suggested Readings

- **Kunz, G., & Glock, R.** (2004). *Apparel manufacturing: Sewn product analysis (4th ed.)*. Pearson.
- **Bubonia, J. E.** (2017). *Apparel production terms and processes (2nd ed.)*. Fairchild Books.
- **Seivewright, S., & Sorger, R.** (2016). *Research and design for fashion*. Fairchild Books.
- **Tain, L.** (2018). *Portfolio presentation for fashion designers*. Fairchild Books.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 10-HSC: GARMENT PRODUCTION AND QUALITY MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Garment Production and Quality Management	4	3	1	0	Class XII	NIL

Learning Objectives

- To provide learners with an understanding of quality concepts and quality management practices in the apparel industry.
- To develop knowledge of in-production, post-production, and inspection processes in garment manufacturing.
- To familiarise learners with sourcing strategies, production systems, and equipment used in apparel manufacturing.
- To enable learners to understand the workflow from fabric sourcing and cutting to finishing, folding, packing, and final garment inspection.
- To introduce principles of production efficiency, including time and motion studies, and their role in productivity improvement.

Learning Outcomes

The students would be able to:

- Explain the concepts of quality, dimensions of quality, and components of quality management in garment production.
- Identify and apply relevant quality standards and specifications in the apparel industry.
- Describe the steps and strategies involved in the sourcing of fabrics and trims for garment production.
- Explain the role of Marker making, Marker Modes, Marker efficiency in garment production.

- Explain the processes involved in spreading, layout and cutting
- Identify and describe the function of general and specialised sewing machines, types of machine beds and related seams and stitches
- Explain the processes used in finishing and packing department.
- Compare and evaluate the alternative systems of production.
- Explain the importance of time and motion studies to improve productivity in garment production.

THEORY **(Credits 3; Hours 45)**

UNIT I: Introduction to Quality Management

10 Hours

This unit provides an understanding of the concepts relating to quality and quality management in the apparel industry. It also aims to apprise the learners of the various quality standards and specifications applicable to the garment industry.

- Quality and Quality Management – Definition and importance, Dimensions of Quality, Components of Quality management – Quality Planning, Quality Assurance, Quality Control
- Overview of Quality Standards and specifications

UNIT II: Sourcing and In-production processes in Garment manufacturing

15 Hours

This unit provides an understanding of the various equipment and processes used in marker making, spreading, layout and cutting room.

- Sourcing department – Role and functions, Steps and strategies of sourcing
- Fabric and Accessories Inspection - 4 point grading system, Physical tests
- Marker making, Marker Modes, Marker efficiency
- Spreading – Spreading modes and machines, Fabric (Symmetrical and asymmetrical)
- Cutting Room – Cut order planning, Cutting equipment, ticketing and bundling
- Sewing Room – General and specialised sewing machines, Seams and stitches
- Inline Quality Inspection

UNIT III: Post-production processes in Garment manufacturing

10 Hours

- Finishing Department – functions, finishing equipment, pressing, cleaning, stain removal
- Folding and Packing department – Types of folds, folding equipment, packing types and material
- Steps in Post-Production Garment Inspection and testing, Sampling Plans, AQL

UNIT IV: Production Systems and Productivity

10 Hours

This unit introduces the concept of Production systems and time and motion studies in garment production.

- Production systems: key components
 - Whole Garment Production System: Make through system, Section or process system, Modular Production System
 - Assembly Line System: Bundle system, Straight line, Unit production system
- Role of time and motion study in the productivity of garment production.

TUTORIALS

(Credits 1; Hours 15)

1. Discussion on the dimensions of quality.
2. Analysis of garment labels to identify quality specifications
3. Compare two similar garments from different brands and evaluate quality parameters such as fabric, stitching and finishing
4. Research on international or national quality standards used in the apparel industry.
5. Calculation of marker efficiency using a given fabric layout.
6. Prepare a comprehensive checklist for post-production garment inspection, including finishing, measurement, and packaging standards.
7. Visit a garment manufacturing unit or export house to observe departments, workflow, machinery, and quality practices.
8. Any other academic work that demonstrates the student's ability to apply the concepts learnt in the subject.
9. Evaluation and feedback by the teacher.

Essential Readings

UNIT I

This unit introduces learners to the fundamental concepts of quality and quality management in the apparel industry. It emphasizes the importance of quality for customer satisfaction and organizational efficiency and covers the components of quality management. Learners will also be familiarized with various quality standards and specifications relevant to garments.

- **Mehta, P. V.** (2012). *Quality management handbook for the apparel industry*. New Age International Pvt Ltd.
- **Purushothama, B.** (2021). *Handbook of managing apparel production and quality*. Woodhead Publishing India Pvt Ltd.

UNIT II

This unit explores the processes and equipment used in garment production from sourcing to sewing. It emphasizes how sourcing strategies, fabric inspection, and in-production processes contribute to efficiency and quality in garment manufacturing.

- **Cooklin, G., Hayes, S. G., & McLoughlin, J.** (2006). *Introduction to clothing manufacture*. Wiley-Blackwell.
- **Mehta, P. V.** (2012). *Quality management handbook for the apparel industry*. New Age International Pvt Ltd.
- **Gokarneshan, N.** (2019). *Garment manufacturing technology*. Abhishek Publications.
- **Karthik, T.** (2016). *Apparel manufacturing technology*. Taylor & Francis.

UNIT III

This unit focuses on the processes after sewing, covering finishing, folding, packing, and inspection. Learners will understand how post-production quality control ensures garments meet standards before delivery.

- **Cooklin, G., Hayes, S. G., & McLoughlin, J.** (2006). *Introduction to clothing manufacture*. Wiley-Blackwell.
- **Purushothama, B.** (2021). *Handbook of managing apparel production and quality*. Woodhead Publishing India Pvt Ltd.
- **Gokarneshan, N.** (2019). *Garment manufacturing technology*. Abhishek Publications.
- **Karthik, T.** (2016). *Apparel manufacturing technology*. Taylor & Francis.

UNIT IV

This unit introduces learners to different garment production systems and the role of time and motion studies in improving productivity. It emphasizes efficiency and workflow optimization in manufacturing.

- **Cooklin, G., Hayes, S. G., & McLoughlin, J.** (2006). *Introduction to clothing manufacture*. Wiley-Blackwell.
- **Shukla, A., & Tyagi, D.** (2023). *Productivity improvement in garment manufacturing process*. LAP Lambert Academic Publishing.

Suggested Readings

- **Bubonia, J. E.** (2014). *Apparel quality: A guide to evaluating sewn products*. Fairchild Books.
- **Eiri Staff.** (2007). *Handbook of garments manufacturing technology*. Educa Books.
- **Ha-Brookshire, J.** (2017). *Global sourcing in the textile and apparel industry*. Bloomsbury Publishing Plc.
- **Lee, J., & Steen, C.** (2019). *Technical sourcebook for apparel designers*. Bloomsbury.
- **Mehta, P., & Bharadwaj,** (1998). *Managing quality in apparel industry*. New Age Publishers.
- **Sarkar, P.** (2015). *Garment manufacturing: Processes, practices and technology*. Online Clothing Study.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 12-HSC: TEXTILES FOR HOME

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Textiles for Home	4	3	1	0	Class XII	NIL

Learning Objectives

- To provide an overview of the home textiles sector in India.
- To develop understanding of various categories and characteristics of household linen
- To familiarise students with different types and production methods of floor coverings.
- To introduce performance requirements, finishes, quality standards, labelling, and safety regulations in home textiles.

Learning Outcomes

The students would be able to:

- Define and classify home textiles and made-ups.
- Describe the structure and emerging market trends of the Indian home textile sector

- Identify and compare fabrics, styles, and characteristics of various household linens, upholstery, and drapery
- Select suitable home linen and floor coverings and recommend suitable care and maintenance practices.
- Classify different categories of floor coverings and explain their production methods.
- Explain performance requirements, finishes, quality standards, labelling norms, and safety regulations applicable to home textiles.

THEORY **(Credits 3; Hours 45)**

UNIT I: Overview of the Home Textiles Sector

10 Hours

This unit introduces students to the home textiles sector in India, leading national and international brands and designers catering to home textiles.

- Definition, Classification of Home Textiles and made-ups
- Market overview, emerging trends in Indian Home textile sector, Production centres
- National and international brands, designers, catering to home textiles

UNIT II: Home Textile Products and Applications

15 Hours

This unit introduces students to the major categories of household linen, upholstery and drapery

- Products, Fibre types, key features, Selection criteria, care and maintenance considerations: bed-linen, table-linen, bath-linen, kitchen-linen,
- Upholstery and Drapery: Fabric types and characteristics, trims and accessories, styles, selection criteria, care and maintenance

UNIT III: Floor Coverings – Carpets and rugs

10 Hours

This unit aims to provide an understanding of the production methods and categories of floor coverings.

- Categories of floor covering
- Production methods – tufting, knotting, weaving, knitting, braiding, needle-punching, Flocking
- Fibre type, standard sizes, selection criteria, care and maintenance

UNIT IV: Performance Requirements of Home Textiles

10 Hours

This unit provides an understanding of performance requirements, finishes, quality standards, labelling, and safety regulations in home textiles.

- Performance Requirements
- Finishes used in home textiles
- Quality Standards and Specifications
- Labelling and Safety regulations for home textiles

TUTORIALS **(Credits 1; Hours 15)**

1. Study the Indian home textile sector and prepare a brief report on major product categories, production centres, and emerging market trends.

2. Analyse one national or international home textile brand or designer - product range, design style, target market, and innovation in home furnishings.
3. Select one category (bed linen, bath linen, table linen, or kitchen linen) and prepare a product profile covering fibre content, features, selection criteria, and care requirements.
4. Examine labels of home textile products and identify fibre content, care symbols, safety information, and quality specifications.
5. Visit a home textile showroom, retail store, or manufacturing unit to observe product categories, materials, finishes, and merchandising practices. Prepare a structured observation report.
6. Any other academic work that demonstrates the student's ability to apply the concepts learnt in the subject.
7. Evaluation and feedback by the teacher

Essential Readings:

UNIT I

This unit introduces students to the scope and structure of the home textiles sector, both in India and internationally. It familiarizes learners with the major players, production hubs, and evolving trends shaping the industry. By understanding the market and key designers, students gain insight into the business and creative aspects of home textiles.

- **Gopalakrishnan, D & T Karthik**, (2020), *Home Textiles*, Daya Publishing House
- **Kapoor Hemant & Aashima Arora** (2012), *Home Textiles*, Bio-Green

UNIT II

This unit focuses on the primary product categories within the home textiles sector and their practical applications. Students learn about fibre types, product features, and considerations for selection, care, and maintenance, enabling informed decisions in design, production, and merchandising.

- **Gopalakrishnan, D & T Karthik**, (2020), *Home Textiles*, Daya Publishing House
- **Kapoor Hemant & Aashima Arora** (2012), *Home Textiles*, Bio-Green
- **V. Ramesh Babu, S. Sundaresan**, (2018), *Home Furnishing*, WPI Publishing

UNIT III

This unit provides a comprehensive understanding of floor coverings, emphasizing production methods, product categories, and material characteristics. Students will learn how different manufacturing techniques and fibre types affect the quality, appearance, and performance of carpets and rugs.

- **Babu, V. R., & Sundaresan, S.** (2018). *Home furnishing*. Woodhead Pub India.
- **Gopalakrishnan, D & T Karthik**, (2020), *Home Textiles*, Daya Publishing House
- **Kapoor Hemant & Aashima Arora** (2012), *Home Textiles*, Bio-Green
- **Middleton, A.** (1997). *Rugs & carpets: Techniques, traditions & designs*. Mitchell Beazley.
- **V. Ramesh Babu, S. Sundaresan**, (2018), *Home Furnishing*, WPI Publishing

UNIT IV

This unit covers the technical and regulatory aspects of home textiles, equipping students with knowledge of performance standards, finishing techniques, and safety requirements. Learners understand how quality and compliance impact product design, consumer satisfaction, and market acceptance.

- **Gopalakrishnan, D & T Karthik**, (2020), *Home Textiles*, Daya Publishing House
- **Goswami, K. K.** (2021). *Process control in manufacturing home textiles*. Abhishek Publications.
- **Kapoor Hemant & Aashima Arora** (2012), *Home Textiles*, Bio-Green
- **Subrata Das**, (2015), *Performance of Home Textiles*, Woodhead Publishing

Suggested Readings

- **Aladdin Company.** (2023). *Furnishings for the home*. Legare Street Press.
- **Anon**, (2010), *How To Make Draperies, Slip Covers, Cushions And Other Home Furnishings* - The Modern Singer Way, Read Books
- **Cheryl Mendelson**, (2010), *Laundry: The Home Comforts Book of Caring for Clothes and Linens*, Scribner
- **Neubauer, L. (Ed.)**. (2006). *The complete photo guide to curtains and draperies: Do-it-yourself window treatments*. Quarry Books.
- **Tyagi, A.** (2011). *Textiles for apparel and home furnishings*. Sonali Publications.
- **Wood, D.** (2019). *Soft furnishings: The practical encyclopedia*. Southwater Pub.

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 14-HSC: ANCIENT AND HISTORIC TEXTILES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Ancient and Historic Textiles	4	3	1	0	Class XII	NIL

Learning Objectives

- To acquire knowledge of historical textile production methods and processes.
- To analyse the historical development of textiles in ancient cultures.
- To evaluate the artistic and historical significance of textile master pieces of the world.
- To examine the impact of art movements on textile design, production, and appreciation.

Learning Outcomes

The students would be able to:

- Explain various methods of textile production.
- Describe the evolution of textiles in ancient civilizations and their impact on modern society.
- Identify and analyse masterpieces of world textiles, recognizing their cultural, artistic, and historical significance.

- Explain the influence of various art movements on textile design, production, and appreciation.

THEORY
(Credits 3; Hours 45)

UNIT I: Textile Manufacturing Techniques

12 Hour

This unit lays thrust on history, tools and techniques of textile manufacturing techniques in the world.

- Felt and bark cloth
- Plaiting and basketry
- Spinning
- Weaving
- Knitting
- Netting knotting and crochet
- Tapestry and rug weaving
- Embroidery
- Dyeing and printing

UNIT II: Birth of the Textile Industry: Ancient Contributions

12 Hours

The unit highlights the origin of textile fibres in various ancient civilisations.

- Mesopotamia
- Egypt
- Persia
- Greece
- Rome
- China
- India

UNIT III: Global Textile Heritage: Masterpieces and Traditions

12 Hours

This unit highlights history, construction techniques, styles, colours, motifs and centres of production master pieces of the world.

- Brocades of China, Italy, Spain, Persia France
- Shawls of England and France
- Laces of Europe
- Linen Damasks of Ireland
- Resist dyed Fabrics of Japan and Indonesia
- Printed Textiles of France and England
- Embroidery of China, England and Persia

UNIT IV: Art Movements and Influence on Textiles

9 Hours

This unit examines the influence of major art movements on textile design, surface ornamentation, and fashion aesthetics

- Gothic Era
- Renaissance
- Baroque
- Neoclassicism

- Romanticism
- Realism, Cubism,
- Bauhaus,
- Art Nouveau, Art Deco
- Surrealism
- Abstract
- Pop art
- Minimalism
- Contemporary and Indian Art.

TUTORIALS (Credits 1; Hours 15)

1. Visit a textile museum or collection to analyze and appreciate historical and cultural textiles.
2. In-depth analysis of specific textiles or textile-producing cultures in form of Case studies
3. Presentation of project/ research activity by students on ancient civilisation
4. Group discussions on various topics, such as the cultural significance of textiles, the impact of industrialization on traditional textile production, and the role of textiles in modern society.
5. Documentation of any one textile tradition (e.g., Chinese brocade, Irish damask, Japanese resist dyeing) with reference to its history, construction technique, motifs, colour palette, and centre of production.
6. Development of Design board inspired from any one art movement.

Essential Readings

UNIT I

This unit introduces the historical evolution, tools, and techniques of textile manufacturing across different cultures of the world. It examines early surface and structural fabric formation methods. Emphasis is placed on understanding the technological development of textile production processes and their socio-cultural significance in different periods of history.

- **Gillow, J., & Sentance, B.** (2008). *World textiles: A visual guide to traditional techniques*. Thames & Hudson.
- **Paine, S.** (2003). *Textiles of the world: A guide to traditional techniques and motifs*. Thames & Hudson.
- **Smith, K.** (2025). *Clothing the world: The development of fabric, modification, and technique from the prehistoric to modern world*.
- **Wilson, K.** (2001). *World textiles: A concise history*. Thames & Hudson.

UNIT II

This unit explores the origin and development of textile fibres and manufacturing practices in major ancient civilisations. It studies the textile traditions of Mesopotamia, Egypt, Persia, Greece, Rome, China and India, highlighting fibre sources, tools, trade networks, and technological advancements. The unit enables students to understand how early civilisations contributed to the growth of textile production and laid the foundation of the global textile industry.

- **Harris, J. (Ed.).** (2001). *Textiles: 5,000 years* (Rev. ed.). British Museum Press.
- **Wilson, K.** (2001). *World textiles: A concise history*. Thames & Hudson.
- **Postrel, V.** (2020). *The fabric of civilization: How textiles made the world*. Basic Books.

UNIT III

This unit examines significant textile traditions and masterpieces from across the world. It focuses on their historical background, construction techniques, stylistic features, colour schemes, motifs, and major production centres. The unit develops an appreciation of global textile heritage and craftsmanship.

- **Gillow, J., & Sentance, B.** (2008). *World textiles: A visual guide to traditional techniques*. Thames & Hudson.
- **Harris, J. (Ed.).** (2001). *Textiles: 5,000 years* (Rev. ed.). British Museum Press.
- **Paine, S.** (2003). *Textiles of the world: A guide to traditional techniques and motifs*. Thames & Hudson.

UNIT IV

This unit examines the influence of major art movements on textile design, surface ornamentation, and fashion aesthetics. It covers movements and highlights how artistic philosophies, forms, motifs, and colour palettes shaped textile patterns and design innovation across historical and modern contexts.

- **Dehejia, V.** (1997). *The art of India*. National Gallery of Art.
- **Postrel, V.** (2020). *The fabric of civilization: How textiles made the world*. Basic Books.
- **Wilson, K.** (2001). *World textiles: A concise history*. Thames & Hudson.

Suggested Readings

- **Seiler-Baldinger, A.** (1994). *Textiles: A classification of techniques*. Calico Museum of Textiles.
- **Ginsburg, M. (Ed.).** (2004). *The illustrated history of textiles*. Studio Editions.
- **Lewis, E.** (1953) *Romance of Textile*, The McMillan Company, New York (Out of Print- Classic).
- **Gombrich, E. H.** (1995). *The story of art*. Phaidon Press.
- **Adams, L. S.** (2016). *Art: A brief history*. Pearson Education.
- **Gardner, H.** (2016). *Gardner's art through the ages: A global history*. Cengage Learning.

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Bachelors in Arts with With Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSC-FAS 16-HSC:
ENTREPRENEURSHIP IN FASHION

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Entrepreneurship in Fashion	4	3	1	0	Class XII	NIL

Learning Objectives

To provide an understanding of entrepreneurship and setting up a fashion business

Learning Outcomes

The students would be able to:

- Describe the essential Qualities of an Entrepreneur
- Follow the steps required for setting up a business
- Identify the sources of funding
- List the Entrepreneurship promotion schemes and institutional support
- Identify business opportunities in the fashion sector.
- Describe the challenges specific to the clothing businesses.

THEORY
(Credits 3; Hours 45)

UNIT I: Introduction to Entrepreneurship

8 Hours

This unit provides an overview of the concept of entrepreneurship.

- Entrepreneurship: Concept, Functions, Importance and Types
- Essential Qualities of an Entrepreneur
- Types of Entrepreneurs
- Backyard Nano Industries: Concept, characteristics, and opportunities in textiles and fashion-based home enterprises.

UNIT II: Creative and innovative problem-solving in entrepreneurship 10 Hours

This unit introduces creative thinking, innovation, and the design thinking process.

- Creative thinking process, developing a creative mind-set, overcoming creative blocks
- Innovation: Concept, significance, types and process
- Design thinking process: Empathise, Define, Ideate, Prototype, Test
- Innovation in textile and fashion-based Backyard Nano Industries through value addition and local resource utilization.

UNIT III: Setting up a new Enterprise

12 Hours

This unit provides basic understanding of the steps to be followed in the setting up a business.

- Idea Generation: Tools and techniques for idea generation
- Identification of business opportunities in Backyard Nano Industries such as home-based apparel production, tailoring, embroidery, handloom, textile crafts, natural dyeing, upcycling, and fashion accessories.
- Setting up an enterprise: Basic steps, Feasibility study, Components and Preparation of business plan
- Resource Requirements: Financial, Human, Technical, Marketing, Legal and other Resources
- Funding sources – Traditional and modern
- Marketing Channels

UNIT IV: Promotional Schemes and Resources

15 Hours

This unit provides an overview of the Entrepreneurship promotion schemes and resources. It also provides an understanding of the opportunities and challenges of fashion businesses.

- Entrepreneurship Promotion: Government schemes, financial support, Self-Help Groups (SHGs), Producer Groups, Mudra Yojana, PMEGP, NRLM, and the role of incubation centres in promoting textile and fashion-based Backyard Nano Industries.
- Key Business Concepts: Intellectual Property Rights (IPR), Trademark, Copyright, Patent, Design, Trade Secret, Investment, and Turnover.
- Business Opportunities in Fashion: Boutique ownership, fashion labels, garment export, contract manufacturing, and online retail, Home-based business in textiles and fashion
- Challenges in Clothing Business: Inventory costs, high return rates, fast fashion pressure, sustainability concerns, and customer acquisition costs.

TUTORIALS **(Credits 1; Hours 15)**

1. “Know the Entrepreneur”- Students identify one local entrepreneur (boutique owner, home baker, tailor, online seller) and Collect information (Type of entrepreneur, Functions performed, Qualities observed, Challenges faced)
2. Exercise on Entrepreneurial Traits Self-Assessment-Students rate themselves (1–5 scale) on Risk-taking, Leadership, Creativity, Decision-making and Communication
3. Activity on Creative Thinking Drill (List 20 innovative uses of a dupatta / scarf / old T-shirts)
4. Presentation of project/ research activity by students (Business Plan-Business name, Product description, Target market, Estimated investment, Marketing strategy, Expected profit)
5. Students identify a locally available resource, traditional skill, or textile craft and develop a concept for a Backyard Nano Industry, highlighting the product, target customers, value addition, and potential market.
6. Students study a successful textile or fashion-based Backyard Nano Industry (e.g., tailoring unit, embroidery enterprise, handloom, natural dyeing, fashion accessories, upcycling, or SHG-based enterprise)
7. Any other academic work that demonstrates the student’s ability to apply the concepts learnt in the subject.
8. Evaluation and feedback by the teacher

Essential Readings

UNIT I

This unit introduces the fundamentals of entrepreneurship and explores the qualities of successful entrepreneurs, with special emphasis on Backyard Nano Industries as emerging opportunities in textile and fashion-based home enterprises.

- **Arya, V., Balutia, A., Chhatre, A., & Narain, N. (Eds.).** (2026). *Pathways to rural prosperity: Livelihood interventions and transformation in India* (1st ed.). Routledge.
- **CGAP.** (2025). *Diverse Paths: Finance for Women's Nano and Micro Enterprises* https://www.cgap.org/sites/default/files/publications/FN_Diverse%20Paths_Finance%20for%20Women%E2%80%99s%20Nano%20and%20Micro%20Enterprises.pdf (Accessed on 17.07.2026)
- **Gupta O. P., Gupta Vijay, Gupta Santosh,** (2021), *Fundamentals of Entrepreneurship*, SBPD Publishing House
- **Sharma Sangeeta,** (2017), *Entrepreneurship Development* New Delhi: PHI Learning Private Limited
- **K. Prabhakaran, Dhanvi.** (2025). *A Principles of Fashion Entrepreneurship Development*, The Opus Coliseum
- **SAATH.** (2024). *Insight Report: Nano Entrepreneurs in Informal Sectors* https://saath.org/public/storage/pdfs/annual_reports/L0YiiF6c1Fk2XOBc8Yl6MNFDktYyV1bw6Bj8ObpG.pdf (Accessed on 17.07.2026)

UNIT II

This unit introduces creative thinking, innovation, and design thinking as tools for entrepreneurship, while exploring value addition and local resource utilization for developing innovative textile and fashion-based Backyard Nano Industries.

