

**GENERIC ELECTIVE COURSE
RESOURCES AND SUSTAINABILITY**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Resources and Sustainability	4	3	1	0	Studied Semester 6 of Bachelors	Nil

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
(Credits 3; Hours 45)**

UNIT I: Concept of Sustainable Development

15 Hours

This unit lays thrust on 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: Developmental Issues and Resource Use

15 Hours

This unit highlights environmental challenges, resource consumption, sustainable resource management, green practices, and green building rating systems.

- 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
- Sustainable practices by industry, CSR initiatives
- Green buildings and green building rating systems

UNIT III: Sustainable Management of Key Resources

15 Hours

This unit deals with sustainable management of energy, water, waste, and air through strategies like star labelling, rainwater harvesting, and air quality monitoring.

- Energy management – star labelling, renewable energy
- Water management – Components of rain water harvesting system, rainwater harvesting potential, water auditing, waste water recycling, water testing
- Waste management – Waste to energy plants, waste to wealth
- Air management – Air quality, AQI

TUTORIAL (Credit 1; Hours: 15)

1. Sustainable Development Initiatives

- Case studies on sustainable initiatives/CSR initiatives by industry/Green buildings
- Creation of awareness generation material for issues related to sustainable development
- Calculation of ecological and carbon footprint using various applications and websites

2. Energy Management

- Understanding electricity bills: components and calculations
- Understanding BEE star labels as an initiative towards sustainable energy consumption
- Energy auditing
- Energy efficient lighting fixtures

3. Air, Water and Waste Management

- Air/noise/water testing, AQI applications and websites
- Water auditing
- Rainwater harvesting

- Green modes of transportation, E-vehicles: components and calculations
- Case studies on waste management
- Biogas plants/ Waste to energy plants/ Waste water management

Essential Readings

- 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*. New Delhi: Blackswan Publications.
- Somayaji, G., & Somayaji, S. (2009). *Environmental concerns and sustainable development: some perspectives from India*. New Delhi: TERI Publication.
- Sundar, I. (2006). *Environment and Sustainable Development*. New Delhi: APH Publishing Corporation.

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

GENERIC ELECTIVE COURSE
01 COMMUNITY NUTRITION ASSESSMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
01 Community Nutrition Assessment	4	3	1	0		Nil

Learning Objectives

- To gain knowledge of the principles and methods of community nutrition assessment.
- To develop an understanding of the nutritional challenges faced by different populations.
- To learn how to conduct nutrition assessments in various community settings.
- To build skills in communicating assessment results to stakeholders, including policymakers and health professionals.

Learning Outcomes

The students would be able to:

- Apply the concept and purpose of nutritional status assessment in community setting.
- Describe nutritional concerns among vulnerable sections of the community and strategies to combat them.
- Identify standard methods and techniques for assessing nutritional status
- Learn the use of indices and indicators for screening and consequent identification of malnutrition in the community.

THEORY
(Credits 3; 45 Hours)

UNIT I: Introduction to nutritional status assessment

12 Hours

This unit lays thrust on nutritional status, its assessment in community settings, and the importance of standardized methods for accuracy. Students will explore key nutritional concerns among vulnerable groups and examine national strategies to combat malnutrition.

- Definition of nutritional status.
- Purpose of nutritional status assessment in community setting.
- Significance of standardized methods and techniques for assessing nutritional status.

- Major nutritional concerns among vulnerable sections of the community and national strategies to combat malnutrition.

UNIT II: Methods of community nutritional status assessment

25 Hours

This unit highlights the concepts and methods of nutritional assessment, including clinical examination, anthropometry, biochemical, and biophysical techniques. Students will learn about measurement tools, errors, and standardization to ensure accuracy. Additionally, the unit covers ecological factors, vital health statistics (IMR, MMR, Under-5 Mortality Rate), and national/regional