- **Harvard Business Review,** (2018), *Harvard Business Review Entrepreneur's Handbook*, Harvard Business Review Press
- **Aarthi Gunnupuri,** (2016), *Start Up Your Fashion Label*, Collins
- **Charantimath Poornima M.,** (2018), *Entrepreneurship Development and Small Business Enterprises*. Pearson Education India
- **Griffiths. C, Costi. M, Medlicott .C,** (2022) *The Creative Thinking Handbook: Your Step-by-Step Guide to Problem Solving in Business*, Kogan Page Ltd
- **Shylendra, H. S. (Ed.).** (2025). *Emerging women's livelihood collectives in India: Cases depicting agency, accomplishments and challenges*. Palgrave Macmillan.

UNIT III

This unit guides students through the process of establishing a textile and fashion enterprise, from idea generation and business planning to resource mobilization, funding, marketing, and identifying opportunities in Backyard Nano Industries.

- **Aarthi Gunnupuri,** (2016), *Start Up Your Fashion Label*, Collins
- **Charantimath Poornima M.,** (2018), *Entrepreneurship Development and Small Business Enterprises*. Pearson Education India

UNIT IV

This unit explores government support systems, financial schemes, and business opportunities that promote textile and fashion entrepreneurship, while examining key business concepts and the challenges of establishing and managing sustainable enterprises, including Backyard Nano Industries.

- **Indian Institute of Banking & Finance.** (2025). *IIBF X Taxmann's Micro, Small and Medium Enterprises: Practice-oriented handbook that offers a complete, policy-aligned, digitally informed overview of India's MSME ecosystem.* Taxmann Publications Private Limited.
- **Deore, D., & Thoke, N.** (2026). *Rural and micro finance for MBA Semester 4.* Nirali Prakashan.
- **Sharma Sangeeta,** (2017), *Entrepreneurship Development New Delhi:* PHI Learning Private Limited
- **Swain, R. K.** (2014). *Micro finance, micro enterprises and women entrepreneurs.* Ingram.

Suggested Reading

- **Andrea Siracuse,** (2020), *Voguepreneurs: Women Entrepreneurs Who Have Built Million-Dollar Brands Through Digital Platforms,* New Degree Press
- **Nath Dhruv, Mitra Sushanto,** (2020), *Funding Your Startup and Other Nightmare,* Penguin Portfolio
- **Cameron Brewer,** (2021), *How to Start a Clothing Company - Deluxe Edition Learn Branding, Business, Outsourcing, Graphic Design, Fabric, Fashion Line Apparel, Shopify, Fashion, Social Media, and Instagram,* Ramtander Ltd
- **SAATH. (2026).** A Study on Green Livelihoods in the Informal Economy https://saath.org/public/storage/pdfs/annual_reports/yA19yhVOi879MBJ0eYOzSTWcwu7tgmWUAUQDHRML.pdf (Accessed on 17.07.2026)

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Bachelors in Arts with Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FAS 18-HSC: SUSTAINABILITY AND SOCIAL RESPONSIBILITY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Sustainability and Social Responsibility	4	3	1	0	Class XII	NIL

Learning Objectives

- Introduce students to the fundamental concepts, principles, and evolution of sustainability and sustainable development.
- Familiarize students with the framework of the United Nations Sustainable Development Goals (SDGs) and their global and national relevance.
- Develop an understanding of major environmental, social, and economic challenges affecting sustainable development.

- Examine the role of governments, industries, institutions, and individuals in promoting sustainability and social responsibility.
- Encourage critical thinking about sustainable solutions, responsible consumption, and ethical practices.
- Promote awareness of sustainable technologies, policies, and community-based initiatives that support long-term environmental and social well-being.

Learning Outcomes

The students would be able to:

- Explain key concepts, principles, and historical developments related to sustainability and sustainable development.
- Describe the structure and objectives of the United Nations Sustainable Development Goals and their significance for global development.
- Identify and analyse major environmental, social, and economic sustainability challenges at global and national levels.
- Evaluate the impact of industrial practices, consumption patterns, and corporate activities on sustainability.
- Discuss policy frameworks, corporate social responsibility initiatives, and community actions that contribute to sustainable development.

THEORY **(Credits 3; Hours 45)**

UNIT I: Introduction to Sustainability

10 Hours

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- Concept and evolution of sustainability
- Meaning, definition and principles of sustainable development
- Triple Bottom Line: Environmental, Social, and Economic sustainability
- Historical milestones in sustainability discourse and global environmental movements
- Interrelationship between sustainability, ethics, and social responsibility

UNIT II: Sustainable Development Goals (SDGs)

8 Hours

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- Overview of the 17 Sustainable Development Goals (SDGs)
- Global frameworks for sustainable development
- Role of governments, industries, and civil society in achieving SDGs
- SDGs relevant to business, environment, and society
- Localization of SDGs in India

UNIT III: Sustainability Challenges and Problems

14 Hours

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- Environmental challenges: climate change, biodiversity loss, pollution, resource depletion
- Global warming: Carbon emissions and carbon footprint

- Social challenges: inequality, poverty, labour exploitation, gender disparity
- Economic challenges: unsustainable production and consumption patterns
- Industrial and corporate impacts on sustainability
- Waste generation, fast fashion, and environmental degradation
- Global and Indian sustainability challenges

UNIT IV: Solutions and Responsible Practices

13 Hours

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- Circular economy and sustainable production systems
- Net zero- Emission reduction mitigating climate change
- Corporate Social Responsibility (CSR) and ethical business practices
- Sustainable consumption and responsible lifestyle choices
- Green technologies and innovation for sustainability
- Policy frameworks and governance for sustainability
- Role of education, community participation, and youth engagement in sustainability

TUTORIALS (Credit 1; Hours 15)

1. Discussion on how SDGs relate to everyday life and national development priorities.
2. Examine examples of environmental, social, and economic sustainability in everyday life or institutional practices.
3. Sustainability Awareness Survey among students regarding environmental practices and sustainability knowledge.
4. Case studies of organizations or initiatives practicing sustainability like Tata Group, Unilever and other.
5. Documentary Review Activity examining films related to environmental degradation and sustainability challenges.
6. Sustainability Awareness Drives on responsible consumption and environmental protection.
7. Case studies on social responsibility (CSR) initiatives by industry.
8. Presentation on one sustainability initiative implemented by government, or NGOs.

Essential Readings

UNIT I

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- **Bhardwaj, A.** (Ed.). (2024). Sustainable development in India: Future challenges. New Delhi: Shandilya Publications.
- **Brinkmann, R., & Bhamoriya, V.** (2024). Introduction to sustainability: An Indian adaptation (2nd ed.). New Delhi: Wiley India.
- **Gadgil, M., & Guha, R.** (1992). This fissured land: An ecological history of India. New Delhi: Oxford University Press.
- **Surampalli, R. Y., Zhang, T. C., Goyal, M. K., Brar, S. K., & Tyagi, R. D.** (2020). Sustainability: Fundamentals and applications. Hoboken, NJ: Wiley.
- **Tayal, P.** (2024). Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities. New Delhi: Clever Fox Publishing.

UNIT II

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- **Sachs, J. D.** (2015). *The age of sustainable development*. New York, NY: Columbia University Press.
- **Sachs, J. D., Schmidt-Traub, G., Kroll, C., Lafortune, G., & Fuller, G.** (2022). *Sustainable development report*. Cambridge: Cambridge University Press.
- **McElroy, M. W., & van Engelen, J.** (2011). *Corporate sustainability management: The art and science of managing non-financial performance*. Routledge.

UNIT III

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- **Gadgil, M., & Guha, R.** (2000). *The use and abuse of nature: Environmental history of India*. New Delhi: Oxford University Press.
- **Hawken, P.** (2010). *The ecology of commerce: A declaration of sustainability* (Revised ed.). New York, NY: Harper Business.
- **Narain, S.** (2022). *State of India's environment 2022: Down to earth annual report*. New Delhi: Centre for Science and Environment.

UNIT IV

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- **Rasche, A., Morsing, M., Moon, J., & Kourula, A.** (2023). *Corporate sustainability: Managing responsible business in a globalised world*. Cambridge: Cambridge University Press.
- **Paleri, P.** (2020). *Corporate social responsibility: Concept, cases and trends*. New Delhi: Cengage Learning India.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.
- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Schaper, M.** (Ed.). (2016). *Making ecopreneurs: Developing sustainable entrepreneurship* (2nd ed.). London: Routledge.

Suggested Readings

- **Bharucha, E.** (2019). *Environmental studies for undergraduate courses* (2nd ed.). Hyderabad: Universities Press.
- **Guha, R.** (2014). *Environmentalism: A global history*. New Delhi: Penguin Books.
- **Kaushik, A., & Kaushik, C. P.** (2018). *Perspectives in environmental studies* (6th ed.). New Delhi: New Age International.
- **Miller, G. T., & Spoolman, S.** (2019). *Environmental science* (16th ed.). Boston, MA: Cengage Learning.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE EVEN SEMESTER

FOOD AND NUTRITION

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 2-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL (Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step by Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 4-HSC:
FRUIT AND VEGETABLE PRESERVATION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Fruit and Vegetable Preservation	4	2	0	2	-	NIL

Learning Objectives

- To familiarize the students with food spoilage and their causes.
- To impart basic knowledge related to principles of food preservation and techniques.
- To introduce the students to applications of food preservation.
- To develop skills of processing, packaging, labelling and evaluating various fruits and vegetables based preserved products.

Learning Outcomes

The students would be able to:

- Describe the principles and methods of fruit and vegetable preservation and processing.
- Prepare safe and hygienic fruits and vegetable-based products like sauces, beverages, pickles, jams, jelly, dehydrated vegetables and preserves.

THEORY
(Credits 2; Hours 30)

UNIT I: Introduction and Principles of Preservation

05 Hours

This introductory unit focuses on the objectives of food preservation and processing and basic principles and various popular food preservation methods based on these principles.

- Define Food preservation, Processing,
- Food spoilage: type and causes
- Objectives of preservation and processing
- Basic principles of food preservation

UNIT II: Basic Methods of Preservation

10 Hours

This unit focuses on popular food preservation methods based on principles of preservation.

- Asepsis
- Use of low temperature
- Use of high temperature
- Removal of moisture (Aw)
- Removal of air

- Use of preservatives
- Fermentation
- Irradiation
- Gas preservation
- Combination of methods- hurdle technology

UNIT III: Basic Fruit and Vegetable Preserved Products

05 Hours

This unit will describe the preservation methods of different fruits and vegetables based processed products.

- Definition, FSSAI specifications, classification, preparation steps and method of preservation of following:
- Sauces and Chutneys
- Fruit beverages (with special emphasis on pasteurization, use of chemical preservatives, sugar)
- Pickles

UNIT IV: Fruit and Vegetable Processing –Pectin Products, and Preserves 10 Hours

This unit will focus on the processing of jam, jelly, marmalades and preserves.

- Jam, Jelly and Marmalade- definition and FSSAI specifications, role of pectin and theory of gel formation, method of preservation, steps of preparation and evaluation of jam, jelly and marmalade
- Preserves- definition of candied, crystallized and glazed fruits, principle of preservation, steps of preparation and evaluation of preserve.

PRACTICAL (Credits 2; Hours 60)

1. Sterilization of bottles.
2. Preparation, bottling, labelling and sensory/objective evaluation (TSS, pH) of:
 - Sauces (chilli sauce and tomato sauce/ ketchup)
 - Chutney (tomato chutney and imli chutney)
 - Squash (lemon squash/ orange squash, pineapple squash)
 - Syrup (rose syrup and almond syrup)
 - Pickles (Lime, Mix Vegetable, Chilli)
 - Jam (apple jam / mixed fruit jam)
 - Jelly (guava jelly)
 - Preserve (carrot)
 - Dehydration of vegetables (green leafy vegetables, other vegetables and tubers)
3. Preparing any of the preserved product/new product in bulk and organizing an exhibition-cum-sale.

Essential Readings

UNIT I

This unit defines food preservation and spoilage, exploring core principles—to extend shelf life, ensure safety, and maintain nutritional quality.

- **Suri, S. & Malhotra, A.** (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.

- **Mathur, P.** (2018). *Food Safety and Quality Control*. Orient Black Swan Pvt. Ltd.
- **Srilakshmi, B.** (2026). *Food Science*. (9th Ed.). Delhi: New Age Publications.

UNIT II

This unit focuses on popular methods of food preservation and its principles.

- **Suri, S. & Malhotra, A.** (2014). *Food Science Nutrition and Safety*. Delhi: Pearson India Ltd.
- **Mathur, P.** (2018). *Food Safety and Quality Control*. Orient Black Swan Pvt. Ltd.
- **Srilakshmi, B.** (2026). *Food Science*. (9th Ed.). Delhi: New Age Publications.

UNIT III

This unit defines FSSAI specifications and preparation methods for sauces, chutneys, beverages, and pickles, highlighting preservation techniques such as pasteurization, acidification, and the strategic use of chemical preservatives and sugar.

- **Rao, E.S., Garg, M. and Barwa, M.S.** (2023). *Handbook on Processing and Preservation of Fruits and Vegetables*. (2nd Ed.) Variety Books Publisher's Distributors, New Delhi
- **Lal, G., Siddhapa, G.S., and Tandon, G.L.** (2009). *Preservation of Fruits and Vegetables*. New Delhi: Indian Council of Agriculture Research.
- **Srivastava, S.S.** (2006). *Phal Parirakshan*. Lucknow: Kitab Mahal.

UNIT IV

This unit covers the preparation and FSSAI standards for jam, jelly, and marmalades, detailing pectin-sugar-acid gel chemistry, alongside the principles of sugar-based preservation for candied, crystallized, and glazed fruit products.

- **Khurdia, D.S.** (1995). *Preservation of Fruits and Vegetables*. New Delhi: Indian Council of Agriculture Research.
- **Board, N. P. C. S.** (2012). *Modern Technology on Food Preservation*. Asia Pacific Business Press Inc.
- **Goyal, MR., Mishra, S.K., and Birwal, P.** (2022). *Food Processing and Preservation Technologies – advances, methods and applications*. New York: Apple Academic Press.

Suggested Readings

- **Potter, N., and Hotchkiss, J.H.** (2006). *Food Science*. Delhi: CBS Publishers.
- **Hui, Y.H., and Evaranuz, E.O.** (2015). *Handbook of Vegetable Processing and Preservation*. 2nd Edition. USA: CRC Press.
- **Sharma, S.** (2010). *Post-harvest Management and Processing of Fruits and Vegetables*: Instant Notes. New India Publishing Agency.
- **Ramaswamy, H. and Marcotte, M.** (2009). *Food Processing–Principles and Applications*. Boca Raton: Taylor and Francis.
- **Subbalakshmi, G. and Udipi, S.A.** (2007). *Food Processing and Preservation*. Delhi: New Age International Publishers.
- **Barba, F. J., Ahrné, L., Xanthakis, E., Landerslev, M. G., and Orlén, V.** (2018). Innovative technologies for food preservation. In: *Innovative Technologies for Food Preservation* (pp. 25-51). Academic Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 6-HSC:
FOOD BUSINESS OPERATIONS AND ENTREPRENEURSHIP**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Food Business Operations and Entrepreneurship	4	2	0	2	-	NIL

Learning Objectives

- To familiarize students with various food business operations.
- To make students understand the principles of managing food business.
- To introduce students with the concept of entrepreneurship and commercial food handling.

Learning Outcomes

The students would be able to:

- Gain theoretical and practical knowledge related to management of food business.
- Lead team or be team members in executing salient unit operations in food processing plant.
- Plan the layouts and designs of commercial kitchen.
- Initiate the entrepreneurial journey in the field of food production and processing.

THEORY
(Credits 2; Hours 30)

UNIT I: Food Business Operations

10 Hours

This introductory chapter shall appraise the students about the myriad opportunities associated with food business industry in India. It will also help them understand the significance and principles of salient unit operations carried out in food processing units.

- Scope and Trends of food business in Indian Scenario
- Salient unit operations in food processing plant – purchase, storage and inventory, grading, sorting, pre-preparation techniques, salient processing operations (Thermal and Non-thermal Processing), marketing and distribution.

UNIT II: Management of Food Business

6 Hours

This unit will help students understand the principles of managing a food business unit. The important concepts necessary for establishing and running a food business shall also be covered.

- FSSAI regulations related to registration and licensing
- Principles of management
- Innovative food start-ups

- Scheduling and forecasting
- IT Applications and MIS in operations management.

UNIT III: Entrepreneurship

7 Hours

The chapter shall help students understand the scope and nuances of being entrepreneurs.

- Definition and characteristics of an entrepreneur
- Objectives and phases in entrepreneurship development
- Types and traits of entrepreneurship
- Case studies on small scale to large scale food entrepreneurs (Indian traditional family food business).

UNIT IV: Commercial Food Production Layout

7 Hours

Food processing area plays a crucial role in processing food; thus, this unit will help students understand the need for different types of kitchens for processing different types of foods/ food catering units/ food processing plants.

- Introduction to the concept of commercial kitchen
- Types of commercial kitchens
- Principles of commercial kitchens
- Layouts and designs

PRACTICAL (Credits 2; Hours 60)

1. Prepare presentation on Case study of traditional and contemporary food business.
2. Develop standard operating procedures (SOPs) for the pre-preparation of a processed food product.
3. Develop SOP for the processing operations of a processed food product.
4. Prepare a checklist for food safety management for any food production unit.
5. Prepare a presentation on opportunities for raising funds such as bank loans, government schemes, CSR.
6. Develop a SOP for the sale and distribution of a perishable commodity.
7. Prepare a plant layout for a small bakery/canteen/any other processing unit OR visit a commercial food processing unit.
8. Organize a food stall to demonstrate entrepreneurial skills.

Essential Readings:

UNIT I

This unit appraises India's food business opportunities while detailing essential unit operations, including inventory management, grading, sorting, and diverse processing techniques—both thermal and non-thermal—alongside marketing and distribution strategies.

- **Powers, T.F.** (2018). *Food Service Operations: Planning and Control*. Wiley Publications, New Jersey.
- **Bali, P.S.** (2016). *Quantity Food Production Operations & Indian Cuisine*. Oxford University Press, New Delhi.
- **Bali, P.S.** (2009). *Food: Production Operations*. First Edition. Oxford University Press, New Delhi.
- **Reynolds, D.** (2013). *Food Service Management Fundamentals*. Wiley Publications, New Jersey.

UNIT II

This unit introduces food business management principles, focusing on FSSAI licensing, innovative start-up models, and operational efficiency through strategic scheduling, forecasting, and the integration of IT and Management Information Systems.

- **Payne, P.J., & Theis, M.** (2016). *Food Service Management: Principles and Practices*. Pearson Publications.
- **Reynolds, D.** (2013). *Food Service Management Fundamentals*. Wiley Publications, New Jersey.
- **Sethi, M.** (2015). *Catering Management: An Integrated Approach*. New Age International Pvt. Ltd., New Delhi.

UNIT III

This unit defines the characteristics and types of entrepreneurs, exploring the phases of venture development through traits and case studies of diverse Indian food businesses, from traditional families to large-scale enterprises.

- **Sudheer, K.P., & Indira, V.** (Eds.). (2021). *Entrepreneurship Development in Food Processing* (1st ed.). CRC Press.

UNIT IV

This unit examines the principles and types of commercial kitchen designs, focusing on how strategic layouts and spatial planning optimize operational efficiency and food safety across various production and catering environments.

- **Sethi, M.** (2015). *Catering Management: An Integrated Approach*. New Age International Pvt. Ltd., New Delhi.
- **Knight, J.B., & Kotschevar, L.H.** (2000). *Quantity Food Production Planning and Management* (3rd ed.). John Wiley & Sons, New York.

Suggested Readings:

- **Tuli, K.K.** (2009). *Fundamentals of Food Production*. Anne Books Publications, New Delhi.
- **Hansen, H.O.** (2015). *Food Economics: Industry and Markets*. Routledge Press, London.
- **Cavichhi, A. & Santini, S.** (2017). *Case Studies in the Traditional Food Sector*. Woodhead Publishing, London.
- **Fisher, W.P.** (2018). *Case Studies in Food Service Management: Business Perspectives*. Amer Hotel and Motel Association, USA.
- **Bonder, S., Inamdar, N. & Bhatija, M.** (2017). *The Indian Business Box Set (Stories of How Gujaratis, Baniyas and Sindhis do Business)*. Penguin Random House India Pvt. Ltd. New Delhi
- **Modlin, R.A.** (2009). *Commercial Kitchens: A Guide to Those Who Design, Recommend and Consult on Facilities for the Production, Processing and Finishing of Food for Volume Feeding Operations*. American Gas Association Pvt. Ltd. USA.
- **Knight, J. B. & Kotschevar, L.H.** (2000). *Quantity Food Production Planning and Management*. (3rd Ed.) New York: John Wiley & Sons.
- **Rameshwari, P.** (2016). *Skill Development & Entrepreneurship in India*. Delhi: New Century Publications.
- **Umesh, S. & Vaibhav, M.** (2009). *Entrepreneurship Development & Management*. Chandigarh: Abhishek Publications.

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 8-HSC:
ADVANCED HUMAN NUTRITION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Advanced Human Nutrition	4	3	1	0	-	NIL

Learning Objectives

- To understand the functions of macro and micro-nutrients and methods used for assessing their requirements.
- To comprehend why and how the requirements change under special conditions.
- To understand the interaction between nutrition and immunity.
- To comprehend the importance of diet quality.

Learning Outcomes

The students would be able to:

- Explain the importance of macro and micro-nutrients and methods used for assessing their requirements.
- Explain the reasons why the requirements change under special conditions.
- Explain the operational implication of the relationship between nutrition and immunity.
- Suggest methods to improve the quality of diets.

THEORY
(Credits 3; Hours 45)

UNIT I: Human Nutritional Requirements

20 Hours

This unit describes the methods used in defining human nutritional requirements of macro and micronutrients and the biological role of nutrients.

- Terms used in defining nutrient requirements - EAR, RDA, AI, TUL
- Methods of assessment of nutrient needs- an overview
- Biological role and factors affecting requirements of nutrients – Energy, carbohydrates and dietary fibre, proteins and amino acids, lipids and fatty acids, water, fat and water-soluble vitamins, and minerals.

UNIT II: Nutrition under special conditions

6 Hours

This unit describes how nutrient requirements change in special conditions in response to physiological changes.

- Extreme temperatures - Hot and cold
- High altitude
- Space nutrition

- Sports nutrition
- Nutrition in emergencies - war, earthquakes and floods

UNIT III: Interactions of Nutrition, Immunity and Infection

5 hours

This unit examines the relationship between nutrition, immunity, and infection, focusing on key nutrients, the impact of infections on nutritional status, and how nutrient imbalances affect immune function.

- Nutrients, essential in the development of immune system
- Effect of infections on the nutritional status of an individual
- Nutrient deficiencies and excesses affecting immuno-competence and susceptibility to infections

UNIT IV: Healthy Diets and Improving Diet Quality

14 hours

This unit focuses on principles of healthy diets and diet quality, covering dietary guidelines, nutrition transition, strategies to enhance nutrient content and bioavailability, and emerging concepts such as functional foods, nutraceuticals, and nutrigenomics.

- Dietary guidelines for Indians
- Nutrition transition and consequences of unhealthy lifestyle
- Concept of diet quality
- Methods of improving nutrient content and bioavailability -fortification, GM foods, dietary diversity, home based solutions
- Functional foods and bioactive substances, Nutraceuticals, Nutrigenomics

TUTORIAL (Credits 1; Hours 15)

1. Assessing protein quality of a meal (Chemical score and NDpCal%).
2. Measuring energy expenditure– GPAQ.
3. Group discussion on importance of energy balance.
4. Suggest ways of improving nutritional quality of any snack/ food available in college canteen.
5. Categorizing foods and cooking oils according to fatty acid profile.
6. Categorizing foods according to the dietary fibre (soluble and insoluble) profile.
7. Case study on nutritional management of a population affected by a natural disaster.
8. Prepare a presentation on food suitable for consumption in space.
9. Market survey of available health supplements, nutraceuticals, probiotic and prebiotic foods, foods for special dietary uses.
10. Survey of availability and consumption of fortified foods.

Essential Readings

UNIT I

This unit describes terms used to define nutrient requirements and the methods used for deriving human nutritional requirements of macro and micronutrients. The biological role of the nutrients and the factors which affect their requirements are also covered in this unit.

- **Chadha R., Mathur P.** Eds. (2015). *Nutrition: A Lifecycle Approach*. New Delhi: Orient Blackswan.

- **ICMR-NIN.** (2020). *Nutrient Requirements Estimated Average Requirements and Recommended Dietary Allowances*. Hyderabad: ICMR-National Institute of Nutrition
- **Bamji, M.S., Hemalatha, R., Reddy, G.B.** (2026). *Textbook of Human Nutrition*. Fifth Edition, CBS Publishers and Distributors Pvt. Ltd.

UNIT II

This unit describes how nutrient requirements change in special conditions like living in extremely hot or cold environments or living at very high altitudes. The physiological changes which happen in the human body in these extreme environments will also be covered. Nutritional considerations for astronauts and sportspersons are also a part of this unit. It also includes how nutritional needs are taken care of during natural calamities like earthquakes and floods or during emergencies like war.

- **Chadha R., Mathur P.** Eds. (2015). *Nutrition: A Lifecycle Approach*. New Delhi: Orient Blackswan.
- **Chopra S, Singh SN and Mathur P.** (2023). *Nutritional Fuelling for Microgravity Environment of Space Missions*, Current Nutrition & Food Science, 19. <https://dx.doi.org/10.2174/1573401319666230503162143>
- **Singh, Som Nath.** (2021). *Nutritional Requirements for Special Conditions*. eGyanKosh, IGNOU. <https://egyankosh.ac.in/handle/123456789/33312>
- **UNHCR/UNICEF/WFP/WHO.** (2004). *Food and Nutrition Needs in Emergencies*. World Health Organization, Geneva.
- **WHO.** (2000). *The Management of Nutrition in Major Emergencies*. World Health Organization, Geneva.

UNIT III

This unit examines the relationship between nutrition, immunity, and infection, focusing on key nutrients, the impact of infections on nutritional status, and how nutrient imbalances affect immune function.

- **Bamji, M.S., Hemalatha, R., Reddy, G.B.** (2026). *Textbook of Human Nutrition*. Fifth Edition, CBS Publishers and Distributors Pvt. Ltd.
- **Chadha R., Mathur P.** Eds. (2015). *Nutrition: A Lifecycle Approach*. New Delhi: Orient Blackswan.

UNIT IV

This unit focuses on principles of healthy diets and means of improving diet quality, covering dietary guidelines, nutrition transition, strategies to enhance nutrient content and bioavailability, and emerging concepts such as functional foods, nutraceuticals, and nutrigenomics.

- **Chadha R., Mathur P.** Eds. (2015). *Nutrition: A Lifecycle Approach*. New Delhi: Orient Blackswan.
- **ICMR-NIN.** (2024). *Dietary Guidelines for Indians*. Hyderabad: ICMR-National Institute of Nutrition

Suggested Readings:

- **FAO/WHO** (2004). *Vitamin and Mineral Requirements in Human Nutrition*. Report on Joint Expert Consultation. <https://iris.who.int/server/api/core/bitstreams/d2d18d86-d4ef-471e-a4a0-964044f31c3f/content>

- **FAO/WHO/UNU (2004).** *Human Energy Requirements*. Report on Joint Expert Consultation. Rome. <https://www.fao.org/4/y5686e/y5686e00.htm>
- **FAO/WHO/UNU (2007).** *Protein and Amino acid Requirements in Human Nutrition*. Report of a joint WHO/FAO/UNU expert consultation WHO Technical Report Series 935. Geneva: WHO. <https://iris.who.int/server/api/core/bitstreams/b7c5ec43-bc59-4b38-b702-3f0e96a06fa1/content>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 10-HSC:
THERAPEUTIC NUTRITION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Therapeutic Nutrition	4	3	0	1	-	NIL

Learning Objectives

- To understand the basic principles of therapeutic nutrition and nutrition care process.
- To learn the modification of normal diets in the management of common diseases.
- To understand the etio-pathophysiology and metabolic anomalies of various disorders/diseases and provide appropriate nutrition care for their management and prevention.

Learning Outcomes

The students would be able to:

- Understand the principle of diet therapy and the nutrition care process.
- Develop an ability to modify a normal diet for therapeutic purposes.
- Develop an understanding of etiology, pathophysiology, metabolic changes, clinical symptoms, and management of some common disorders/diseases.

**THEORY
(Credits 3; Hours 45)**

UNIT I: Introduction to Therapeutic Nutrition and Nutrition Care Process

9 Hours

Students will be introduced to the concept of therapeutic nutrition (Medical Nutrition Therapy-MNT) and nutrition care process, therapeutic adaptations of normal diets, and progression of diets from liquid to solid. The concept of nutrition support systems will also be discussed.

- Concepts of diet therapy
- Therapeutic adaptations of the normal diet
 - Progressive diets – clear fluid, full fluid, soft and regular
 - Introduction to enteral nutrition
- Nutrition care process
 - Nutritional screening and assessment of patients
 - Nutrition diagnosis, nutrition intervention
 - Nutrition monitoring, evaluation, and follow-up

UNIT II: Febrile and GI disorders and their dietary management 12 Hours

Students will understand the etio-pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, and recent advances in different diseases/disorders.

- Febrile disorders- Relation between nutrition and immunity, Typhoid, Tuberculosis
- GI Tract disorders- Diarrhea, Constipation, Lactose Intolerance, Celiac Disease
- Infective hepatitis

UNIT III: Dietary intervention for weight management and eating disorders

12 Hours

Students will understand the etio-pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, and recent advances in weight related disorders.

- Weight management- Underweight, Overweight and Obesity
- Eating disorder- Anorexia nervosa and Bulimia nervosa

UNIT IV: Lifestyle-related disorders and their dietary management 12 Hours

Students will understand the etio-pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT, and recent advances in lifestyle related disorders.

- Atherosclerosis
- Hypertension
- Dyslipidemia
- Metabolic Syndrome
- Diabetes Mellitus (Type 1 and Type 2)

PRACTICAL (Credits 1; Hours 30)

1. Planning of diets for:
 - a. Acute/ Chronic fever
 - b. Diarrhoea
 - c. Hepatitis
 - d. Obesity/ Hypertension
 - e. Type 2 diabetes
2. Planning snacks for
 - a. Constipation
 - b. Celiac Disease
 - c. Under-weight
 - d. Low fat high fibre diet
 - e. Sweet snack for diabetes
3. Preparation of selected diet and snacks

Essential Readings:

UNIT I

This unit introduces the concept of therapeutic nutrition (Medical Nutrition Therapy- MNT) and the Nutrition Care Process.

- **ICMR.** (2020). *Estimated Average Requirements and Recommended Dietary Allowances for Indians*. National Institute of Nutrition, Hyderabad (Revised).
- **Khanna, K., Gupta, S., Seth, R., Passi, S.J., Seth, R., Mahna, R., & Puri, S.** (2013). *Textbook of Nutrition and Dietetics*. 2nd Edn. Phoenix Publishing House Pvt. Ltd.
- **Longvah, T., Ananthan, R., Bhaskarachary, K. and Venkaiah, K.** (2017). *Indian Food Composition Tables*. National Institute of Nutrition, ICMR, Hyderabad.
- **Puri, S., Bhagat, A., Aeri, B.T., & Sharma, A.** (2024). *Food Exchange List: A Tool for Meal Planning*. (2nd Ed.). Elite Publishing House. New Delhi.
- **Raymond, J.L., & Morrow, K.** (2020). *Krause and Mahan's Food & the Nutrition Care Process* (15th ed.). Saunders-Elsevier.
- **Siddhu, A., Bhatia, N., Singh, K., & Gupta, S.** (2017). *Compilation of Food Exchange List* (Technical Series 6). Lady Irwin College, University of Delhi. Global Books Organisation, Delhi.

UNIT II

Students will understand the etio-pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT for febrile disorders, GI disorders and Hepatitis.

- **Seth, V., & Singh, K. (Eds.).** (2024). *Principles of Medical Nutrition Therapy for Positive Clinical Outcomes* (2nd ed.). Elite Publishing House Pvt. Ltd.
- **Indian Dietetics Association, (2018).** *Clinical Dietetics Manual*, (2nd Ed.). Elite Publishing House Pvt. Ltd.
- **Puri, S., Bhagat, A., Aeri, B.T., & Sharma, A.** (2024). *Food Exchange List: A Tool for Meal Planning*. (2nd Ed.). Elite Publishing House. New Delhi.

UNIT III

Students will understand the etio-pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT for weight related disorders.

- **Seth, V., & Singh, K. (Eds.).** (2024). *Principles of Medical Nutrition Therapy for Positive Clinical Outcomes* (2nd ed.). Elite Publishing House Pvt. Ltd.
- **Indian Dietetics Association, (2018).** *Clinical Dietetics Manual*, (2nd Ed.). Elite Publishing House Pvt. Ltd.
- **Raymond, J.L., & Morrow, K.** (2020). *Krause and Mahan's Food & the Nutrition Care Process* (15th ed.). Saunders-Elsevier.

UNIT IV

Students will understand the etio-pathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT for life-style related disorders.

- **Seth, V., & Singh, K. (Eds.).** (2024). *Principles of Medical Nutrition Therapy for Positive Clinical Outcomes* (2nd ed.). Elite Publishing House Pvt. Ltd.
- **Raymond, J.L., & Morrow, K.** (2020). *Krause and Mahan's Food & the Nutrition Care Process* (15th ed.). Saunders-Elsevier.
- **Indian Dietetics Association, (2018).** *Clinical Dietetics Manual*, (2nd Ed.). Elite Publishing House Pvt. Ltd.

- **Joshi Y K. and Benjamin, J.** (2026). *Basics of Clinical Nutrition* (3rd ed.) Jaypee Brothers Medical Publishers.

Suggested Readings:

- **Chowdhary, S.R. and Aeri, B.T.** (2023). *Textbook of Food Science and Nutrition*. (1st Ed.). Aarahana Publishers.
- **Gibney MJ, Elia M, Ljungqvist & Dowsett J.** (2005). *Clinical Nutrition*. The Nutrition Society Textbook Series. Blackwell Publishing Company
- **Shils, M.E., Shike, M, Ross, A.C., Caballero B and Cousins, R.J.** (2005). *Modern Nutrition in Health and Disease*. (10th Ed.) Lipincott, William and Wilkins.
- **Williams, S.R.** (2001). *Basic Nutrition and Diet Therapy*. (11th Ed.) Times Mirror Mosby College Publishing.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 12-HSC: ADVANCED FOOD SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Advanced Food Science	4	2	0	2	-	NIL

Learning Objectives

- To understand in depth, the scope of food science in processing food.
- To understand the structure, composition, nutritional value, of various food components and the changes that occur during processing.

Learning outcomes

- Appreciate the principles of food science and technology.
- Attain knowledge of the structure, composition, nutritional quality of foods.
- Apply the principles of food science for processing variety of safe foods.

THEORY (Credits 2; Hours 30)

UNIT I: Understanding Food Science and Chemistry

8 hours

This unit will help in understanding the scope, science and functional properties of important components of food, the colloidal systems and their salient applications in the food industry.

- Scope of advanced food science in food industry including nanotechnology
- Functional properties and chemistry of carbohydrates, protein and lipids in food.

- Applications of carbohydrates, protein and lipids.
- Colloidal Chemistry-definition, classification, properties and applications of sols, gels, foams and emulsions.

UNIT II: Changes during food processing

8 hours

This unit will cover processing-induced changes in food, including cellular alterations, browning reactions, and nutrient-sensitive changes. It will also highlight the impact of thermal and non-thermal processing methods on food composition.

- Physico-chemical changes during processing (cellular changes, enzymatic browning and non- enzymatic browning, maillard reaction, caramelization, ascorbic acid oxidation)
- Nutritional changes occurring during food processing (such as thermal and non-thermal processing)

UNIT III: Food and microbes

7 hours

This unit will discuss the characteristics of predominant micro-organisms in food and the role of microorganisms in spoilage as well as in food production.

- Introduction to microbes in food - characteristics of predominant micro-organisms in food (yeast, mold and bacteria), bacterial growth curve, factors influencing growth of microorganisms.
- Role of microorganisms in spoilage - Important food spoilage micro-organisms (psychotropic, thermophilic, osmophilic microbes), spoilage in specific food groups (raw meat, fruits & vegetables), role of microorganisms in food fermentation.
- Role of microorganism in food production: curd, yoghurt, cheese, breads, vinegar and traditional Indian sweets.

UNIT IV: Enzymes, pigments and additives

7 hours

This unit will discuss the scope of enzymes, pigments and additives in food processing (characteristics, uses, effect of processing).

- Enzymes in food processing (any five)
- Natural Food Pigments
- Food Additives (any five)

PRACTICAL (CREDITS 2; HOURS 60)

1. Study the behavior of sugar at variable temperatures.
2. Study hydrolysis of protein during cookery.
3. Study hydration/solubility and denaturation of proteins.
4. Prepare one protein and one carbohydrate gel.
5. Study behavior of fats/oils – emulsions, smoke point.
6. Prepare and give presentations on fat replacers used in food industry or changes in food composition during processing or recent advancements based on market survey.
7. Develop educational aid on food spoilage or applications of nanotechnology.
8. Demonstrate various types of browning in food.
9. Study the effect of heat, acid and alkali on pigments.
10. Prepare food product(s) using beneficial microorganisms.

Essential Readings:

UNIT I

This unit explores the functional properties and chemistry of carbohydrates, proteins, and lipids, alongside the principles of colloidal systems and nanotechnology applications to enhance food texture, stability, and industrial innovation.

- **Damodaran, S., Parkin, K. L., & Fennema, O. R. (Eds.).** (2007). *Fennema's food chemistry*. CRC Press.
- **Suri, S., & Malhotra, A.** (2014). *Food science, nutrition and safety*. Pearson.
- **Hotchkiss, J. H., & Potter, N. N.** (2007). *Food science* (5th Ed.). CBS Publishers & Distributors.
- **Srilakshmi, B.** (2018). *Food science* (7th Ed.). New Age Publishers.
- **Jafari, S. M. (Ed.).** (2020). *Handbook of food nanotechnology: Applications and approaches*. Academic Press.
- **Gopi, S., & Balakrishnan, P. (Eds.).** (2022). *Advances in nutraceuticals and functional foods: Concepts and applications*. CRC Press.

UNIT II

This unit analyzes how processing triggers cellular alterations, browning reactions—including Maillard and caramelization—and nutrient degradation, comparing the impact of thermal and non-thermal methods on the physico-chemical and nutritional profile of foods.

- **Fellows, P.** (2000). *Food processing technology* (2nd ed.). Woodhead Publishing Limited & CRC Press LLC.
- **Damodaran, S., Parkin, K. L., & Fennema, O. R. (Eds.).** (2007). *Fennema's food chemistry*. CRC Press.
- **Bawa, A. S., Chauhan, O. P., & Raju, P. S. (Eds.).** (2013). *Food science*. New India Publishing Agency.
- **Rao, E. S.** (2019). *Fundamentals of food technology and preservation*. Variety Books.

UNIT III

This unit examines the characteristics of bacteria, yeasts, and molds, focusing on microbial growth kinetics, spoilage mechanisms across food groups, and the beneficial role of microorganisms in fermenting global and traditional Indian foods.

- **Frazier, W. C., & Westhoff, D. C.** (2004). *Food microbiology*. TMH Publication.
- **Bawa, A. S., Chauhan, O. P., & Raju, P. S. (Eds.).** (2013). *Food science*. New India Publishing Agency.
- **Srilakshmi, B.** (2018). *Food science* (7th ed.). New Age Publishers.
- **Hotchkiss, J. H., & Potter, N. N.** (2007). *Food science* (5th Ed.). CBS Publishers & Distributors.

UNIT IV

This unit examines the characteristics and industrial applications of food enzymes, natural pigments, and additives, focusing on their functional roles and how processing conditions influence their stability and performance in food.

- **Brannen, D., & Salminen, T.** (2002). *Food additives* (2nd ed.). Marcel Dekker.
- **Damodaran, S., Parkin, K. L., & Fennema, O. R. (Eds.).** (2007). *Fennema's food chemistry*. CRC Press.
- **Bawa, A. S., Chauhan, O. P., & Raju, P. S. (Eds.).** (2013). *Food science*. New India Publishing Agency.

- Suri, S., & Malhotra, A. (2014). *Food science, nutrition and safety*. Pearson.

Suggested Readings:

- DeMan, J. M., Finley, J. W., Hurst, W. J., & Lee, C. Y. (2018). *Principles of food chemistry* (4th ed.). Springer.
- Frazier, W. C., & Westhoff, D. C. (2004). *Food microbiology*. TMH Publication.
- Johnson, A. H., & Peterson, M. S. (1974). *Encyclopedia of food technology* (Vol. 2).
- Meyer, L. H. (2006). *Food chemistry*. CBS Publishers & Distributors.
- Rao, E. S. (2019). *Fundamentals of food technology and preservation*. Variety Books.

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Bachelors in Arts with Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-FN 14-HSC: SUSTAINABILITY AND SOCIAL RESPONSIBILITY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Sustainability and Social Responsibility	4	3	1	0	Class XII	NIL

Learning Objectives

- Introduce students to the fundamental concepts, principles, and evolution of sustainability and sustainable development.
- Familiarize students with the framework of the United Nations Sustainable Development Goals (SDGs) and their global and national relevance.
- Develop an understanding of major environmental, social, and economic challenges affecting sustainable development.
- Examine the role of governments, industries, institutions, and individuals in promoting sustainability and social responsibility.
- Encourage critical thinking about sustainable solutions, responsible consumption, and ethical practices.
- Promote awareness of sustainable technologies, policies, and community-based initiatives that support long-term environmental and social well-being.

Learning Outcomes

The students would be able to:

- Explain key concepts, principles, and historical developments related to sustainability and sustainable development.
- Describe the structure and objectives of the United Nations Sustainable Development Goals and their significance for global development.

- Identify and analyse major environmental, social, and economic sustainability challenges at global and national levels.
- Evaluate the impact of industrial practices, consumption patterns, and corporate activities on sustainability.
- Discuss policy frameworks, corporate social responsibility initiatives, and community actions that contribute to sustainable development.

THEORY **(Credits 3; Hours 45)**

UNIT I: Introduction to Sustainability

10 Hours

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- Concept and evolution of sustainability
- Meaning, definition and principles of sustainable development
- Triple Bottom Line: Environmental, Social, and Economic sustainability
- Historical milestones in sustainability discourse and global environmental movements
- Interrelationship between sustainability, ethics, and social responsibility

UNIT II: Sustainable Development Goals (SDGs)

8 Hours

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- Overview of the 17 Sustainable Development Goals (SDGs)
- Global frameworks for sustainable development
- Role of governments, industries, and civil society in achieving SDGs
- SDGs relevant to business, environment, and society
- Localization of SDGs in India

UNIT III: Sustainability Challenges and Problems

14 Hours

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- Environmental challenges: climate change, biodiversity loss, pollution, resource depletion
- Global warming: Carbon emissions and carbon footprint
- Social challenges: inequality, poverty, labour exploitation, gender disparity
- Economic challenges: unsustainable production and consumption patterns
- Industrial and corporate impacts on sustainability
- Waste generation, fast fashion, and environmental degradation
- Global and Indian sustainability challenges

UNIT IV: Solutions and Responsible Practices

13 Hours

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- Circular economy and sustainable production systems
- Net zero- Emission reduction mitigating climate change
- Corporate Social Responsibility (CSR) and ethical business practices

- Sustainable consumption and responsible lifestyle choices
- Green technologies and innovation for sustainability
- Policy frameworks and governance for sustainability
- Role of education, community participation, and youth engagement in sustainability

TUTORIALS (Credit 1; Hours 15)

1. Discussion on how SDGs relate to everyday life and national development priorities.
2. Examine examples of environmental, social, and economic sustainability in everyday life or institutional practices.
3. Sustainability Awareness Survey among students regarding environmental practices and sustainability knowledge.
4. Case studies of organizations or initiatives practicing sustainability like Tata Group, Unilever and other.
5. Documentary Review Activity examining films related to environmental degradation and sustainability challenges.
6. Sustainability Awareness Drives on responsible consumption and environmental protection.
7. Case studies on social responsibility (CSR) initiatives by industry.
8. Presentation on one sustainability initiative implemented by government, or NGOs.

Essential Readings

UNIT I

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Brinkmann, R., & Bhamoriya, V.** (2024). *Introduction to sustainability: An Indian adaptation* (2nd ed.). New Delhi: Wiley India.
- **Gadgil, M., & Guha, R.** (1992). *This fissured land: An ecological history of India*. New Delhi: Oxford University Press.
- **Surampalli, R. Y., Zhang, T. C., Goyal, M. K., Brar, S. K., & Tyagi, R. D.** (2020). *Sustainability: Fundamentals and applications*. Hoboken, NJ: Wiley.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.

UNIT II

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- **Sachs, J. D.** (2015). *The age of sustainable development*. New York, NY: Columbia University Press.
- **Sachs, J. D., Schmidt-Traub, G., Kroll, C., Lafortune, G., & Fuller, G.** (2022). *Sustainable development report*. Cambridge: Cambridge University Press.
- **McElroy, M. W., & van Engelen, J.** (2011). *Corporate sustainability management: The art and science of managing non-financial performance*. Routledge.

UNIT III

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- **Gadgil, M., & Guha, R.** (2000). *The use and abuse of nature: Environmental history of India*. New Delhi: Oxford University Press.
- **Hawken, P.** (2010). *The ecology of commerce: A declaration of sustainability* (Revised ed.). New York, NY: Harper Business.
- **Narain, S.** (2022). *State of India's environment 2022: Down to earth annual report*. New Delhi: Centre for Science and Environment.

UNIT IV

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- **Rasche, A., Morsing, M., Moon, J., & Kourula, A.** (2023). *Corporate sustainability: Managing responsible business in a globalised world*. Cambridge: Cambridge University Press.
- **Paleri, P.** (2020). *Corporate social responsibility: Concept, cases and trends*. New Delhi: Cengage Learning India.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.
- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Schaper, M.** (Ed.). (2016). *Making ecopreneurs: Developing sustainable entrepreneurship* (2nd ed.). London: Routledge.

Suggested Readings

- **Bharucha, E.** (2019). *Environmental studies for undergraduate courses* (2nd ed.). Hyderabad: Universities Press.
- **Guha, R.** (2014). *Environmentalism: A global history*. New Delhi: Penguin Books.
- **Kaushik, A., & Kaushik, C. P.** (2018). *Perspectives in environmental studies* (6th ed.). New Delhi: New Age International.
- **Miller, G. T., & Spoolman, S.** (2019). *Environmental science* (16th ed.). Boston, MA: Cengage Learning.

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POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE EVEN SEMESTER

HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 2-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

**PRACTICAL
(Credits 1; Hours 30)**

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step by Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 4-HSC:
CHILDREN IN NEED OF CARE AND PROTECTION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Children in Need of Care & Protection	4	2	0	2	Class XII	NIL

Learning Objectives

- To learn about various dimensions of vulnerability with regard to children
- To create awareness about various groups of children in need of care and protection.
- To create understanding about the organizations and services available for children in need of care and protection

Learning Outcomes

The students would be able to:

- Develop an understanding of child rights in India.
- Identify and understand the various challenges faced by children.
- Gain awareness of organizations, institutions, and services available for children in need of care and protection.

THEORY
(Credit:2, Period:30)

Unit I: Overview of Children in Need of Care and Protection 6 Hours

This unit provides a basic understanding about all the aspects of Children in Need of Care and Protection.

- Definition of Children in Need of Care and Protection
- Classification of Children in Need of Care and Protection
- Magnitude and Causes

**Unit II: Categories of Children in Need of Care and Protection: Issues and Challenges
10 Hours**

This unit focuses on various categories of children in need of care and protection and challenges faced by them.

- Children in conflict with law
- Street children
- Child labour
- Child trafficking

Unit III: Legal Provisions for child protection in India

8 Hours

This unit focuses on providing information about the various organizations, laws and programmes available in India for children in need of care and protection.

- Concept of child protection: NCPCR, Childline
- Protection of Children from Sexual Offences Act (POCSO, 2012)
- Child Labour (Prohibition and Regulation) Amendment Act, 2016
- Juvenile Justice (Care and Protection of Children) Act, 2015

Unit IV: Organisations working for child protection in India

6 Hours

This unit focuses on providing information about the various organizations working for child protection in India

- Prayas
- Butterflies
- Bachpan Bachao Andolan

PRACTICAL (Credit 2; Hours 60)

1. Poster/ slogan making to create awareness on children in need of care and protection.
2. Review a documentary or film to explore the representation of children in need of care and protection in the media.
3. Analyse newspaper articles on any of the themes as abuse, exploitation, policy, governance and rehabilitation or empowerment of children in need of care and protection.
4. Case profile of a working child/ Street child to understand the lived realities of children in need of care.
5. Document success stories of rehabilitation or empowerment of children in need of protection through community initiatives or impact stories of non government organisations.
6. Create a checklist- vulnerability assessment list to identify at risk children and abuse indicators.
7. Analyse any 2 laws and policies on protection of child rights.

Essential Readings

Unit I

This unit introduces the concept, categories and extent of children who require care and protection. It helps students understand the causes and social realities that place children in vulnerable situations.

- **Bajpai, A. (2017).** *Child rights in India: Law, policy, and practice* (Third edition). Oxford University Press.
- **Bajpai, A. (2006).** *Child rights in India: law, policy and practice*. New Delhi: Oxford University Press.

Unit II

This unit explores different groups such as children in conflict with law, street children, child labourers and trafficked children. It highlights the challenges they face and the systemic factors contributing to their vulnerability.

- **Chattoraj, P. (Ed.). (2026).** *Child protection in India: Assessing multi-disciplinary response mechanisms*. Routledge.
- **Chopra, G. (2015).** *Child rights in India: Challenges and social action*. New Delhi: Springer.

Unit III

This unit explains the key laws, policies and institutional mechanisms that safeguard children's rights in India. It builds awareness about legal frameworks such as JJ Act, POCSO and child protection systems.

- **Kumari, V. (2024).** *The juvenile justice: (Care and protection of children) act, 2015: critical analyses*. LexisNexis (a division of RELX India Pvt Ltd)

Unit IV

This unit familiarizes students with major organizations working for child protection and rehabilitation. It helps them understand how NGOs and institutions contribute to prevention, rescue and reintegration efforts.

- **सेतिया. ए. (2012).** *बच्चों के कानूनी हक*। उत्तराखंड: राज्य बाल अधिकार संरक्षण आयोग E-book retrieved from <http://wecd.uk.gov.in/files/book.pdf>

Suggested Readings

1. Children in Difficult Circumstances. Retrieved from <https://www.planindia.org/wp-content/uploads/2019/09/CIDC-Report-compressed.pdf>
2. NIPCCD (2002). Children in difficult circumstances: Summaries of research. New Delhi: Resource Centre on Children.
3. Sathpathy, C. (2013). Child welfare policies and programme in India. Insights of India, Issues concerning children. <https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programmes-in-india.pdf>
4. भारि में बाल संरक्षण कानूनों का सारांश. SATYARTHI: Kailash Satyarthi Children's Foundation Retrieved from <https://satyarthi.org.in/wp-content/uploads/BondedLabor/Hindi/Summary%20of%20Child%20Protection%20Law%20Hindi.pdf>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 6-HSC: INCLUSION OF YOUNG CHILDREN WITH DISABILITY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusion of Young Children with Disability	4	2	0	2	Class XII	NIL

Learning Objectives

- To introduce students to the concept of diversity, vulnerability and exclusion.
- To help students gain an understanding of issues and challenges in the education of children with disability.
- To make the students understand about Inclusive education and ways to set up of Inclusive practices.

Learning Outcomes

The students would be able to:

- Develop an understanding regarding concept of diversity, vulnerability and exclusion.
- Gain an insight regarding Issues and challenges in the education of children with disability.
- Get awareness about the concept of Inclusive education and its practicality.

THEORY
(Credits:2, Period:30)

Unit I: Understanding Diversity, Vulnerability and Exclusion 8 Hours

This unit will introduce the concepts of diversity, vulnerability and exclusion to students.

- Understanding diversity among children
- Disability as a source of vulnerability: Exclusion of children with disability.

Unit II: Including Children with disability in an educational setting 8 Hours

This unit will introduce students to different educational settings for children with disabilities.

- Different educational settings for children with disability (Segregated, Integrated and Inclusive)
- Issues and challenges in the education of children with disability

Unit III: Inclusive Education	8 Hours
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This unit will lay emphasis on understanding the concept of inclusive education and setting up its practice.

- Concept, policies and principles of Inclusive education
- Setting up of an Inclusive Practice (multi-tiered system of support)

Unit IV: Involvement of Parents and other stakeholders in an inclusive setup
6 Hours

This unit will focus on significance of involving parents and other stake holders

- Parent Advocacy and Empowerment
- Community Participation: Importance and Process of involving community.

PRACTICAL
(Credit 2; Hours 60)

1. Visit to an educational setting for children with disabilities to *understand* how educational environments for children with disabilities are organised, how teaching and support services are provided.
2. Workshop/talk/ webinar on Diversity and Inclusion of Children with Disability.
3. Review a movie on parenting a child with disability to help students reflect on *social attitudes, accessibility challenges, emotional resilience*, and the importance of support systems.
4. Plan an activity for sensitizing peers towards children with disabilities.
5. Plan a day's workshop for involving parents and community in an inclusive education setup.
6. Observe and conduct an inclusion audit of a public space (e.g., park, community centre) to identify barriers that might affect persons with disabilities (e.g., lack of ramps, narrow pathways) and propose practical solutions.
7. Analyse social media campaign or awareness presentations promoting inclusive attitudes and accessibility.
8. Design an activity that allows peers of diverse abilities to participate fully.
9. Review a policy document to understand an Inclusive Practice (multi-tiered system of support)

Essential Readings

Unit I

This unit introduces the concepts of diversity, vulnerability and exclusion to students. It elaborates on disability as a source of exclusion and vulnerability.

- **Anand, A., & Lahiri, S.** (2018). *Diversity, vulnerability, and social exclusion in India*. Sage Publications.
- **Chakraborty, U.** (2016). *Understanding diversity and vulnerability*. Oxford University Press.
- **Menon, N.** (2012). *Sexuality, caste and gender: Reflections on the practice of Dalbahini*. Sage Publications.
- **Singh, Y.** (2015). *Social stratification and change in India*. Oxford University Press.

Unit II

This unit discusses the different educational settings for children with disabilities. It elaborates on issues and challenges in education of children with disabilities.

- **Alur, M., & Bach, M.** (2010). *The inclusive education agenda: A journey of experiences and challenges*. Sage Publications.
- **Baquer, A., & Sharma, A.** (2012). *Inclusive education: A way forward*. Kanishka Publishers.
- **Das, A. K., & Kaur, S.** (2017). *Inclusive education in India: Challenges and opportunities*. Oxford University Press.
- **Jha, M. M.** (2010). *Inclusive education: Contexts, challenges, and responses*. Sage Publications.
- **Karna, G. K.** (2016). *Inclusive education: A new approach*. Kanishka Publishers.
- **Mani, M. N. G.** (2011). *Inclusive education in India: Concepts, challenges, and opportunities*. Oxford University Press.
- **Mukherjee, S., & Das, A. K.** (2018). *Inclusive education: A study on teacher education*. Sage Publications.
- **Panda, K. C.** (2011). *Inclusive education: A new perspective*. Kanishka Publishers.

- **Sharma, A., & Baquer, A.** (2015). *Inclusive education: A way forward*. Oxford University Press.
- **Singh, N. K., & Singh, A. K.** (2017). *Inclusive education: A study of children with special needs*. Sage Publications.

Unit III

This unit discusses the concept of inclusive education. It elaborates on the principles and processes of setting up inclusive practice.

- **Das, A. K., & Kaur, S.** (2017). *Inclusive education in India: Challenges and opportunities*. Oxford University Press.
- **Jha, M. M.** (2010). *Inclusive education: Contexts, challenges, and responses*. Sage Publications.
- **Mani, M. N. G.** (2011). *Inclusive education in India: Concepts, challenges, and opportunities*. Oxford University Press.
- **Mukherjee, S., & Das, A. K.** (2018). *Inclusive education: A study on teacher education*. Sage Publications.
- **Tiwari, M.** (2014). *Inclusive education: A step towards sustainable development*. Oxford University Press.
- **UNESCO.** (2016). *Inclusive education: A way to promote social inclusion*. National Institute of Educational Planning and Administration (NIEPA).

Unit IV

This unit discusses about significance of involving parents and other stakeholders. It elaborates on the importance of community participation in empowering children with disabilities.

- **Baquer, A., & Sharma, A.** (2012). *Parental involvement in inclusive education*. Kanishka Publishers.
- **Das, A. K., & Kaur, S.** (2017). *Inclusive education: A collaborative approach*. Oxford University Press.
- **Jha, M. M.** (2010). *Inclusive education: Contexts, challenges, and responses*. Sage Publications.
- **Mani, M. N. G.** (2011). *Inclusive education in India: Concepts, challenges, and opportunities*. Oxford University Press.

Suggested Readings

- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
- NCERT (2010). *Towards inclusive education*. New Delhi: NCERT
- Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors.
- Sharma, Y.K. (2009). *Sharireki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 8-HSC:
DEVELOPING EARLY CHILDHOOD CURRICULUM**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Developing Early Childhood Curriculum	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the need and significance of the early childhood period
- To understand the meaning, scope and significance of curriculum development in ECCE.
- To develop skills to holistically develop and evaluate the curriculum.

Learning Outcomes

The students would be able to:

- Develop an understanding of early childhood and its significance.
- Understand the principles of curriculum design and evaluation for the early childhood years.
- Understand pedagogical approaches used in early childhood education and curriculum.

THEORY
(Credit:2, Period:30)

Unit I: Development during early years

8 hours

This unit provides a basic understanding about Early Years.

- Developmental Milestones (birth -8years)
 - o Physical-Motor
 - o Socio-emotional
 - o Language
 - o Cognitive

Unit II: Importance of curriculum development

6 hours

This unit provides a basic understanding about Early Childhood Curriculum.

- Meaning and significance of Curriculum Development
- Qualities of a good curriculum for providing Early Childhood Education (ECE)

Unit III: Content and Pedagogy in Early Childhood Curriculum **8 hours**

This unit focuses on providing basic knowledge about Pedagogy in Early Childhood Curriculum.

- Understanding different pedagogical approaches (Activity/theme based, play-way, child centered)
- Selection of activities and learning aids for different age-groups (Infancy, Pre-school and Early School stages)

Unit IV: Curriculum Assessment **8 hours**

This unit focuses on the holistic evaluation and curriculum assessment

- Assessment and evaluation: Need and tools
- Holistic evaluation of the curriculum: Child, Staff, Centre, Learning activities

PRACTICAL (Credit 2; Hours 60)

1. Preparation of age-wise milestone flash cards (Birth–8 years) to understand development in early years.
2. Observation and recording of development of one child (Birth–8 years)
3. Prepare checklist of characteristics of a good ECCE curriculum
4. Make an assessment of a child (3-6 years) using the ‘Child Assessment Card’ issued by the Ministry of Women & Child Development, GOI.
5. Analyze a sample curriculum (identify strengths and gaps)
6. Develop one-week schedule for:
 - 3–6 years
 - 6–8 years
7. Plan and document activities promoting any two domains of development.
 - Physical development
 - Language development
 - Cognitive development
 - Socio-emotional development

Essential Readings

UNIT I

This unit provides a foundational understanding of development during the early years of life, covering the period from birth to eight years. The unit introduces students to age-appropriate developmental milestones and highlights the interrelationship between physical, cognitive, language, and socio-emotional growth.

- **NCERT** (2022). *National Curriculum Framework for Foundational Stage*.
- **Aggarwal, J.C. and Gupta, S.** (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- **Gupta, M. S.** (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
- **Mohanty, J., & Mohanty, B.** (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.

UNIT II

This unit provides a foundational understanding of curriculum development in the context of

Early Childhood Education (ECE). It introduces the concept, meaning, and significance of curriculum development as a systematic process that guides teaching–learning experiences for young children.

- **Swaminathan, M. and Daniel, P.** (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- **Romila Soni, R.** (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training.
- **Gupta, M. Sen** (2009). *Early Childhood Care and Education*, PHI Learning private limited
- **MWCD** (2013). *National ECCE Curriculum Framework*.
- महिला एवं बाल विकास मंत्रालय (2013). राष्ट्रीय ECCE पाठ्यचर्या रूपरेखा.

UNIT III

The unit explores various pedagogical approaches such as activity-based learning, theme-based learning, play-way method, and child-centered approaches. The unit also addresses the selection of appropriate activities and learning aids for different age groups, including infancy, preschool, and early school stages.

- **Aggarwal, J.C. and Gupta, S.** (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- **Gupta, M. S.** (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
- **Mohanty, J., & Mohanty, B.** (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.
- **Swaminathan, M. and Daniel, P.** (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- **Romila Soni, R.** (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training.

UNIT IV

The unit explores the meaning, purpose, and tools of assessment and evaluation, including observation, checklists, anecdotal records, portfolios, rating scales, and informal assessment methods suitable for young children. The unit also examines holistic evaluation of the curriculum by covering components such as child development outcomes, staff performance, centre environment, and the effectiveness of the learning activities.

- **Kaul, V.** (2009). *Early Childhood Care and Education*, PHI Learning
- **Gupta, M. Sen** (2009). *Early Childhood Care and Education*, PHI Learning private limited
- **MWCD** (2013). *National ECCE Curriculum Framework*.
- **NCERT** (2022). *National Curriculum Framework for Foundational Stage*.
- **श्रीवास्तव, वी.एन.** (2020). *आधुनिक विकासात्मक मनोविज्ञान*.
- **सिंह, ए.** (2015). *मानव विकास की आधारशिला*.

Suggested Readings

- Kaul, V. and Bhatnagar, R. *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
- Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.

- Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
- Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 10-HSC:
INTRODUCTION TO GUIDANCE AND COUNSELLING**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Introduction to Guidance and Counselling	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the concept of guidance and counselling
- To get acquainted with process and techniques of counselling
- To analyze the relationship between guidance and counselling

Learning Outcomes

The students would be able to:

- Develop an understanding of the meaning, need, and principles of guidance and counselling.
- Gain knowledge of the counselling process and various counselling techniques.
- Understand the relationship between guidance and counselling and explore various therapeutic approaches used in counselling.

**THEORY
(Credit:2, Period:30)**

UNIT I: Introduction to Guidance

8 hours

This unit focuses on developing understanding regarding the need and purpose of guidance.

- Emergence of guidance as a professional field, need for Guidance, basic principles of guidance
- Purpose of guidance: self-understanding and self-discovery, self-reliance and self direction, self-actualization
- Caution and directions in dealing with children

UNIT II: Understanding Counseling

6 hours

This unit focuses on developing understanding regarding the meaning and need of counseling.

- Meaning, Principles and need for counseling
- Counselling process

UNIT III: Types of Counselling

8 hours

This unit focuses on the different types of counselling and professional ethics.

- Individual and Group counseling
- Counseling for children and parents
- Role, qualities and skills of a counselor
- Professional ethics

UNIT IV: Understanding difference therapies

8 hours

This unit focuses on developing understanding regarding the different types of therapies.

- Difference between counseling, guidance and therapy
- Types of therapy
 - Client centered therapy,
 - Cognitive behavior therapy
 - Psychoanalytic therapy

PRACTICAL (Credits 2; Hours 60)

1. Webinar / Workshop to understand counseling significance, types and purpose.
2. Role play to understand active listening skills (eye contact and nodding) and attending behaviour (open body language)
3. Case presentation and discussion to develop an understanding on assessment, critical thinking, and communication skills
4. Interview a counsellor (School/ College/ Organization) to understand the processes and profession.
5. Record keeping in Case study presentation
6. Review videos on counselling scenarios to understand how to build rapport and formulate open questions.
7. Create flowchart or posters showing each counselling stage, with a brief description of counsellor and client roles at each step.

Essential Readings

Unit I

This unit focuses on developing understanding of counselling. It further elaborates the need and purpose of guidance and counselling and points to be kept in mind.

- **Aggarwal, J. C.** (2024). *Educational, vocational guidance and counselling*. Doaba Publications.
- **Kinra, A. K.** (2008). *Guidance and counselling*. Pearson Education India.
- **Rao, S. N.** (2012). *Counselling and guidance* (3rd ed.). McGraw Hill Education.
- **Sharma, R. N., & Sharma, R.** (2004). *Guidance and counselling in India*. Atlantic Publishers & Distributors.
- **Asthana, V.** (2014). *Paramarsh aur nirdeshan*. Agra: Agarwal Publications.

UNIT II

This unit focuses on the meaning and need of counseling. It elaborates on the principles of counselling process.

- **Gupta, A., & Ganie, A. U. R.** (2023). *Lexicon of counselling psychology: An essential handbook*. Clever Fox Publishing.
- **Mangal, S. K., & Mangal, S.** (2024). *Essentials of clinical psychology: An Indian perspective*. Routledge.
- **Narayana Rao, S.** (2013). *Counselling and guidance* (3rd ed.). McGraw Hill Education.
- **Ranganathan, N., & Wadhwa, T.** (2024). *Guidance and counselling in schools: Theory and practice*. Routledge.
- **Sriram, S. (Ed.)**. (2016). *Counselling in India: Reflections on the process*. Springer. <https://doi.org/10.1007/978-981-10-0584-8>
- **Srivastava, A.** (2023). *Counselling psychology: An Indian overview*. SAMVN Publication.
- **Bhatnagar, A. and Gupta, N.** (1999). *Guidance and counseling: a theoretical perspective*, New Delhi: Vikas.

UNIT III

This unit focuses on the different types of counselling practices. It elaborates on skills of a counsellor and professional ethics.

- **Rao, S. N., & Sahajpal, P.** (2013). *Counselling and guidance* (3rd ed.). McGraw Hill Education (India).
- **Sharma, R. N., & Sharma, R.** (2004). *Guidance and counselling in India*. Atlantic Publishers & Distributors.
- **Srivastava, A.** (2023). *Counselling psychology: An Indian overview*. SAMVN Publication.
- **Sriram, S. (Ed.)**. (2016). *Counselling in India: Reflections on the process*. Springer.

UNIT IV

This unit focuses on developing understanding regarding the different types of therapies. It elaborates on the differences between counselling, guidance and therapy.

- **Bhatia, S.** (2018). *Counseling and psychotherapy: Theories and practices*. Oxford University Press.
- **Corey, G.** (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
- **Burnard, P.** (1999). *Counseling skills training*. New Delhi: Viva Books Company.

Suggested Readings

- **Dave, I.** (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.
- **Guez, W., Allen, J.** (2011). *Counselling*. France: UNESCO
- **Sharma, S. N. and Solanki, M. K.** (2014). *Nirdeshan avam paramarsh*. Agra: Madhav Prakashan.
- **Upadhy, R.** (2017). *Nirdeshan avam paramarsh*. Agra: Agarwal Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 12-HSC:
CHILDHOODS IN INDIA**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Childhoods in India	4	2	0	2	Class XII	NIL

Learning Objectives

- To create awareness, knowledge and understanding of multiple contexts about childhood in India.
- To sensitize students to various dimensions of challenges faced by children in different psycho-social settings.
- To develop awareness and knowledge about contemporary issues of childhood in India

Learning Outcomes

The students would be able to:

- Develop an understanding of diverse contexts where children grow in India.
- Get sensitized to various dimensions of challenges faced by children in different psycho-social settings.
- Develop awareness and knowledge about contemporary issues of childhood in India.

THEORY
(Credit:2, Period:30)

Unit I: Introduction to Childhood in India

8 hours

This unit focuses on basic understanding, awareness and knowledge about childhood in India.

- Definition of child in India using various perspectives
- Social construction of childhood and family
- Childhood in different cultures

Unit II: Diverse Contexts of Childhood in India

8 hours

This unit focuses and sensitizes students on various dimensions of challenges faced by children.

- Children across varied SES Groups
- Children in especially difficult circumstances

Unit III: Situation of Children in India

8 hours

This unit develops awareness and knowledge about situation of children in India and Government's intervention for the same

- Indian Government's intervention for children: Acts, Policies and Schemes

- Initiatives for disadvantaged groups of children in India: Girl child/ children with disability

Unit IV: Voluntary Action for children in India

6 Hours

This unit will focus on the role of voluntary organization's for providing services for vulnerable children.

- Voluntary organization's for providing services for vulnerable children (Any 2 organizations)
- Community based Initiatives and Advocacy for children.

PRACTICAL (Credits 2; Hours 60)

1. Documentation of Childhood in Mythology/Folklore (3–5 examples)
 - o Krishna as a child
 - o Rama in childhood
 - o Panchatantra stories
 - o Regional/tribal folklore
 - o Akbar-Birbal stories
2. *Students will analyze in the folklores:*
 - o Values portrayed
 - o Gender roles
 - o Discipline and socialization patterns
 - o Image of “ideal child”
3. Interaction with 2 children from different socio-economic backgrounds to reflect on diversity in childhood.
4. Movie/documentary review to understand childhood depicted in media from the lens of
 - o Social inequalities
 - o Educational challenges
 - o Emotional dimensions
5. Analyze representation of gender, class and consumerism in any advertisement representing children.
6. Newspaper Clipping Collection to analyse key issues and possible solutions on any one of the following topics
 - o Child labour
 - o Online safety
 - o School dropouts
 - o Child abuse
 - o Nutrition and health
7. Review and summarize any one Policy to explain how it affects children:
 - o RTE Act
 - o POCSO
 - o Child Labour Act
8. Visit any organization working for vulnerable children.

Essential Readings

UNIT I

This unit provides a foundational understanding of childhood within the Indian context by

examining its meaning, characteristics, and diverse interpretations. It aims to build awareness about how childhood is understood through social, cultural, and developmental perspectives in India.

- **Behera, D. K. (2007).** *Childhood in South Asia*. New Delhi: Pearson- Longman.
- **Sapra, R. (2010).** *Child development: issues and concerns for the well-being of the child*. New Delhi: Vishwabharati
- **Sharma, D. (2003).** *Infancy and childhood in India*. In D. Sharma (Ed.). *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford.
- **UNICEF India (Latest Reports).** *State of the World's Children – India Focus*.

UNIT II

The unit focuses on children in especially difficult circumstances, such as street children, child labourers, children affected by conflict, children with disabilities, and those facing abuse, neglect, or exploitation.

- **Bajpai, A. (2006).** *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- **Nambissan, G. (2010).** *Exclusion and Discrimination in Schools*. Sage Publications.
- **Sapra, R. (2010).** *Child development: issues and concerns for the well-being of the child*. New Delhi: Vishwabharati.
- **Kakar, S. (1978/2012).** *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press.
- **सेतिया, ए. (2012).** *बच्चों के कानूनी हक*. उत्तराखंड: राज्य बाल अधिकार संरक्षण आयोग

UNIT III

The unit introduces students to major government interventions for disadvantaged groups of children, including significant Acts, national policies, and welfare schemes designed to ensure protection, education, health, and overall development.

- **UNICEF India (Latest Reports).** *State of the World's Children – India Focus*.
- **NCERT (2022).** *National Curriculum Framework for Foundational Stage*.
- **Balagopalan, S. (2014).** *Inhabiting Childhood: Children, Labour and Schooling in Postcolonial India*. Palgrave Macmillan.
- **Nambissan, G. (2010).** *Exclusion and Discrimination in Schools*. Sage Publications.
- **सिंह, अनीता (2015).** *मानव विकास की आधारशिला*. ओरिएंट ब्लैकस्वान.

UNIT IV

This unit focuses on understanding the significant role of voluntary organizations in promoting the welfare, protection, and development of vulnerable children in India. The unit discusses community-based initiatives and advocacy efforts aimed at safeguarding children's rights and promoting child-friendly environments.

- **Behera, D. K. (2007).** *Childhood in South Asia*. New Delhi: Pearson- Longman.
- **Sharma, D. (2003).** *Infancy and childhood in India*. In D. Sharma (Ed.). *Childhood, family and sociocultural changes in India* (13-47). New Delhi: Oxford.
- **Singh, A. (2015).** *Foundation of Human Development: A Lifespan Approach*. Orient Blackswan.
- **Nanda, V. (Ed.).** *Panchatantra Stories*. National Book Trust (NBT).
- **Bajpai, A. (2006).** *Child Rights in India: Law, Policy and Practice*. Oxford University Press.
- **श्रीवास्तव, वी. एन. (2020).** *आधुनिक विकासात्मक मनोविज्ञान*.

Suggested Readings

- **Aries, P.** (1962). Centuries of childhood: A social history of family life. New York: Vintage.
- **Bee, H. L.** (2011). The developing child. London: Pearson.
- **Deb, S. and Chatterjee, P.** (2008). Styles of parenting adolescents – The Indian Scenario. New Delhi: Akansha Publishing House.
- **Santrock, J. W.** (1996). Child development. New York: Tata McGraw Hill

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 14-HSC: SUSTAINABILITY AND SOCIAL RESPONSIBILITY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Sustainability and Social Responsibility	4	3	1	0	Class XII	NIL

Learning Objectives

- Introduce students to the fundamental concepts, principles, and evolution of sustainability and sustainable development.
- Familiarize students with the framework of the United Nations Sustainable Development Goals (SDGs) and their global and national relevance.
- Develop an understanding of major environmental, social, and economic challenges affecting sustainable development.
- Examine the role of governments, industries, institutions, and individuals in promoting sustainability and social responsibility.
- Encourage critical thinking about sustainable solutions, responsible consumption, and ethical practices.
- Promote awareness of sustainable technologies, policies, and community-based initiatives that support long-term environmental and social well-being.

Learning Outcomes

The students will be able to:

- Explain key concepts, principles, and historical developments related to sustainability and sustainable development.
- Describe the structure and objectives of the United Nations Sustainable Development Goals and their significance for global development.
- Identify and analyse major environmental, social, and economic sustainability challenges at global and national levels.

- Evaluate the impact of industrial practices, consumption patterns, and corporate activities on sustainability.
- Discuss policy frameworks, corporate social responsibility initiatives, and community actions that contribute to sustainable development.

THEORY **(Credits 3; Hours 45)**

UNIT I: Introduction to Sustainability

10 Hours

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- Concept and evolution of sustainability
- Meaning, definition and principles of sustainable development
- Triple Bottom Line: Environmental, Social, and Economic sustainability
- Historical milestones in sustainability discourse and global environmental movements
- Interrelationship between sustainability, ethics, and social responsibility

UNIT II: Sustainable Development Goals (SDGs)

8 Hours

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- Overview of the 17 Sustainable Development Goals (SDGs)
- Global frameworks for sustainable development
- Role of governments, industries, and civil society in achieving SDGs
- SDGs relevant to business, environment, and society
- Localization of SDGs in India

UNIT III: Sustainability Challenges and Problems

14 Hours

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- Environmental challenges: climate change, biodiversity loss, pollution, resource depletion
- Global warming: Carbon emissions and carbon footprint
- Social challenges: inequality, poverty, labour exploitation, gender disparity
- Economic challenges: unsustainable production and consumption patterns
- Industrial and corporate impacts on sustainability
- Waste generation, fast fashion, and environmental degradation
- Global and Indian sustainability challenges

UNIT IV: Solutions and Responsible Practices

13 Hours

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- Circular economy and sustainable production systems
- Net zero- Emission reduction mitigating climate change
- Corporate Social Responsibility (CSR) and ethical business practices
- Sustainable consumption and responsible lifestyle choices
- Green technologies and innovation for sustainability

- Policy frameworks and governance for sustainability
- Role of education, community participation, and youth engagement in sustainability

TUTORIALS (Credit 1; Hours 15)

1. Discussion on how SDGs relate to everyday life and national development priorities.
2. Examine examples of environmental, social, and economic sustainability in everyday life or institutional practices.
3. Sustainability Awareness Survey among students regarding environmental practices and sustainability knowledge.
4. Case studies of organizations or initiatives practicing sustainability like Tata Group, Unilever and other.
5. Documentary Review Activity examining films related to environmental degradation and sustainability challenges.
6. Sustainability Awareness Drives on responsible consumption and environmental protection.
7. Case studies on social responsibility (CSR) initiatives by industry.
8. Presentation on one sustainability initiative implemented by government, or NGOs.

Essential Readings

UNIT I

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- **Bhardwaj, A. (Ed.). (2024).** Sustainable development in India: Future challenges. New Delhi: Shandilya Publications.
- **Brinkmann, R., & Bhamoriya, V. (2024).** Introduction to sustainability: An Indian adaptation (2nd ed.). New Delhi: Wiley India.
- **Gadgil, M., & Guha, R. (1992).** This fissured land: An ecological history of India. New Delhi: Oxford University Press.
- **Surampalli, R. Y., Zhang, T. C., Goyal, M. K., Brar, S. K., & Tyagi, R. D. (2020).** Sustainability: Fundamentals and applications. Hoboken, NJ: Wiley.
- **Tayal, P. (2024).** Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities. New Delhi: Clever Fox Publishing.

UNIT II

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- **Sachs, J. D. (2015).** *The age of sustainable development*. New York, NY: Columbia University Press.
- **Sachs, J. D., Schmidt-Traub, G., Kroll, C., Lafortune, G., & Fuller, G. (2022).** *Sustainable development report*. Cambridge: Cambridge University Press.
- **McElroy, M. W., & van Engelen, J. (2011).** *Corporate sustainability management: The art and science of managing non-financial performance*. Routledge.

UNIT III

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- **Gadgil, M., & Guha, R.** (2000). *The use and abuse of nature: Environmental history of India*. New Delhi: Oxford University Press.
- **Hawken, P.** (2010). *The ecology of commerce: A declaration of sustainability* (Revised ed.). New York, NY: Harper Business.
- **Narain, S.** (2022). *State of India's environment 2022: Down to earth annual report*. New Delhi: Centre for Science and Environment.

UNIT IV

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- **Rasche, A., Morsing, M., Moon, J., & Kourula, A.** (2023). *Corporate sustainability: Managing responsible business in a globalised world*. Cambridge: Cambridge University Press.
- **Paleri, P.** (2020). *Corporate social responsibility: Concept, cases and trends*. New Delhi: Cengage Learning India.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.
- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Schaper, M.** (Ed.). (2016). *Making ecopreneurs: Developing sustainable entrepreneurship* (2nd ed.). London: Routledge.

Suggested Readings

- **Bharucha, E.** (2019). *Environmental studies for undergraduate courses* (2nd ed.). Hyderabad: Universities Press.
- **Guha, R.** (2014). *Environmentalism: A global history*. New Delhi: Penguin Books.
- **Kaushik, A., & Kaushik, C. P.** (2018). *Perspectives in environmental studies* (6th ed.). New Delhi: New Age International.
- **Miller, G. T., & Spoolman, S.** (2019). *Environmental science* (16th ed.). Boston, MA: Cengage Learning.

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**POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS
FOR THE EVEN SEMESTER**

RESOURCE MANAGEMENT AND DESIGN APPLICATION

**Bachelors in Arts with Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 2-HSC:
RESEARCH METHODS IN HOME SCIENCE**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

**THEORY
(Credits 3; Hours 45)**

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method

- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL (Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research (4th ed.)*. Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati (1st ed.)*. New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step-by-Step Guide for Beginners (5th ed.)*. Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

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Bachelors in Arts with With Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-RMDA 4-HSC
ERGONOMIC DESIGN

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Ergonomic Design	4	3	0	1	XII Pass	Appeared in Introduction to Resource Management

Learning Objectives

- To sensitize the students towards the importance of ergonomics and its application in daily life
- To understand components of worker inputs
- To develop understanding of functional design and arrangement of workplaces and equipment
- To identify human and workplace factors which contribute to ergonomic hazards
- To develop aptitude in identifying the product / space design problems at place of work

Learning Outcomes

The students would be able to:

- Understand the concept, history and importance of ergonomics in designing.
- Recognize and appreciate the scope of ergonomics in the professional arena
- Develop skills in taking anthropometric measurements as applied to different workstations.
- Apprehend the techniques of conducting time & motion and energy studies.
- Critically evaluate and design different workstations & equipment with respect to their functional effectiveness.

THEORY
(Credits 3; Hours 45)

UNIT I: Introduction to Human Factors and Ergonomics

10 Hours

This unit introduces the students to the concept of ergonomics and anthropometry and their importance in daily life.

- Ergonomics- concept, significance, history, application of Ergonomics in daily life
- Anthropometry – History and its application in interior designing for different work areas and workers
- Human-Centred Design- Design Thinking concept and methodology

UNIT II: The User Component

10 Hours

This unit highlights the importance of various components of worker inputs.

- Physical: Biomechanics of human movement and musculo-skeletal system, Anatomical position, reference planes and movements
- Temporal
- Cognitive
- Affective

UNIT III - Workplace Design

17 Hours

This unit focuses on the functional design of workplaces, work study techniques, indices of indoor comfort, man- machine interface, as well as the occupational safety and health at the workplace.

- Functional design and arrangement of workplaces
- Work study- Time and motion study, energy study
- Indices of indoor comfort: ventilation, lighting, temperature, noise
- Human Machine Interface- Controls and Displays

UNIT IV: Sustainable built environment

8 Hours

This unit provides insight into the occupational safety and health at workplace.

- Types of ergonomic risk factors
- Effects of ergonomic hazards
- Occupational safety and health at workplace - Applications of ergonomics in different work environments

PRACTICAL (Credits 1; Hours 30)

1. Basic Anthropometry of a selected demography
2. Time and motion study
3. Energy study - Physiological cost of workload
4. Prepare floor and elevation plans for different types of kitchen
5. Testing suitability of selected environmental factors at a workplace
6. Case study of a selected workplace - Identifying and assessing workplace for a selected occupation, analysis of posture and equipment used, suggestions for improvement in process of the activity
7. Designing workstation/equipment suitable to the selected occupation

Essential Readings

UNIT I

This unit introduces the students to the concept of ergonomics and anthropometry and their importance in daily life.

- **Bridger, R.** (2017). *Introduction to Human Factors and Ergonomics*. CRC Press.
- **Salvendy, G.** (2012). *Handbook of Human Factors and Ergonomics*. John Wiley & Sons.
- **Steidl, R.E. & Bratton, E.C.** (1968). *Work in the Home*. John Wiley & Sons Inc.

UNIT II

This unit highlights the importance of various components of worker inputs

- **Tosi, F.** (2019). *Design for Ergonomics*. Springer Nature.
- **Steidl, R.E. & Bratton, E.C.** (1968). *Work in the Home*. John Wiley & Sons Inc.
- **Stanton, N. A., Hedge, A., Brookhuis, K., Salas, E., & Hendrick, H. W.** (2004). *Handbook of Human Factors and Ergonomics Methods*. CRC Press

UNIT III

This unit focuses on the functional design of workplaces, work study techniques, indices of indoor comfort, man- machine interface, as well as the occupational safety and health at the workplace.

- **Chakrabarti, D.** (1997). *Indian Anthropometric Dimensions for Ergonomic Design Practice*. National Institute of Design
- **Hedge, A.** (2016). *Ergonomic Workplace Design for Health, Wellness, and Productivity*. CRC Press.
- **Stanton, N. A., Hedge, A., Brookhuis, K., Salas, E., & Hendrick, H. W.** (2004). *Handbook of Human Factors and Ergonomics Methods*. CRC Press

UNIT IV

This unit provides insight into the occupational safety and health at workplace.

- **Helander, M.** (2005). *A Guide to Human Factors and Ergonomics* (2nd ed.). CRC Press.
- **Shorrock, S., & Williams, C.** (2016). *Human Factors and Ergonomics in Practice: Improving System Performance and Human Well-Being in the Real World*. CRC Press
- **Stanton, N. A., Hedge, A., Brookhuis, K., Salas, E., & Hendrick, H. W.** (2004). *Handbook of Human Factors and Ergonomics Methods*. CRC Press

Suggested Readings

- **DeChiara, J., Panero, J., & Zelnik, M.** (2017). *Time-saver standards for interior design and space planning* (2nd ed.). McGraw-Hill Education.
- **Neufert, E., & Neufert, P.** (2019). *Architects' data* (5th ed.). John Wiley & Sons.

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 6-HSC: ADVANCED INTERIOR DESIGN

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Advanced Interior Design	4	2	0	2	Class XII	Appeared in Introduction to Resource Management

Learning Objectives

- To gain knowledge of advanced interior design principles elements.
- To apply their knowledge to design functional and aesthetically pleasing interior spaces.
- To critically analyze and evaluate design solutions.

Learning Outcomes

The students would be able to:

- Comprehend the principles and practices of interior design.
- Gain knowledge and necessary skills to design functional, aesthetically pleasing, and sustainable interior spaces.
- Analyze and evaluate design solutions, considering essential interior design elements.
- Engage in creative thinking and problem-solving abilities in the context of interior design.
- Get into entry-level positions in the interior design industry.

THEORY **(Credits 2; Hours 30)**

UNIT I: Interiors and its Construction

8 Hours

This unit explores the essential elements of interior finishes and their construction, types, materials, and applications.

- Partition, paneling and false ceiling
- Construction of paneling
- Types of Paneling – full partition, part partition, construction of partitions
- Materials used for paneling-ply, glass, gypsum, P.O.P, partition types
- Types of flooring and their applications

UNIT II: Sanitary Ware and Lighting Systems in Interiors

8 Hours

This unit explores types, uses, layouts, materials, and finishes of sanitary ware, along with interior and exterior lighting types and fixtures.

- Sanitary ware:
 - Various types of sanitary ware and their use
 - Types of layouts – concepts in modern day toilet interiors
 - Materials & finishes – colour, texture & pattern.
- Lighting:
 - Different types of lighting for interiors and exteriors
 - Lighting fixtures

UNIT III: Basics of Furniture Construction and Furnishings

8 Hours

This unit explores the fundamental principles of furniture design and construction, encompassing measurement systems, furniture construction techniques, finishing processes and upholstery.

- Measurement systems
- Types of Furniture and its Construction
- Types of finishes and preparation of finishing specific to Furniture Materials
- Upholstery materials – Types and Selection

UNIT IV: Project Estimation

6 Hours

This unit explores the key aspects of project estimation including estimation, budgeting, proposals, tenders, record keeping and filing.

- Specifications of materials
- Estimating & budgeting: Types of cost estimations and preparing estimates and budgets
- Proposals & tenders
- Implementation of plan of work and meeting deadlines

PRACTICAL (Credits 2; Hours 60)

1. Floor plan of Studio apartment/ Bedroom/ Living room with elevation plan/ section plan of the same; Create 3D views of the plans (Manual/CAD)
 2. Preparation of a ceiling plan
 3. Preparation of Wall Paneling/ partition.
 4. Preparation of electrical layout plan.
 5. Preparation of plumbing layout plan indicating various fittings and fixtures of water supply and sanitary installations.
 6. Survey on concepts in modern day interiors – materials & finishes
- OR**
7. Create a mood board based on a style/ theme for interior designing of a selected area; create a setup for the same.
 8. Create a portfolio of the interior design plans made in class

Essential Readings

UNIT I

This unit focuses on the various elements of interior finishes, with emphasis on their construction, types, materials, and applications. Topics include partitions, paneling, false ceilings, and different types of flooring along with their uses.

- **Arora, S. P., & Bindra, S. P.** (2010). *Building Construction* (Vols. 1–2). Dhanpat Rai Publications.
- **Allen, E., & Iano, J.** (2019). *Fundamentals of Building Construction: Materials and Methods* (7th ed.). John Wiley & Sons.
- **Bureau of Indian Standards.** (2016). *National Building Code of India 2016 (NBC 2016)*.
- **Ching, F. D. K., & Binggeli, C.** (2018). *Interior Design Illustrated* (4th ed.). John Wiley & Sons.
- **Pile, J. F., & Gura, J.** (2014). *A History of Interior Design* (4th ed.). John Wiley & Sons.

UNIT II

This unit covers the different types, uses, layouts, materials, and finishes of sanitary ware. It also explains the fundamentals of lighting design, including lighting types, fixtures, and applications.

- **Arora, S. P., & Bindra, S. P.** (2010). *Building Construction* (Vols. 1–2) Dhanpat Rai & Sons.
- **Bureau of Indian Standards.** (2016). *NBC 2016*.

- **Ching, F. D. K., & Binggeli, C.** (2018). *Interior Design Illustrated* (4th ed.).
- **Karlen, M., & Benya, J.** (2017). *Lighting Design Basics* (3rd ed.). John Wiley & Sons.

UNIT III

This unit introduces the principles of furniture design and construction, with special emphasis on measurement systems and anthropometrics. It also covers furniture construction techniques, finishing processes, and upholstery to help students develop a thorough understanding of furniture design.

- **Arora, S. P., & Bindra, S. P.** (2010). *Building Construction* (Vols. 1–2). Dhanpat Rai & Sons
- **Allen, E., & Iano, J.** (2019). *Fundamentals of Building Construction*. John Wiley & Sons.
- **Panero, J., & Zelnik, M.** (1979). *Human Dimension and Interior Space: A source book of design reference standards*. Whitney Library of Design.
- **Nielson, K. J., & Taylor, D. A.** (2011). *Interior Construction and Detailing for Designers and Architects* (5th ed.). Fairchild Books.

UNIT IV

This unit discusses key aspects of project estimation, including cost estimation, budgeting, proposals, tenders, record keeping, and documentation. It also emphasizes planning, implementation, and scheduling of project work.

- **Arora, S. P., & Bindra, S. P.** (2010). *Building Construction* (Vols. 1–2). Dhanpat Rai & Sons
- **Allen, E., & Iano, J.** (2019). *Fundamentals of Building Construction*. John Wiley & Sons.
- **Bureau of Indian Standards.** (2016). *National building code of India 2016 (NBC 2016)*. Bureau of Indian Standards
- **Rangwala, S. C.** (2016). *Estimating, Costing and Valuation* (18th ed.) Charotar Publishing House.
- **Brook, M.** (2016). *Estimating and Tendering for Construction Work* (5th ed.). Routledge.

Suggested Readings

- **Pile, J.** (2012). *Interior Design: A Comprehensive Guide*. Harry N. Abrams, Inc.
- **Grimley, C., & Love, M.** (2018). *The Interior Design Reference & Specification Book Updated & Revised: Everything Interior Designers Need to Know Every Day*. Rockport Publishers Incorporated.
- **Diamonstein-Spielvogel, B., & Diamonstein, B.** (1982). *Interior Design, the New Freedom*. Rizzoli International Publications.
- **DeChiara, J., Panero, J., & Zelnik, M.** (2017). *Time-saver standards for interior design and space planning* (2nd ed.). McGraw-Hill Education.
- **Neufert, E., & Neufert, P.** (2019). *Architects' data* (5th ed.). John Wiley & Sons.

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 8-HSC:
CAPACITY BUILDING FOR SUTAINABLE DEVELOPMENT**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Capacity Building For Sustainable Development	4	3	0	1	XII Pass	Appeared in Introduction to Resource Management

Learning Objectives

- To impart an understanding of conceptual framework, scope and importance of capacity building and organizational capacity development.
- To build proficiency in designing and implementing capacity building initiatives for sustainable development.

Learning Outcomes

The students would be able to:

- Develop an understanding of the concepts related to capacity building and its role in sustainable development.
- Acquire skills to design, develop and implement capacity building initiatives for sustainable development.
- Critically analyze interventional strategies of organizational capacity development

THEORY
(Credits 3; Hours 45)

Unit I: Conceptual framework and Organizational learning **6 Hours**

This unit introduces the students to the concepts of capacity building for sustainable development, its evolution, elements, process and approaches.

- Capacity Development- Concept, evolution and process
- Organizational Capacity Development- Approaches and elements

Unit II: Interventional Strategies for sustainable development **15 Hours**

This unit focuses on contemporary professional practices in capacity building including training need assessment, methodologies, developing ICT material and evaluation.

- Training Need Assessment (TNA)
- Training methodologies
- ICT for sustainable development
- Training Evaluation

Unit III: Institutionalizing capacity building programmes

12 Hours

This unit highlights the approaches adopted by National level capacity building programmes.

- Approaches to land to lab and lab to land transfer
- Sustainability planning and mainstreaming into policy.

Unit IV: Monitoring and evaluation of and Sustainability of Capacity Building Initiatives

12 Hours

This unit explores the frameworks for monitoring, evaluating, and sustaining capacity-building programmes for long-term impact and policy integration.

- Monitoring and Evaluation (M&E) frameworks
- Indicators of capacity development success
- Impact assessment and reporting

PRACTICAL (Credit-1; Hours 30)

1. Critical analysis of capacity building programmes through Case Studies and live projects.
2. Training Need Assessment (TNA)
3. Training Methodologies
4. ICT Material for Sustainable Development
5. Training Evaluation
6. Design and development of capacity building programmes
7. Implementation of capacity building programmes

Essential Readings

UNIT I

This unit introduces the students to the concepts of capacity building for sustainable development, its evolution, elements, process and approaches

- **Bamberger, M., & Chevalier, J. (2010).** *The Capacity Building Handbook: A Guide for Practitioners in Sustainable Development.* GIZ
- **Kapucu, N., & Demiroz, F. (2017).** *Collaborative Administrative Systems: Capacity Building for Sustainable Resilience.* Routledge.
- **Kesavan, P. (2020).** *Enablers of Organisational Learning, Knowledge Management, and Innovation: Principles, Process, and Practice of Qualitative Data.* Springer Singapore.
- **Kazanskaia, A. N. (2025).** *Building a Learning Organization.* NEYA Global Publishing.
- **Saputra, N., et al. (2024).** *Capacity building for organizational performance: systematic review and conceptual framework.* **Cogent Social Sciences, 10(1)**

UNIT II:

This unit focuses on contemporary professional practices in capacity building including training need assessment, methodologies, developing ICT material and evaluation.

- **Bhattacharyya, D. K. (2023).** *Training and Development: Theories and Applications* (2nd ed.). Wiley India.
- **Hamdan, R. K., Hamdan, A., Alareeni, B., & El Khoury, R. (Eds.). (2024).**

Information and Communication Technology in Technical and Vocational Education and Training for Sustainable and Equal Opportunity. Springer Singapore

- **Kirkpatrick, D. L., & Kirkpatrick, J. D. (2019).** *Kirkpatrick's Four Levels of Training Evaluation* (5th ed.). ATD Press.
- **Rothwell, W. J., & Kazanas, H. C. (2021).** *Performance Improvement and Training Needs Assessment* (3rd ed.). ATD Press.
- **Tuba, M., Akashe, S., & Joshi, A. (Eds.). (2025).** *ICT Systems and Sustainability: Proceedings of ICT4SD 2024*. Springer Singapore.

UNIT III

This unit highlights the approaches adopted by National level capacity building programmes.

- **Agarwal, S. K., & Mishra, R. (2021).** *Capacity Building for Sustainable Development: Concepts, Approaches and Experiences*. Sage India.
- **Bhatt, K. P. (2023).** *Environmental Policy, Governance and Sustainable Development in India*. Routledge India.
- **Dhar, U., Dhar, S., & Jain, N. (Eds.). (2021).** *Good practices and capacity building for sustainable development goals*. Bloomsbury India
- **Reddy, D. N., Reddy, O. S., Reddy, Y. J., & Reddy, K. V. (2020).** *Sustainable Development and Policy Planning*. Himalaya Publishing House
- **Williams, T., & Goodwin, T. (2015).** *Capacity Development for Organizational Learning*. Routledge.

UNIT IV

This unit explores the frameworks for monitoring, evaluating, and sustaining capacity-building programmes for long-term impact and policy integration.

- **Agarwal, S., & Mishra, R. (2021).** *Capacity Building for Sustainable Development: Concepts, Approaches and Experiences*. Sage India
- **Bhatt, K. P. (2023).** *Environmental Policy, Governance and Sustainable Development in India*. Routledge India.
- **Swanson, R. A., & Holton, E. F. (2001).** *Foundations of Human Resource Development*. Berrett-Koehler Publishers.
- **Horton, D., & Mackay, R. (2003).** *Developing Effective Capacity Building Programs*. Oxford University Press.
- **Rani, R. (2021).** *Monitoring and Evaluation of Development Programmes in India*. Sage India..
- **Reddy, D. N., Reddy, O. S., Reddy, Y. J., & Reddy, K. V. (2020).** *Sustainable development and policy planning*. Himalaya Publishing House.

Suggested Readings

- **Blumenthal, B. (2003).** *Investing in Capacity Building: A Guide to High-Impact Approaches*. Routledge.
- **James, V. U. (2018).** *Capacity Building for Sustainable Development*. CAB International.
- **Kenny, S., Clarke, M. (Eds.) (2010).** *Challenging Capacity Building: Comparative Perspectives*. Palgrave Macmillan UK.
- **Bemmerlein-Lux, F., & Bank, P. (2011).** *Lessons Learnt & Tools Applied: A Working Book on Capacity Building Approaches in India*. GIZ.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 10-HSC:
PRODUCT DESIGN AND APPLICATION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Product Design and Application	4	2	0	2	XII Pass	Appeared in Introduction to Resource Management

Learning Objectives

- Understand the basic concepts, scope and significance of product design.
- Develop creative and innovative thinking skills to design user-friendly, inclusive and interactive products.
- Gain knowledge of the New Product Development (NPD) process
- Build skills for the successful promotion of the product in the market.

Learning Outcomes

The students would be able to:

- Develop an understanding of product design principles and real-world design challenges.
- Apply creativity and innovation to design user-friendly and inclusive products.
- Understand the New Product Development (NPD) process, from idea generation to market launch.
- Select appropriate materials, develop prototypes, and perform cost analysis for efficient product design.

**THEORY
(Credits 2; Hours 30)**

UNIT I: Introduction to Product Design

8 Hours

This unit covers the concept, scope, importance, approaches, and challenges of product design, along with success factors, design philosophies, and the role of product designers.

- Introduction to Product design: Concept, scope, importance and challenges
- Different approaches to Product design
- Factors for the success of products
- Design philosophies of famous designers
- Role of Product Designers

UNIT II: Creativity and Innovative thinking

6 Hours

This unit covers concept of creativity, innovation in product design, and human-centric design approaches like ergonomics, inclusive, and interactive design.

- Theories and models of creativity
- Techniques of developing creativity
- Role of innovation in product design
- Application of human factors and ergonomics (user-centric design, Inclusive design and Interactive design).

UNIT III: Product Development Process

10 Hours

This unit outlines the stages of new product development, including idea generation, material selection, prototyping, cost-value analysis, and legal aspects like intellectual property rights.

- Stages of New Product Development (NPD): Idea generation, concept development, market analysis, Feasibility study
- Detailed study of Materials
- Prototyping
- Cost-value Analysis for effective design
- Intellectual Property (IPR) and other legal considerations.

UNIT IV: Product Launch and Marketing

6 Hours

This unit highlights product launch strategies, including packaging, advertising, branding, post-launch review, and real-life case studies.

- Introducing the product to the market
- Packaging, Advertising and branding.
- Post-Launch Review and feedback for Improvements
- Real-Life Examples and Projects

PRACTICAL (Credits 2; Hours 60)

1. Case study of selected products-success and failure stories
2. Techniques of creativity
3. Study of selected materials: properties and functions
4. Design Tools and Software: CAD, graphic design tools, 3D printing etc.
5. Product-Life cycle mapping of any consumer product
6. Designing and Prototyping of a product (as per the stages of product development)
7. Simulation of Product Launch: Group activity for launching a product (pricing, promotional strategies and distribution channels)
8. Use of Technology in product design and development

Essential Readings

UNIT I

This unit explores the concept of product design. It discusses success factors, design philosophies, and the role of product designers. It also highlights the important approaches.

- **Balaram, S.** (1998). *Product design and development in India*. National Institute of Design.
- **Design India Council.** (2011). *India design report 2011*. Confederation of Indian Industry (CII).
- **IDC School of Design, IIT Bombay.** (2015). *D'Source: Digital learning environment for design in India*. Indian Institute of Technology Bombay.
- **National Institute of Design.** (2019). *Design for India: 50 years of design education and practice*. National Institute of Design Publications.
- **Ulrich, K. T., Eppinger, S. D., & Yang, M. C.** (2020). *Product design and development* (7th ed., Indian ed.). McGraw-Hill Education India.

UNIT II

This unit discusses the important topic of creativity, and explores the relevance of innovation in product design. It explains human-centric design approaches like ergonomics, inclusive, and interactive design.

- **Balaram, S.** (2011). *Thinking design*. SAGE Publications India Pvt Ltd.
- **Biswas, A., & Agarwal, A.** (2019). *Ergonomics for beginners: A quick reference guide* (2nd ed.). CRC Press (Indian Reprint Edition).
- **Centre for Product Design and Manufacturing (CPDM), Indian Institute of Science.** (2014). *Product design and engineering: Concepts and applications*. Indian Institute of Science Press.
- **IDC School of Design, Indian Institute of Technology Bombay.** (2015). *D'Source: Digital learning environment for design*. Indian Institute of Technology Bombay.
- **Norman, D. A.** (2013). *The design of everyday things* (Revised and expanded ed., Indian ed.). Basic Books.
- **Ulrich, K. T., Eppinger, S. D., & Yang, M. C.** (2020). *Product design and development* (7th ed., Indian ed.). McGraw-Hill Education India.

UNIT III

This unit elaborates upon the stages of new product development. It emphasizes upon the importance of understanding properties of materials. It focusses on information related to Intellectual Property (IPR) and other legal considerations.

- **Centre for Product Design and Manufacturing (CPDM), Indian Institute of Science.** (2014). *Product design and engineering: Concepts and applications*. Indian Institute of Science Press.
- **Department for Promotion of Industry and Internal Trade (DPIIT), Government of India.** (2016). *National intellectual property rights (IPR) policy*. Ministry of Commerce and Industry, Government of India.
- **IDC School of Design, Indian Institute of Technology Bombay.** (2015). *D'Source: Digital learning environment for design*. Indian Institute of Technology Bombay.
- **Kalpakjian, S., & Schmid, S. R.** (2020). *Manufacturing engineering and technology* (7th ed., Indian ed.). Pearson India Education Services Pvt. Ltd.

UNIT IV

This unit focusses on all product launch strategies and discusses real-life case studies.

- **Aaker, D. A.** (1996). *Building Strong Brands*. Free Press.
- **Armstrong, G., & Kotler, P.** (2017). *Marketing: An Introduction* (13th ed.). Pearson.
- **Keller, K. L.** (2013). *Strategic Brand Management: Building, Measuring, and Managing Brand Equity* (4th ed.). Pearson.

- Kotler, P., & Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson.
- Ries, A., & Trout, J. (2001). *Positioning: The Battle for Your Mind*. McGraw-Hill.

Suggested Readings

- Cross, N. (2011). *Design thinking: Understanding how designers think and work*. Bloomsbury Academic.
- Crawford, C. M., & Di Benedetto, C. A. (2011). *New products management* (11th ed.). McGraw-Hill Education.
- Green, W. S., & Jordan, P. W. (Eds.). (1999). *Human factors in product design: Current practice and future trends*. Taylor & Francis.
- Kotler, P., & Keller, K. L. (2016). *Marketing management* (15th ed.). Pearson Education.
- Petrov, V. (2019). *Theory of inventive problem solving: Level 1*. Springer.
- Salvendy, G. (Ed.). (2021). *Handbook of human factors and ergonomics* (5th ed.). John Wiley & Sons, Inc.
- Sawyer, R. K. (2012). *Explaining creativity: The science of human innovation* (2nd ed.). Oxford University Press.
- Sherman, B., & Bently, L. (2019). *The making of modern intellectual property law*. Cambridge University Press.
- Ulrich, K. T., & Eppinger, S. D. (2019). *Product design and development* (7th ed.). McGraw-Hill Education.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 12-HSC: RESOURCE MANAGEMENT AND SUSTAINABLE DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Resource Management and Sustainable Development	4	3	1	0	XII Pass	Appeared in Introduction to Resource Management

Learning Objectives

- To build an inter-disciplinary perspective on understanding environmental concerns, sustainable development and its challenges.
- To familiarize students with current debates and perspectives with respect to sustainable development.
- To familiarize students with the concepts of sustainable resource management.

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

Learning Outcomes

The students would be able to:

- Build an understanding of environmental concerns, sustainable development and its challenges.
- Understand the concept of resources and developmental issues with respect to sustainable development.
- Develop skills in sustainable resource management.

THEORY **(Credit 3; Hours 45)**

UNIT I: Introduction to Sustainable Development

15 Hours

This unit introduces the concept, need, principles, and goals of sustainable development, along with key global milestones and initiatives.

- Concept of sustainable development
- Need, objectives and principles of sustainable development
- National and international milestones, initiatives, summits and protocols
- Sustainable Development Goals (SDGs)

UNIT II: Resources and Developmental Issues

10 Hours

This unit explores environmental challenges, resource consumption and sustainable resource management.

- Environmental concerns, population explosion, urbanization, globalization, economic development, ecological footprint, carbon footprint
- Perspectives in resource consumption
- Sustainable management of key resources: Land, green cover, water, air, waste

UNIT III: Sustainable Resource Management

10 Hours

This unit covers sustainable management of energy, water, waste, and air through strategies like energy auditing, rainwater harvesting, and air quality monitoring.

- Energy management – star labelling, energy auditing, renewable energy
- Water management – Rain water harvesting- Calculation of rainwater harvesting potential, water auditing, waste water recycling, water testing
- Waste management – Waste to energy plants, waste to wealth
- Air management – Air quality, AQI

UNIT IV: Green Practices by Industry

10 Hours

This unit throws light on green practices by industry and green building rating systems.

- Sustainable practices by industry
- CSR initiatives
- Green buildings: need and importance
- Green building rating systems

TUTORIAL (Credit1; Hours 15)

1. Case studies on sustainable initiatives/CSR initiatives by industry.
2. Creation of awareness generation material for issues related to sustainable development.
3. Organizing events/competitions to commemorate important environment related days/Current issues related to environment and sustainable development.
4. Calculation of ecological and carbon footprint using various applications and websites.
5. Case studies on green buildings.
6. Understanding electricity bills: components and calculations.
7. Understanding BEE star labels as an initiative towards sustainable energy consumption.
8. Energy auditing for sustainable energy management.
9. Portfolio/Survey on renewable energy products available in the market.
10. Air/noise/water testing, AQI applications and websites.
11. Green modes of transportation, E-vehicles: components and calculations.
12. Composting for sustainable waste management.
13. Case studies on waste management.

Essential Readings

UNIT I

This unit introduces the concept, need, principles, and goals of sustainable development, along with key global milestones and initiatives.

- **Agarwal, S., & Mishra, R. (2021).** *Capacity Building for Sustainable Development: Concepts, Approaches and Experiences*. Sage India
- **Baxi, C. V., & Agrawal, A. (2020).** *CSR in India: Practices and Policies*. Excel Books India.
- **Das, S. K., & Patra, S. (2022).** *Corporate Social Responsibility and Sustainable Development in India*. Sage India.
- **Kumar, S., & Jain, A. (2020).** *Sustainable Development: Principles and Practices in India*. PHI Learning India.

UNIT II

This unit explores environmental challenges, resource consumption and sustainable resource management

- **Bhatt, K. P. (2023).** *Environmental Policy, Governance and Sustainable Development in India*. Routledge India.
- **Desai, D., & Sheth, R. (2021).** *Green Buildings in India: Design, Technology, and Sustainability*. McGraw Hill India.
- **Reddy, D. N., Reddy, O. S., Reddy, Y. J., & Reddy, K. V. (2020).** *Sustainable Development and Policy Planning*. Himalaya Publishing House.
- **Singh, R., & Singh, P. (2021).** *Sustainable Resource Management in India*. New India Publishing Agency.
- **Singh, A., & Kumar, P. (2022).** *Sustainable Development and Climate Change: Carbon and Ecological Footprint Assessment in India*. Springer India.

UNIT III

This unit covers sustainable management of energy, water, waste, and air through strategies like energy auditing, rainwater harvesting, and air quality monitoring.

- **Singh, R., & Singh, P. (2021).** *Sustainable Resource Management in India*. New India Publishing Agency
- **Bhattacharya, S. (2020).** *Waste Management and Sustainable Practices in India*. Sage India.
- **Thakur, B., Thakur, R. R., Chattopadhyay, S., & Abhay, R. K. (Eds.). (2023).** *Resource management, sustainable development and governance: India and international perspectives*. Springer.
- **Prasad, R., Jhariya, M. K., & Banerjee, A. (2021).** *Advances in sustainable development and management of environmental and natural resources: Economic outlook and opinions*. CRC Press, Taylor & Francis Group.
- **Goel, S. (Ed.). (2016).** *Management of resources for sustainable development*. Blackswan Publications.
- **Rao, P., & Sharma, K. (2020).** *Air Quality Management and Pollution Control in India*. New India Publishing Agency.

UNIT IV

This unit throws light on green practices by industry and green building rating systems.

- **Desai, D., & Sheth, R. (2021).** *Green Buildings in India: Design, Technology, and Sustainability*. McGraw Hill India.
- **Mehta, M., & Agarwal, S. (2020).** *Sustainable Architecture and Green Buildings in India*. Excel Books India.
- **TERI The Energy and Resources Institute, (2022).** *Green Building Guidelines and Rating Systems in India*. TERI Press.
- **Sundar, I. (2006).** *Environment and sustainable development*. APH Publishing Corporation.

Suggested Readings

- **Patel, B. N., & Nagar, R. (2018).** *Sustainable development and India*. Oxford University Press India.
- **Filho, W. L., Rogers, J., & Raniga, U. I. (Eds.). (2018).** *Sustainable development research in the Asia-Pacific region: Education, cities, infrastructure and buildings* (World Sustainability Series). Springer.
- **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.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 14-HSC:
SUSTAINABLE BUILT ENVIRONMENT: CONCEPTS AND PRACTICES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Sustainable Built Environment: Concepts and Practices	4	2	0	2	XII Pass	Appeared in Introduction to Resource Management

Learning Objectives

- To develop an understanding of the concept of sustainable habitat, its components and growth
- To build an understanding of the policies and programs for sustainable habitat
- To familiarize the students with energy and resource use by buildings and net zero buildings
- To develop an understanding of green building guidelines and norms

Learning Outcomes

The students would be able to:

- Understand the concept and importance of sustainable habitat, policies and programs for sustainable habitat
- Learn about resource use by buildings, impact of buildings on the environment
- Understand concept, criteria and implementation of green building guidelines and norms

THEORY
(Credits 2; Hours 30)

UNIT I: Sustainable Habitat

8 Hours

This unit covers sustainable habitats, their importance, components, growth, and related policies and rating systems.

- Concept of sustainable habitat- meaning, importance and need
- Impact of built environment on natural resources and environment
- Components and growth of sustainable habitat
- Policies and programs for sustainable habitat - national urban housing and habitat policy, national rating system for green buildings, national mission for sustainable habitat

UNIT II: Building and Resources

8 Hours

This unit focuses on energy and resource use in buildings, including conservation, sustainable materials and resource audits.

- Energy and resource use by buildings - sustainable and otherwise, energy intensive components of buildings, buildings as resource guzzlers
- Energy efficiency and energy conservation in sustainable habitat
- Material use, water sensitive design, waste water treatment
- Resource audit of buildings – focus on energy and water auditing

UNIT III: Green Building Rating Guidelines (GRIHA)

7 Hours

This unit introduces the global and Indian green building rating guidelines, focusing on ECBC and GRIHA.

- Meaning and concept; Green rating guidelines present globally
- Basic guidelines and norms in India, ECBC code
- GRIHA: Basics of GRIHA, background, footprint and registration process, GRIHA rating systems – background, documentation and implementation, criteria details, GRIHA case studies and success stories

UNIT IV: Green Building Rating Guidelines (LEED)

7 Hours

This unit introduces the global green building rating guidelines focusing on LEED and other emerging green building rating guidelines.

- LEED: Basics of LEED USGBC and LEED IGBC, Background, footprint and registration process, LEED rating systems - background and implementation, credit details, LEED case studies and success stories
- Other emerging green building rating guidelines in India

PRACTICAL (Credits 2; Hours 60)

I. Resource use in buildings:

1. Basic calculations of resource consumption in buildings (like energy consumption, water consumption, landscape water demand etc.)
2. Energy and water auditing of buildings
3. Calculation of Energy Performance Index (EPI)
4. Calculation of solar rooftop potential using various applications/websites
5. Calculation of rainwater harvesting potential

II. Green building rating guidelines

6. Understanding and compilation of the basic terms under ECBC/GRIHA/LEED
7. Critical evaluation and analysis of green buildings through case study approach to assess the green initiatives undertaken
8. Compilation of strategies and technologies to implement credits/criteria for an in-depth understanding of the various green building rating systems
9. Preparation of IEC material on current topics related to sustainable habitat
10. Field visits to various green buildings

Essential Readings

UNIT I

This unit explains sustainable habitats, its components and importance. It also throws lights on the policies related sustainable habitat and green building rating systems.

- **Naselli, F., Manahasa, E., Zeka, E., & Merxhani, K. (Eds.)** (2026). *Self-Sufficient Cities and Sustainable Habitats: Perspectives and Case Studies (The Urban Book Series)*. Springer.
- **Karuppu, K.** (2019). *Green Building Guidance: The Ultimate Guide for IGBC Accredited Professional Examination*. Notion Press.
- **Roychowdhury, A., & Somvanshi, A.** (2014). *Building Sense: Beyond the Green Façade of Sustainable Habitat*. Centre for Science & Environment.

UNIT II

This unit discusses resource use in buildings. It further explains energy conservation, sustainable materials and resource audits.

- **Manikala, A. R.** (2026). *Energy Conservation and Decarbonisation: Principles and Industrial Practices with 500 Audit Checklists*. New Delhi: Notion Press.
- **Karuppu, K.** (2019). *Green Building Guidance: The Ultimate Guide for IGBC Accredited Professional Examination*. Notion Press.

UNIT III

This unit explains the global and Indian green building rating guidelines, emphasizing on ECBC and GRIHA.

- **GRIHA Council, & The Energy and Resources Institute.** (2021). *GRIHA version 2019*. GRIHA Council & The Energy and Resources Institute.
- **Ministry of Power, Government of India.** (2017). *Energy Conservation Building Code 2017*. New Delhi: Bureau of Energy Efficiency.

UNIT IV

This unit introduces the global green building rating guidelines focusing on LEED and other emerging green building rating guidelines.

- **Indian Green Building Council.** (2023). *Introduction to Green Buildings & Built Environment*. BS Publications.
- **U.S. Green Building Council (USGBC).** (2023). *LEED green associate candidate handbook*. USGBC.

Suggested Readings

- **Yudelson, J.** (2007). *Green Building A to Z: Understanding the Language of Green Building*. New Society Publishers.
- **Redclift, M.** (2005). *Sustainable development (1987–2005): An oxymoron comes of age*. Wiley-Interscience.
- **Kubba, S.** (2009). *LEED practices, certification, and accreditation handbook*. McGraw-Hill.
- **Trivedy, R. K.** (2004). *Handbook of Environmental Laws, Acts, Guidelines, Compliances and Standards (2nd ed.)*. Hyderabad: Book Seller.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with Community Sciences Major
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-RMDA 16-HSC:
SUSTAINABILITY AND SOCIAL RESPONSIBILITY**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Sustainability and Social Responsibility	4	3	1	0	Class XII	NIL

Learning Objectives

- Introduce students to the fundamental concepts, principles, and evolution of sustainability and sustainable development.
- Familiarize students with the framework of the United Nations Sustainable Development Goals (SDGs) and their global and national relevance.
- Develop an understanding of major environmental, social, and economic challenges affecting sustainable development.
- Examine the role of governments, industries, institutions, and individuals in promoting sustainability and social responsibility.
- Encourage critical thinking about sustainable solutions, responsible consumption, and ethical practices.
- Promote awareness of sustainable technologies, policies, and community-based initiatives that support long-term environmental and social well-being.

Learning Outcomes

The students would be able to:

- Explain key concepts, principles, and historical developments related to sustainability and sustainable development.
- Describe the structure and objectives of the United Nations Sustainable Development Goals and their significance for global development.
- Identify and analyse major environmental, social, and economic sustainability challenges at global and national levels.
- Evaluate the impact of industrial practices, consumption patterns, and corporate activities on sustainability.
- Discuss policy frameworks, corporate social responsibility initiatives, and community actions that contribute to sustainable development.

THEORY
(Credits 3; Hours 45)

UNIT I: Introduction to Sustainability

10 Hours

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- Concept and evolution of sustainability
- Meaning, definition and principles of sustainable development
- Triple Bottom Line: Environmental, Social, and Economic sustainability
- Historical milestones in sustainability discourse and global environmental movements
- Interrelationship between sustainability, ethics, and social responsibility

UNIT II: Sustainable Development Goals (SDGs)

8 Hours

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- Overview of the 17 Sustainable Development Goals (SDGs)
- Global frameworks for sustainable development
- Role of governments, industries, and civil society in achieving SDGs
- SDGs relevant to business, environment, and society
- Localization of SDGs in India

UNIT III: Sustainability Challenges and Problems

14 Hours

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- Environmental challenges: climate change, biodiversity loss, pollution, resource depletion
- Global warming: Carbon emissions and carbon footprint
- Social challenges: inequality, poverty, labour exploitation, gender disparity
- Economic challenges: unsustainable production and consumption patterns
- Industrial and corporate impacts on sustainability
- Waste generation, fast fashion, and environmental degradation
- Global and Indian sustainability challenges

UNIT IV: Solutions and Responsible Practices

13 Hours

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- Circular economy and sustainable production systems
- Net zero- Emission reduction mitigating climate change
- Corporate Social Responsibility (CSR) and ethical business practices
- Sustainable consumption and responsible lifestyle choices
- Green technologies and innovation for sustainability
- Policy frameworks and governance for sustainability
- Role of education, community participation, and youth engagement in sustainability

TUTORIALS (Credit 1; Hours 15)

1. Discussion on how SDGs relate to everyday life and national development priorities.
2. Examine examples of environmental, social, and economic sustainability in everyday life or institutional practices.
3. Sustainability Awareness Survey among students regarding environmental practices and sustainability knowledge.

4. Case studies of organizations or initiatives practicing sustainability like Tata Group, Unilever and other.
5. Documentary Review Activity examining films related to environmental degradation and sustainability challenges.
6. Sustainability Awareness Drives on responsible consumption and environmental protection.
7. Case studies on social responsibility (CSR) initiatives by industry.
8. Presentation on one sustainability initiative implemented by government, or NGOs.

Essential Readings

UNIT I

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Brinkmann, R., & Bhamoriya, V.** (2024). *Introduction to sustainability: An Indian adaptation* (2nd ed.). New Delhi: Wiley India.
- **Gadgil, M., & Guha, R.** (1992). *This fissured land: An ecological history of India*. New Delhi: Oxford University Press.
- **Surampalli, R. Y., Zhang, T. C., Goyal, M. K., Brar, S. K., & Tyagi, R. D.** (2020). *Sustainability: Fundamentals and applications*. Hoboken, NJ: Wiley.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.

UNIT II

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- **Sachs, J. D.** (2015). *The age of sustainable development*. New York, NY: Columbia University Press.
- **Sachs, J. D., Schmidt-Traub, G., Kroll, C., Lafortune, G., & Fuller, G.** (2022). *Sustainable development report*. Cambridge: Cambridge University Press.
- **McElroy, M. W., & van Engelen, J.** (2011). *Corporate sustainability management: The art and science of managing non-financial performance*. Routledge.

UNIT III

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- **Gadgil, M., & Guha, R.** (2000). *The use and abuse of nature: Environmental history of India*. New Delhi: Oxford University Press.
- **Hawken, P.** (2010). *The ecology of commerce: A declaration of sustainability* (Revised ed.). New York, NY: Harper Business.
- **Narain, S.** (2022). *State of India's environment 2022: Down to earth annual report*. New Delhi: Centre for Science and Environment.

UNIT IV

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- **Rasche, A., Morsing, M., Moon, J., & Kourula, A.** (2023). *Corporate sustainability: Managing responsible business in a globalised world*. Cambridge: Cambridge University Press.
- **Paleri, P.** (2020). *Corporate social responsibility: Concept, cases and trends*. New Delhi: Cengage Learning India.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.
- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Schaper, M.** (Ed.). (2016). *Making ecopreneurs: Developing sustainable entrepreneurship* (2nd ed.). London: Routledge.

Suggested Readings

- **Bharucha, E.** (2019). *Environmental studies for undergraduate courses* (2nd ed.). Hyderabad: Universities Press.
- **Guha, R.** (2014). *Environmentalism: A global history*. New Delhi: Penguin Books.
- **Kaushik, A., & Kaushik, C. P.** (2018). *Perspectives in environmental studies* (6th ed.). New Delhi: New Age International.
- **Miller, G. T., & Spoolman, S.** (2019). *Environmental science* (16th ed.). Boston, MA: Cengage Learning.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS FOR THE EVEN SEMESTER

DEVELOPMENT COMMUNICATION AND EXTENSION

Bachelors in Arts with Community Science
Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 2-HSC: RESEARCH METHODS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Research Methods in Home Science	4	3	0	1	Class XII	NIL

Learning Objectives

- To provide students understandings about the basic concepts, approaches and methods in conducting Home Science research.
- To enable learners to appreciate and critique the nuances of designing a research study well.
- To sensitize students towards ethical concerns while conducting Home Science research.

Learning Outcomes

The students would be able to:

- Demonstrate knowledge of the scientific method, purpose and approaches to research in Home Science
- Compare and contrast quantitative and qualitative research approaches
- Explain different types of research design and their applicability in Home Science research
- Understand the key elements of a research process
- Explain ethical principles, issues and procedures

THEORY (Credits 3; Hours 45)

UNIT I: Research Purpose and Design

10 Hours

This unit will deal with the meaning and importance of research in various areas of Home Science. Exposure to different types of research designs and measurement in Home Science research would also be given.

- Meaning, purpose and significance of research
- Research as a scientific method
- Types of research
- Quantitative, Qualitative and mixed method approaches
- Research Designs –Experimental and Non-Experimental; Descriptive and Observational; Participatory research
- Internal and external validity of research design
- Variables, concepts and measurement in research
- Levels of measurement
- Units of analysis

UNIT II: Sampling and Research tools & techniques

15 Hours

This unit will introduce the student to the concept of sampling and methods used to draw sample from population using examples from With Community Science. Students would also learn about types of data, its collection and reliability and validity concerns.

- Role of sampling in research
- Sampling techniques and their applicability, Sample size and sampling error
- Types of data: Primary and Secondary
- Tools of data collection; types, construction and administration- Interview, Questionnaire, Observation, Focus group discussion and other methods
- Validity and reliability of data collection tools

UNIT III: The Research Process

15 Hours

This unit will elaborate upon the various steps involved in conducting and reporting researches in Home Science.

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Systematic research: concept and methodology
- Planning the research
- Identifying variables and constructing hypothesis
- Selecting appropriate research methodology and tools
- Data analysis: coding and tabulation
- Writing a research report: styles and formats
- Citation formats: in medical sciences, social sciences

UNIT IV: Values, Social Responsibility and Ethics in Research

5 Hours

This unit will apprise the students about ethical concerns while conducting and reporting research.

- Ethical principles guiding research: from inception to completion and publication of research
- Plagiarism and Academic integrity in research: plagiarism tools and software
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality, anonymity of respondents, voluntary participation, harm avoidance

PRACTICAL (Credits 1; Hours 30)

1. Data visualization
2. Levels of Measurement
3. Types of research designs
 - a. Experimental and non-experimental; Descriptive and observational
 - b. Qualitative, Quantitative and mixed method
4. Sampling techniques and sample size calculation
5. Probability sampling method
6. Non-Probability sampling methods
7. Tools of data collection- Interview schedule, questionnaire and FGD
8. Designing/ Construction
9. Preparation of tools for ethical review
10. Pilot testing/ validity and reliability of the tool\
11. Data collection and analysis process: conducting interviews, administering questionnaire
12. Coding and tabulation of data for analysis
13. Citation formats and Plagiarism
14. Reviewing a research paper from a specific area of specialization in Home Science

Essential Readings

- **Kerlinger, F. N., & Lee, H. B.** (2017). *Foundations of Behavioral Research* (4th ed.). Harcourt College Publishers.
- **Kothari, C. R.** (2019). *Research Methodology Methods and Techniques*. New Age International Pvt. Ltd.
- **Kothari, C. R.** (2022). *Shodh Padhati* (1st ed.). New Age International Pvt. Ltd.
- **Kumar, R.** (2019). *Research Methodology A Step by Step Guide for Beginners* (5th ed.). Sage Publications.

Suggested Readings

- **Bernard, H. R.** (2000). *Social research methods Qualitative and quantitative approaches*. Sage Publications.
- **Creswell, J. W.** (2009). *Research design Qualitative quantitative and mixed methods approaches*. Sage Publications.
- **Davis, A. M., & Treadwell, D.** (2019). *Introducing Communication Research Paths of Inquiry*. SAGE Publications.
- **Flynn, J. Z., & Foster, I. M.** (2009). *Research Methods for the Fashion Industry*. Fairchild Books, Bloomsbury Publishing.
- **Indian National Science Academy.** (2019). *Ethics in Science Education Research and Governance*. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>
- **Jacobsen, K. H.** (2020). *Introduction to health research methods A practical guide*. Jones & Bartlett Publishers.
- **University Grants Commission.** (2021). *Academic Integrity and Research Quality*. https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 4-HSC: MEDIA AND CULTURE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Media and Culture	4	2	0	2	Passed Class XII	NIL

Learning Objectives

- To appraise the importance of culture, cultural transmission and cultural influences on human interactions
- To gain knowledge of key theories, concepts, models and perspectives in the study of communication & media

- To understand the relevance and roles of communication media in individual lives as well as in the larger context of culture & society
- To analyze the relationships, dynamics, and trends within communication media, culture & society

Learning Outcomes

The students would be able to:

- Assess the significance of culture, cultural transmission and cultural influences on human interactions
- Enhance their awareness on the concepts, models and perspectives in the study of communication & media
- Comprehend the relevance and roles of communication media in individual lives as well as in larger context of culture & society
- Critically analyse the relationships, dynamics, and trends within communication media, culture & society

THEORY **(Credits 2; Hours 30)**

UNIT I: Understanding Culture

06 Hours

This unit explores the different dimensions of culture and its types. It also highlights the concepts of hegemony and ideology along with cultural influences and role of media. It touches upon the essence of folk culture and the relation between media, society and popular culture. It revisits the work of Raymond Williams and Stuart Hall in explaining the concepts of culture and further provides diverse perspectives on popular culture.

- Concept of cultures, subcultures and counter culture
- Popular, folk and mass culture
- Role of Ideology and hegemony

UNIT II: Media & Media Audience

08 Hours

Unit II highlights the importance of mass media in our lives and the types of media audiences. It elaborates on the processes of media audience analysis.

- Role of Mass Media in society
- Media Audience
- Media Audience analysis (segmentation)
- Types of Audience
- Foucault's Notion of Knowledge and Power
- Queer Studies and Representations of Gender in Media

UNIT III: Media and Popular Culture

08 Hours

This unit highlights the relation between media, society and popular culture. It revisits the work of Raymond Williams and Stuart Hall in explaining the concepts of culture and further provides diverse perspectives on popular culture.

- High Culture and Popular Culture
- Relation between Media, Society and Popular culture
- Perspectives of Critical Theorists, Functionalists & Interactionists Raymond Williams, Stuart Hall

- Perspectives of Critical theorists: Culture Industry and Mass Deception; Walter Benjamin

UNIT IV: Media Realism and Technologies

08 Hours

This particular unit critically acclaims the notion of media and realism along with gaining insights into postcolonial theory. It further elaborates upon the Indian Context to Media, Culture & Society.

- Introduction to Postcolonial Theory
- Indian Context to relationship between Media, Culture & Society
- Interconnections between Literature, media, Culture and Identity
- Postcolonial from Indian perspective
- Digital media and culture

PRACTICAL (Credits 2; Hours 60)

1. Media Critiquing- Choose a movie or television series and apply some of the concepts and techniques about interpretation, ideology, or gender/class/race.
2. Audience perceptions about media
3. Understanding audience preferences listenership/ viewership
4. Assessing the prevalence of cultural stereotypes in the society and depiction of the same via media
5. Design and Develop media products

Essential Readings

UNIT I

This unit explores the different dimensions of culture and its types. It also highlights the concepts of hegemony and ideology along with cultural influences and role of media. It touches upon the essence of folk culture and the relation between media, society and popular culture. It revisits the work of Raymond Williams and Stuart Hall in explaining the concepts of culture and further provides diverse perspectives on popular culture.

- **Storey, J.** (2021). Cultural theory and popular culture: An introduction (9th ed.). Routledge.
- **Grossberg, Lawrence et al** (1998) Media-Making: Mass Media in a popular culture. Sage Publications

UNIT II

This highlights the importance of mass media in our lives and the types of media audiences. It elaborates on the processes of media audience analysis

- **Bannerjee, P.** (2021). Cultural Studies: Texts and Contexts. India: Dattsons. ISBN: 8171922007
- **Nayar, P.** (2016). An Introduction to Cultural Studies. India: Viva Books. ISBN: 8130933985
- **Achebe, Chinua.** (2010) The African Trilogy: Things Fall Apart; No Longer At Ease; Arrow of God. Alfred A. Knopf.

UNIT III

This unit highlights the relation between media, society and popular culture. It revisits the work of Raymond Williams and Stuart Hall in explaining the concepts of culture and further provides diverse perspectives on popular culture.

- **Storey, J.** (2021). *Cultural theory and popular culture: An introduction* (9th ed.). Routledge.
- **Grossberg, Lawrence et al** (1998) *Media-Making: Mass Media in a popular culture*. Sage Publications

UNIT IV

This particular unit critically acclaims the notion of media and realism along with gaining insights into postcolonial theory. It further elaborates upon the Indian Context to Media, Culture & Society.

- **Habermas, J.** 2006. 'The Public Sphere: An Encyclopaedia Article' in *Media and Cultural Studies- Key Works by Meenakshi Gigi, et.al.* (Eds). Oxford: Blackwell Publishing.
- **Williams, Raymond.** (1977) *Marxism and Literature*, Oxford UP
- **Butler, Judith.** (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge

Suggested Readings

- **Berger, Asa Author** (1998). *Media Analysis Technique*. Sage Publications
- **Stevenson, N** (2002). *Understanding Media Studies: Social Theory And Mass Communication*, 2nd edition, Sage publications
- **Walder, Dennis.** (1998). *Post-Colonial Literatures in English: History, Language, Theory*. Blackwell Publishers
- **Loomba, Ania.** (2005) *Colonialism/Postcolonialism*. 2nd Edition, Routledge
- Mambrol, Nasrullah. (2018) "Postcolonialism." *Literary Theory and Criticism Notes*, 22 Jan. 2018, literariness.org/2016/04/06/postcolonialism/.
- **Watson, Katherine.** (2005) "Queer Theory". *The Group-Analytic Society*, Vol 38, no. 1, 2005, pp. 81-85. DOI:10.1177/0533316405049370
- **Duncan, Margaret Carlisle and Michael Messer.** (1993) "Separating the Men from the Girls: The Gendered Language of Televised Sports. *Gender and Society* 7 1, pp. 121-137
- **Michel Foucault,** (1997)" What Is Enlightenment?" in Paul Rabinow, ed., *Ethics: Subjectivity and Truth, The Essential Works of Foucault 1954-1984, Volume I*, New Press

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Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 6-HSC:
DEVELOPMENT COMMUNICATION**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Development Communication	4	2	0	2		Appeared in Foundations of Communication

Learning Objectives

- To understand the concept of development and development indicators.
- To gain insights into the concept of Development Communication, philosophy, theories and approaches.
- To inculcate the knowledge of development communication and relations with media and society.
- To comprehend about problems and issues of the development.
- To examine the role of various media in development communication.

Learning Outcomes

The students would be able to:

- Explain the dimensions of development and the development frameworks.
- Comprehend the key concerns of development and the role of communication.
- Understand issues in development as a basis for effective development communication.
- Comprehend the role of information, communication and media in the field of development and social change.

THEORY
(Credits 2; Hours 30)

UNIT I: Development and Development Indicators

8 Hours

The unit elucidates on the concept of development and its various dimensions. It provides an overview of development goals and highlights the level of development across countries.

- Concept of development
- Growth vs development
- Development goals
- Classification of countries based on development indices
- Indices as a measure of human development (HDI, GDI, GII, GGI & MPI)
- Characteristics of developing countries

UNIT II: Development Communication (DC)

8 Hours

This unit focuses on how communication is used to promote development. It highlights

different perspectives and approaches of Dev. Comm. It explores how communication strategies are formulated for development and how communication contributes to inclusive growth.

- Development Communication (DC) - concept, genesis, characteristics, and philosophy
- Approaches to DC
- Models of DC - Dominant Paradigm, Dependency Model, Basic Needs Model, New Paradigm of development, Participatory Framework, Right based approach
- Success stories and Innovations in DC
- Growth and transitions in the field of DC -Development Support communication; IEC, BCC, SBCC to SBC; Socio ecological model

UNIT III: Media and Development Communication: Traditional and Community Media **07 Hours**

The Unit focuses on the role of communication systems in development communication. It explores the role of government and other agencies in the field of development communication. The unit highlights the role of Traditional and community media in the arena of development communication.

- DC strategies and communication systems dialogue; scope for participation, engagement and feedback
- Role of Traditional Media in DC
- Community Media: Types, Role in DC
- Mainstream Media and Digital Media in DC

UNIT IV: Media and Development Communication: Print, Broadcast and Digital Media **07 Hours**

The Unit focuses on the role of communication systems in development communication. It explores the role of government and other agencies in the field of development communication. The unit highlights the role of Print, Broadcast and Digital Media in the arena of development communication.

- Development Reporting in India: Print, Electronics and New media
- Role of mass media in DC
- Theories of Press
- Scope of ICTs
- Convergence and partnerships for DC
- Role of Government and other agencies in DC

PRACTICAL **(Credits 2; Hours 60)**

1. Analysis of development indicators (HDI, GDI, GII, GGI, MPI)
2. Critical analysis of selected development communication initiatives
3. Analyzing and designing print media for Development Communication
4. Analyzing and Designing Alternative or community media for Development Communication
5. Development Reporting in media across different sectors (Health, Environment etc)
6. Content analysis of mainstream and alternative media

Essential Readings

UNIT I

The unit elucidates on the concept of development and its various dimensions. It provides an overview of development goals and highlights the level of development across countries.

- **Melkote, S. & Steeves, L.** (2013). *Communication for Development in the Third World*. New Delhi: Sage Publications.
- **Narula, Uma.** (1994). *Development Communication: Theory and practice*. New Delhi: Har Anand Publications. ISBN 10: 8124101647.
- **Servaes, Jan** (2008). *Communication for Development and Social Change*. New Delhi,: Sage Publication. DOI: 10.1177/097317411000500110.

UNIT II

This unit focuses on how communication is used to promote development. It highlights different perspectives and approaches of Dev. Comm. It explores how communication strategies are formulated for development and how communication contributes to inclusive growth.

- **Wilkins, G.K., Tufte, T., & Obregon, R.** (2014). *The Handbook of Development Communication and Social Change*. Wiley-Blackwel, ISBN: 78-1-118-50531-1.
- **Melkote, S. & Steeves, L.** (2013). *Communication for Development in the Third World*. New Delhi: Sage Publications.

UNIT III

The Unit focuses on the role of communication systems in development communication. It explores the role of government and other agencies in the field of development communication. The unit highlights the role of Traditional and community media in the arena of development communication.

- **Waisbord, S.** (2003). *Family Tree of Theories, Methodologies and Strategies in Development Communication: Convergences and Differences*. DOI:10.1007/978-981-10-7035-8_56-1.
- **Narula, Uma.** (1994). *Development Communication: Theory and practice*. New Delhi: Har Anand Publications. ISBN 10: 8124101647.

UNIT IV

The Unit focuses on the role of communication systems in development communication. It explores the role of government and other agencies in the field of development communication. The unit highlights the role of Print, Broadcast and Digital Media in the arena of development communication.

- **Kumar, K. J.** (2000). *Mass communication in India*. New Delhi: Jaico Publishing House, India. ISBN 8172243731.
- **McQuail, D.** (2010). *Mass Communication Theory*. London: Sage Publications. ISBN 978- 1-84920-291-6.
- **Servaes, Jan** (2008). *Communication for Development and Social Change*. New Delhi,: Sage Publication. DOI: 10.1177/097317411000500110.

Suggested Readings

- **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.

- **Mefalopulos, Paulo.** (2008). *Development Communication Sourcebook- Broadening the Boundaries of Communication*, The World Bank.
- **Melkote, R.S., Singhal, A., Shirley, S., & Edna Holt Marston, H. E.** (2021). *Handbook of Communication and Development*. Edward Elgar Publishing. ISBN: 978 1 78990 634 9.
- **Murthy, D V R.** (2006). *Development Journalism, What Next?* New Delhi: Kanishka Publications. ISBN 8173918457.

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**Bachelors in Arts with Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 8-HSC:
SOCIAL AND BEHAVIOUR CHANGE: CONCEPTS AND APPLICATIONS**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Social and Behaviour Change: Concepts and Applications	4	2	0	2		Appeared in Foundations of Communication

Learning Objectives

- To comprehend the principles, methodologies, and theories underpinning Social and Behaviour Change Communication (SBCC)
- To gain an understanding of the connections between communication strategies and behavioural change
- To explore the application of SBCC concepts to specific areas such as health and environmental issues
- To design effective strategies for Social and behaviour change communication that address a variety of social challenges

Learning Outcomes

The students would be able to

- Learn the principles, methodologies, and theories of Social and Behavior Change Communication (SBCC)
- Gain an understanding of the connections between communication strategies and behavior change
- Explore the application of SBCC concepts in areas like Health and environmental communication
- Design effective strategies for behavior change communication.

THEORY

(Credits 2; Hours 30)

UNIT I: Foundations of Social and Behaviour Change Communication 08 Hours

The unit provides an overview of the concept and relevance of Behaviour Change Communication (SBCC). This unit covers the core concepts, principles, and approaches of BCC. It deeply explores the role of communication in influencing behaviour, focusing on Participatory and inclusive communication.

- Introduction to SBCC: Definition and scope of SBCC. Evolution of Communication for Development.
- Paradigm shifts in SBCC
- Key Concepts and Approaches: Principles of SBCC, Approaches to SBCC, Role of Culture, Norms and values in SBCC, Behaviour change vs. social change, Importance of participatory and inclusive communication.
- Participatory and inclusive communication, Role of Mass media, interpersonal communication, social media in behavior change, Community-based communication approaches.

UNIT II: Theories of SBCC 08 Hours

This unit focuses on the important SBCC theories and models, the application of the Theory of Change in understanding and implementing SBCC

- Theories of Behavior Change: Socio-Ecological Model, Stages of Change, Health Belief Model, Social Cognitive Theory, Theory of Planned Behavior, Diffusion of Innovations, Social Network theory and others.
- Understanding the concept and application of Theory of Change in SBCC

UNIT III: Tools and Techniques for SBCC 07 Hours

This unit focuses on the need for structured SBCC strategies and the steps involved in strategy design. It also reviews national SBCC campaigns to highlight best practices and challenges Need and Relevance of SBCC Strategies, Role of SBCC in achieving sustainable development goals (SDGs), Steps in SBCC Strategy Development

- SBCC Strategy Design and Implementation, Human Centred Design, Design
- Thinking and Principles of effective BCC strategy implementation.
- Analysis of Barriers and enablers in the design and implementation of strategies. Role of partnerships, policy advocacy, and community mobilization in campaigns.
- Flagship campaigns (e.g., India's Pulse Polio Campaign, Swachh Bharat Abhiyan, or HIV/AIDS awareness initiatives)- Analysis of Strategies & Approaches

UNIT IV: Application of SBCC to Social Issues 07 Hours

This unit examines the application of SBCC in addressing health, environmental, and social justice issues. It emphasizes campaign design, implementation, and the importance of monitoring and evaluation to ensure program success.

- SBCC for Health & Nutrition: Addressing issues of health, nutrition & well-being. Campaigns on vaccination, nutrition, maternal health, HIV/AIDS, and mental health, combating stigma and misinformation in health communication

- BCC for Environment & Sustainable Development: promoting climate action and sustainability, engaging communities in waste management and conservation efforts, role of media in promoting environmental communication
- Gender & Social Justice: Addressing gender equality and empowerment, Using SBCC to combat discrimination and promote inclusion
- Monitoring and Evaluation (M&E): Importance of M&E in SBCC programs, Key indicators for assessing impact, Tools and techniques for tracking progress and refining strategies.

PRACTICAL **(Credit 2; Hours 60)**

1. Critical analysis of SBCC campaigns from a socio-ecological perspective
2. Analysis and interpretation of Health and environment-related indicators
3. Designing SBCC campaign for social and developmental issues
4. Review of policy initiatives in Health & Environment
5. Evaluation of IEC material of various SBCC campaigns on health
6. Evaluation of IEC material of various SBCC campaigns on environment

Essential Readings

UNIT I

The unit provides an overview of the concept and relevance of Behaviour Change Communication (SBCC).

- **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.
- **McKee, N., Manoncourt, E., Chin, S. Y., & Carnegie, R.** (2000). Involving people, evolving behavior. Penang: Southbound. •
- **Rogers, E. M.** (2003). Diffusion of innovations (5th ed.). Free Press.
- **Subedi, N R,** (2008). Advocacy Strategies and Approaches: A Training of Trainers

UNIT II

This unit focuses on the important SBCC theories and models, the application of the Theory of Change in understanding and implementing SBCC

- **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.
- **McKee, N., Manoncourt, E., Chin, S. Y., & Carnegie, R.** (2000). Involving people, evolving behavior. Penang: Southbound. •
- **Rogers, E. M.** (2003). Diffusion of innovations (5th ed.). Free Press.
- **Subedi, N R,** (2008). Advocacy Strategies and Approaches: A Training of Trainers

UNIT III

This unit focuses on the need for structured SBCC strategies and the steps involved in strategy design.

- **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.
- **McKee, N., Manoncourt, E., Chin, S. Y., & Carnegie, R.** (2000). Involving people, evolving behavior. Penang: Southbound. •
- **Rogers, E. M.** (2003). Diffusion of innovations (5th ed.). Free Press.
- **Subedi, N R,** (2008). Advocacy Strategies and Approaches: A Training of Trainers

UNIT IV

This unit examines the application of SBCC in addressing health, environmental, and social justice issues.

- **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.
- **McKee, N., Manoncourt, E., Chin, S. Y., & Carnegie, R.** (2000). Involving people, evolving behavior. Penang: Southbound. •
- **Rogers, E. M.** (2003). Diffusion of innovations (5th ed.). Free Press.
- **Subedi, N R,** (2008). Advocacy Strategies and Approaches: A Training of Trainers

Suggested Readings

- **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.
- **Glanz, K., Rimer, B. K., & Viswanath, K.** (Eds.). (2015). Health behavior: Theory, research, and practice (5th ed.). Jossey-Bass.
- **Kotler, P. & Lee, N.** (2011). Social Marketing: Influencing Behaviors for Good, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L) •
- **Rogers, E. M.** (2003). Diffusion of innovations (5th ed.). Free Press.
- **Schiavo, R.** (2013). Health communication: From theory to practice (2nd ed.). Jossey-Bass.
- **Servaes, J.** (Ed.). (2020). Sustainable development and communication in global change. Springer.
- **UNICEF.** (2016). Communication for Social and Behaviour Change Module 2: Theories of Communication for Development and Social Change. SBC Warehouse. Accessible at <https://iec.unicef.in/document/communication-for-social-and-behaviour-change-module-2-theories-of-communication-for-development-and-social-change>
- **UNICEF.** (2016). Communication for Social and Behaviour Change Module 6: Strategy Design: Planning Models, Processes and Levels of Intervention. SBC Warehouse. Accessible at <https://iec.unicef.in/document/communication-for-social-and-behaviour-change-module-6-strategy-design-planning-models-processes-and-levels-of-intervention>

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**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 10-HSC:
GOVERNANCE AND MANAGEMENT OF NGOS**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Governance and Management of NGOs	4	2	0	2		Appeared in Foundations of Communication

Learning Objectives

- To develop key management competencies and analytical in the management of NGOs.
- To develop understanding about the legal framework of NGOs and various issues/risk associated with NGOs.
- To develop basic understanding regarding the structure and functioning of NGOs with effective strategies for networking and fundraising
- To inculcate understanding of communication campaigning and advocacy with the importance of effective campaigning in achieving objectives and changing public policy through mediums like media, legislation, marketing, and advertising.

Learning Outcomes

The students would be able to:

- Gain an understanding of the unique nature of the non-government sector and distinguish it from the government (public) and business (for-profit) sectors.
- Explore the historical, theoretical, and legal perspectives on non-government organizations, as well as current trends and issues of consequence to non-government organizations.
- Develop an understanding of management techniques and leadership skills for enhancing the effectiveness of non-government organizations.
- Be able to design and assess the effectiveness of governance models, volunteer programs, organizational capacity, and inter-organizational relationships.
- Develop understanding of advocacy skills and knowledge and also key stages involved in developing an advocacy strategy.

**THEORY
(Credits 2; Hours 30)**

UNIT I: Introduction to Non-governmental Organizations

08 Hours

This unit introduces the concept and idea of non-governmental organizations, its relevance, and characteristics. It also provides an overview of the evolution NGOs, historical development of voluntary action with respect to the roles played by them within changing development frameworks.

- Meaning of NGO and GO and private sector
- Difference between Government Organizations and NGO Relationship between NGO, GO and private sector
- Characteristics and functions of NGO
- Classification of NGOs
- Historical evolution of NGOs
- Growth and status of NGOs in India
- Contribution and Role of NGOs in Development
- Mapping Voluntarism in the Third sector
- Challenges faced by NGOs.

UNIT II: Formation of Non-governmental Organizations

06 Hours

This unit elaborates on the organizational structure and the various aspects of establishing of an NGO. It focuses on the numerous challenges, problems and issues associated with NGOs.

- Organizational types and structures
- Registration of NGO
- Legal Procedures for Establishment of NGOs
- Overview of Societies Registrations Act, India's Companies Act, Charitable Endowment
- Act and FCRA, Memorandum of Association and Bye Laws
- Tax Relief Under Section 80G

UNIT III: Formation of Non-governmental Organizations

08 Hours

This unit elucidates about the different managerial strategies of NGOs, through planning, implementing, and monitoring activities strategically.

- NGO management competencies
- Human Resource Management- Human Resource Policy, Staffing and Salaries
- Selection and training of Personnel
- Managing people and teams in NGOs
- Communication and Networking in NGOs
- Planning, Implementation and Evaluation strategy under NGO
- Fundraising
- Resource mobilization

UNIT IV- Introduction to Advocacy

08 Hours

This unit describes the concept of advocacy and campaigning highlighting its relevance, in the contemporary times. It focuses on the process of advocacy and planning an advocacy campaign. It explores the relationship between advocacy, programme communication and social mobilization through diverse platforms.

- Concept and relevance of Advocacy
- Types or approaches of Advocacy
- Steps in planning an Advocacy Campaigns
- Tools and Techniques of Advocacy
- Elements of an advocacy strategy
- Advocacy Planning Cycle - planning advocacy campaigns for different stakeholders

- Case studies of advocacy campaigns
- Relationship between advocacy, programme communication and social mobilization

PRACTICAL (Credits 2; Hours 60)

1. Visit to non-government organizations
2. Profiling of NGOs
3. Design and develop a plan for starting an NGO
4. Evaluation of promotional/IEC materials developed by NGOs
5. Case studies and Evaluation of Advocacy Initiatives/ Campaigns
6. Planning an advocacy campaign

Essential Readings

UNIT I

This unit introduces the concept and idea of non-governmental organizations, its relevance, and characteristics. It also provides an overview of the evolution NGOs, historical development of voluntary action with respect to the roles played by them within changing development frameworks.

- **Til, J.V.** (1988). Mapping the Third Sector: Voluntarism in a Changing Social Economy. Foundation Centre, New York. ISBN 0879542403.
- **Lewis. D.** (2014). Non-governmental Organizations: Management and Development. 3rd Edition. Routledge. ISBN 9781138294097.

UNIT II

This unit elaborates on the organizational structure and the various aspects of establishing of an NGO. It focuses on the numerous challenges, problems and issues associated with NGOs.

- **Abraham, A.** (2003). Formation and Management of NGOs. Third Edition, Universal Law Publishing Co. Pvt Ltd., New Delhi. ISBN 9350350122.
- **S. Chandra** (2003). Guidelines for NGO Management in India. Kanishka Distributors, New Delhi. ISBN 978-8173916038.

UNIT III

This unit elucidates about the different managerial strategies of NGOs, through planning, implementing, and monitoring activities strategically.

- **D. Lewis** (2001). Management of Non-Governmental Development Organization. Second Edition, Routledge, New York. ISBN 9780203002162.
- **R Kumar, S. L. Goel.** (2005). Administration and Management of NGOs: Text and Case Studies Paperback. Deep & Deep Publications, India. ISBN 8176296015.

UNIT IV

This unit describes the concept of advocacy and campaigning highlighting its relevance, in the contemporary times. It focuses on the process of advocacy and planning an advocacy campaign. It explores the relationship between advocacy, programme communication and social mobilization through diverse platforms.

- **Subedi, N R,** (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International Centre for Integrated Mountain Development (ICIMOD). ISBN : 9291150830

Suggested Readings

- Sundar, P. (2013). Business and Community: The Story of Corporate Social Responsibility in India. New Delhi, Sage Publication. ISBN 978-81-321-0955-6.
- Agarwal, S.K. (2008). Corporate Social Responsibility in India, Sage publication Pvt. Ltd. <https://doi.org/10.4135/9788132100027>.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 12-HSC: CSR, PHILANTHROPY AND SOCIAL INVESTMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
CSR, Philanthropy and Social Investment	4	2	0	2		Foundations of Communication

Learning Objectives

- To understand the meaning, scope and importance of Corporate Social Responsibility (CSR)
- To understand CSR projects with respect to SDGs
- To understand the Indian legislations for CSR
- To learn about the implementation and monitoring of CSR activities
- To understand the need, process and tools of communicating CSR projects
- To understand CSR reporting guidelines

Learning Outcomes

The students would be able to:

- Explain the meaning, scope and importance of Corporate Social Responsibility (CSR)
- Assess the role of CSR projects with respect to SDGs
- Describe Indian legislations for CSR
- Understand implementation and monitoring of CSR projects through case studies
- Develop material/tools for CSR communication
- Evaluate CSR reports as per standard reporting guidelines

THEORY (Credits 2; Hours 30)

UNIT I: Introduction to Corporate Social Responsibility (CSR)**08 Hours**

This Unit aims at orienting the students towards the concept and importance of Corporate Social Responsibility (CSR), triple bottom line, and ESG.

- Meaning, definition and importance
- History and evolution of CSR
- Sustainable businesses, triple bottom line, ESG (Environmental, Social and Governance)

UNIT II: International framework for Corporate Social Responsibility**08 Hours**

This Unit aims to create an understanding on Indian legislations for CSR, UN guiding principles and SDGs.

- Indian legislations for CSR; Companies Act, 2013 and Amendments
- UN guiding principles on business and human rights.
- SDGs and CSR

UNIT III: Design, implementation and Monitoring of CSR activities and CSR communications**07 Hours**

This Unit aims to create an understanding towards design, implementation and monitoring of CSR activities, CSR funding and audit

- CSR design, implementation and monitoring
- Role of Stakeholders in CSR
- Funding for CSR activities
- CSR Audit; issues related to CSR Audit
- Globalization and CSR
- Need, process and tools of communicating CSR projects
- Brand building through CSR communications
- CSR Reporting Guidelines
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UNIT IV: Strategic Philanthropy and Social Investment**07 Hours**

This unit introduces the concept of strategic philanthropy, emphasizing a shift from traditional charity to planned and impactful social investments. It familiarizes students with social investment tools such as impact investing, Social Stock Exchange, and blended finance. The unit also explores the structure and management of corporate foundations and their role in CSR initiatives. Additionally, it examines Public–Private Partnerships (PPPs) as collaborative approaches involving government, NGOs, and corporations to address development challenges.

- Strategic Philanthropy: Moving from cheque-book charity to value-creating investments.
- Social Investment Tools: Impact investing, Social Stock Exchange, and blended finance.
- Corporate Foundations: Roles, responsibilities, and management of corporate foundations.
- Public-Private Partnerships (PPPs): Collaborations with government, NGOs, and civil society.

PRACTICAL

(Credits 2; Hours 60)

1. Need Assessment for CSR activities by corporates
2. Case studies on CSR initiatives taken by corporates
3. Case studies on Foundation/Trust/Section 8 Companies etc. implementing CSR initiatives
4. Planning innovative CSR Projects/Programmes in context of SDGs
5. CSR communications: Presentations, Websites, Print Media, Social media etc.
6. Evaluation of CSR reports

Essential Readings

UNIT I

This Unit aims at orienting the students towards the concept and importance of Corporate Social Responsibility (CSR), triple bottom line, and ESG.

- **Garg, K. (2021).** Corporate Social Responsibility (3rd edition). Bharat Law House Pvt. Ltd.
- **Institute of Directors India. (2020).** A Handbook on Corporate Social Responsibility, A Condensed Guide for Corporate Directors & Senior Executive. Institute of Directors, New Delhi, India.
- **Trends. Cengage Learning India Pvt. Ltd.** ISBN-10: 9353501601, ISBN-13: 978-9353501600.

UNIT II

This Unit aims to create an understanding on Indian legislations for CSR, UN guiding principles and SDGs.

- **Lumde, N. (2018).** Corporate Social Responsibility in India: A Practitioner's Perspective. Notion Press. ISBN-10: 1644295431, ISBN-13: 978-1644295434.
- **Chandler, D. (2020).** Strategic Corporate Social Responsibility: Sustainable Value Creation. SAGE Publications.
- **Agarwal, S. (2013).** CSR in India. SAGE Publications.

UNIT III

This Unit aims to create an understanding towards design, implementation and monitoring of CSR activities, CSR funding and audit.

- **Reddy, V. R., & Dheeraja, C. (2016).** The Six Essential Steps in Implementing CSR. Studera Press, New Delhi.
- **Antonaras, A., & Dekoulou, P. (2019).** Cases on Corporate Social Responsibility and Contemporary Issues in Organizations (Advances in Business Strategy and Competitive Advantage) 1st Edition. IGI Global.
- **Paleri, P. (2019).** Corporate Social Responsibility: Concept, Cases and

UNIT IV

This unit introduces the concept of strategic philanthropy, emphasizing a shift from traditional charity to planned and impactful social investments. It familiarizes students with social investment tools such as impact investing, Social Stock Exchange, and blended finance. The unit also explores the structure and management of corporate foundations and their role in CSR initiatives. Also, it examines Public–Private Partnerships (PPPs) as collaborative approaches involving government, NGOs, and corporations to address development challenges.

- **Stangis, D., & Smith, K. V.** (2017). The Executive's Guide to 21st Century Corporate Citizenship: How Your Company Can Win the Battle for Reputation and Impact. Emerald Publishing Ltd.
- **Epstein, M. J., & Buhovac, A. R.** (2014). Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts. Greenleaf Publishing Ltd.
- **Korngold, A.** (2014). A Better World, Inc.: How Companies Profit by Solving Global Problems...Where Governments Cannot. Palgrave Macmillan.

Suggested Readings

- **Mitra, N., & Schmidpeter, R.** (2016). Corporate Social Responsibility in India: Cases and Development after the Legal Mandate. Springer International Publishing, Switzerland.
- **Chakrabarty, B.** (2015). CSR in India. Routledge.
- **Chatterji, M.** (2011). Corporate Social Responsibility. Oxford University Press India; Reprint edition. ISBN-10: ISBN-13:978-0198069836

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 14-HSC: PROGRAM DESIGN, MONITORING AND EVALUATION

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Program Design, Monitoring and Evaluation	4	2	0	2		Appeared in Foundations of Communication

Learning Objectives

- To develop the skills to assess needs, conduct problem analysis, and set program goals, objectives, and indicators.
- To understand the concepts, components, and frameworks of monitoring and evaluation.
- To understand the scope, purpose, and types of program evaluation, including participatory approaches.
- To acquire skills in report writing, data management, and documentation for effective presentation of evaluation findings.

Learning Outcomes

The students would be able to:

- Develop comprehensive program goals, objectives, and strategies based on problem analysis and needs assessments.
- Articulate the core components and approaches to monitoring and evaluation of development programs.
- Differentiate between various types and purposes of program evaluation and apply appropriate tools and techniques.
- Create well-structured evaluation reports, demonstrating effective data management and documentation skills.

THEORY (Credit 2; Hours 30)

UNIT I: Foundations of Development Programme Planning 08 Hours

This unit introduces students to the basics of planning development programmes, including planning principles, models, and frameworks like the Theory of Change and Results-Based Management.

- Programme planning models and principles
- Theory of Change: Definition and application
- Results-Based Management (RBM) and its importance
- Setting programme goals, objectives, and indicators

UNIT II: Strategic Programme Design and Stakeholder Engagement 07 Hours

This unit focuses on the application of planning strategies, emphasizing needs assessment, stakeholder involvement, and designing strategic interventions.

- Problem analysis and needs assessment
- Goal setting and strategizing interventions
- Programme logistics
- Stakeholder participation in planning
- Networking and synergizing partnerships

UNIT III: Programme Implementation and Monitoring Systems 08 Hours

This unit covers effective implementation strategies and monitoring mechanisms that ensure alignment with programme goals, including use of logic models and MIS.

- Programme implementation: Strategies and approaches
- Meaning and components of monitoring and evaluation
- Monitoring frameworks and approaches
- Logic Model and its application in development
- Management Information Systems (MIS) and feedback systems

UNIT IV: Evaluation of Development Programmes 07 Hours

This unit explores evaluation methodologies and tools used to assess the effectiveness, impact, and sustainability of development interventions.

- Scope, purpose, and uses of evaluation

- Types of evaluation: Summative vs. Formative, Internal vs. External
- Evaluation designs (including goal-free evaluation)
- Tools and methods for evaluation and participatory M&E
- Indicators for assessing sustainability, empowerment, and impact
- Beneficiary and stakeholder perspectives in evaluation
- Report writing, data management, and documentation

PRACTICAL (Credit 2; Hours 60)

1. Understand various M&E methods used for various development programmes-national & international.
2. Design, implement and evaluate intervention programmes for different target groups of urban and rural communities.
3. Evaluate and prepare project proposals for- process documentation, monitoring and evaluation reports for development programmes.
4. Understand ICT mediated qualitative and quantitative data
5. Data visualization and Mapping
6. Creating and managing Dashboards
7. Report writing and documentation of M&E projects

Essential Readings

UNIT I

This unit introduces students to the basics of planning development programmes, including planning principles, models, and frameworks like the Theory of Change and Results-Based Management.

- **Connell Green, L. W. (2016).** Introduction to evaluation. Sage Publications.

UNIT II

This unit focuses on the application of planning strategies, emphasizing needs assessment, stakeholder involvement, and designing strategic interventions.

- **Holzer, J. (2012).** Participatory monitoring and evaluation: A guide for NGOs. Praxis Institute.

UNIT III

This unit covers effective implementation strategies and monitoring mechanisms that ensure alignment with programme goals, including use of logic models and MIS.

- **J. L. (2019).** Sustainability and impact in development: Evaluating long-term outcomes. Routledge.
- **M. Q. (2010).** Developmental evaluation: Applying complexity *concepts to enhance innovation and use*. Guilford Press.

UNIT IV

This unit explores evaluation methodologies and tools used to assess the effectiveness, impact, and sustainability of development interventions.

- White, H., Sabarwal, S., & Kumari, S. (2014). *Impact evaluation in practice*. World Bank Group.

Suggested Readings

- **Cracknell, B.E.** (2000). Evaluating Development Aid-Issues Problems and Solutions. New Delhi: Sage Publications.
- **Kumar, S** (2002). Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications.
- **Kusek, Jody, Z. & Ray, C.** (2004). Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners. World Bank
- **Reidar, D.** (2004). Evaluating Development Programmes and Projects. New Delhi: Sage Publications.
- **Worthen, B.R.; Sanders, J.R.; Fitzpatrick, J.L.** (1997). Program Evaluation. USA: Longman Publishers.
- **Alex, G; Derek, B.** (2000) Monitoring and Evaluation for AKIS Projects: Framework and Options. World Bank
- **Mikkelsen, C.** (1995). Methods for Development Work and Research. New Delhi: Sage Publications.
- **International Planned Parenthood (IPPF).** (2009). Putting the IPPF Monitoring and Evaluation Policy into Practice: A Handbook on Collecting, Analyzing and Utilizing Data for Improved Performance. London, UK.
- **Saunders, R.P.** (2015). Implementation Monitoring and Process Evaluation. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

Bachelors in Arts with Community Science *Category-V*

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 16-HSC: SUSTAINABILITY AND SOCIAL RESPONSIBILITY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Sustainability and Social Responsibility	4	3	1	0	Class XII	NIL

Learning Objectives

- Introduce students to the fundamental concepts, principles, and evolution of sustainability and sustainable development.
- Familiarize students with the framework of the United Nations Sustainable Development Goals (SDGs) and their global and national relevance.
- Develop an understanding of major environmental, social, and economic challenges affecting sustainable development.
- Examine the role of governments, industries, institutions, and individuals in promoting sustainability and social responsibility.

- Encourage critical thinking about sustainable solutions, responsible consumption, and ethical practices.
- Promote awareness of sustainable technologies, policies, and community-based initiatives that support long-term environmental and social well-being.

Learning Outcomes

The students would be able to:

- Explain key concepts, principles, and historical developments related to sustainability and sustainable development.
- Describe the structure and objectives of the United Nations Sustainable Development Goals and their significance for global development.
- Identify and analyse major environmental, social, and economic sustainability challenges at global and national levels.
- Evaluate the impact of industrial practices, consumption patterns, and corporate activities on sustainability.
- Discuss policy frameworks, corporate social responsibility initiatives, and community actions that contribute to sustainable development.

THEORY **(Credits 3; Hours 45)**

UNIT I: Introduction to Sustainability

10 Hours

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- Concept and evolution of sustainability
- Meaning, definition and principles of sustainable development
- Triple Bottom Line: Environmental, Social, and Economic sustainability
- Historical milestones in sustainability discourse and global environmental movements
- Interrelationship between sustainability, ethics, and social responsibility

UNIT II: Sustainable Development Goals (SDGs)

8 Hours

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- Overview of the 17 Sustainable Development Goals (SDGs)
- Global frameworks for sustainable development
- Role of governments, industries, and civil society in achieving SDGs
- SDGs relevant to business, environment, and society
- Localization of SDGs in India

UNIT III: Sustainability Challenges and Problems

14 Hours

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- Environmental challenges: climate change, biodiversity loss, pollution, resource depletion
- Global warming: Carbon emissions and carbon footprint
- Social challenges: inequality, poverty, labour exploitation, gender disparity

- Economic challenges: unsustainable production and consumption patterns
- Industrial and corporate impacts on sustainability
- Waste generation, fast fashion, and environmental degradation
- Global and Indian sustainability challenges

UNIT IV: Solutions and Responsible Practices

13 Hours

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- Circular economy and sustainable production systems
- Net zero- Emission reduction mitigating climate change
- Corporate Social Responsibility (CSR) and ethical business practices
- Sustainable consumption and responsible lifestyle choices
- Green technologies and innovation for sustainability
- Policy frameworks and governance for sustainability
- Role of education, community participation, and youth engagement in sustainability

TUTORIALS (Credit 1; Hours 15)

1. Discussion on how SDGs relate to everyday life and national development priorities.
2. Examine examples of environmental, social, and economic sustainability in everyday life or institutional practices.
3. Sustainability Awareness Survey among students regarding environmental practices and sustainability knowledge.
4. Case studies of organizations or initiatives practicing sustainability like Tata Group, Unilever and other.
5. Documentary Review Activity examining films related to environmental degradation and sustainability challenges.
6. Sustainability Awareness Drives on responsible consumption and environmental protection.
7. Case studies on social responsibility (CSR) initiatives by industry.
8. Presentation on one sustainability initiative implemented by government, or NGOs.

Essential Readings

UNIT I

This unit introduces the fundamental concepts, evolution, and ethical foundations of sustainability and sustainable development in the global context.

- **Bhardwaj, A.** (Ed.). (2024). Sustainable development in India: Future challenges. New Delhi: Shandilya Publications.
- **Brinkmann, R., & Bhamoriya, V.** (2024). Introduction to sustainability: An Indian adaptation (2nd ed.). New Delhi: Wiley India.
- **Gadgil, M., & Guha, R.** (1992). This fissured land: An ecological history of India. New Delhi: Oxford University Press.
- **Surampalli, R. Y., Zhang, T. C., Goyal, M. K., Brar, S. K., & Tyagi, R. D.** (2020). Sustainability: Fundamentals and applications. Hoboken, NJ: Wiley.
- **Tayal, P.** (2024). Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities. New Delhi: Clever Fox Publishing.

UNIT II

This unit examines the global framework of the United Nations Sustainable Development Goals and the role of different stakeholders in achieving them.

- **Sachs, J. D.** (2015). *The age of sustainable development*. New York, NY: Columbia University Press.
- **Sachs, J. D., Schmidt-Traub, G., Kroll, C., Lafortune, G., & Fuller, G.** (2022). *Sustainable development report*. Cambridge: Cambridge University Press.
- **McElroy, M. W., & van Engelen, J.** (2011). *Corporate sustainability management: The art and science of managing non-financial performance*. Routledge.

UNIT III

This unit analyses the major environmental, social, and economic challenges that threaten sustainable development globally and in India.

- **Gadgil, M., & Guha, R.** (2000). *The use and abuse of nature: Environmental history of India*. New Delhi: Oxford University Press.
- **Hawken, P.** (2010). *The ecology of commerce: A declaration of sustainability* (Revised ed.). New York, NY: Harper Business.
- **Narain, S.** (2022). *State of India's environment 2022: Down to earth annual report*. New Delhi: Centre for Science and Environment.

UNIT IV

This unit explores practical solutions, responsible practices, and policy approaches that promote sustainability across societies and industries.

- **Rasche, A., Morsing, M., Moon, J., & Kourula, A.** (2023). *Corporate sustainability: Managing responsible business in a globalised world*. Cambridge: Cambridge University Press.
- **Paleri, P.** (2020). *Corporate social responsibility: Concept, cases and trends*. New Delhi: Cengage Learning India.
- **Tayal, P.** (2024). *Sustainable India: Towards 2075 – Roadmap for harmonious living in 150 blue-green cities*. New Delhi: Clever Fox Publishing.
- **Bhardwaj, A.** (Ed.). (2024). *Sustainable development in India: Future challenges*. New Delhi: Shandilya Publications.
- **Schaper, M.** (Ed.). (2016). *Making ecopreneurs: Developing sustainable entrepreneurship* (2nd ed.). London: Routledge.

Suggested Readings

- **Bharucha, E.** (2019). *Environmental studies for undergraduate courses* (2nd ed.). Hyderabad: Universities Press.
- **Guha, R.** (2014). *Environmentalism: A global history*. New Delhi: Penguin Books.
- **Kaushik, A., & Kaushik, C. P.** (2018). *Perspectives in environmental studies* (6th ed.). New Delhi: New Age International.
- **Miller, G. T., & Spoolman, S.** (2019). *Environmental science* (16th ed.). Boston, MA: Cengage Learning.

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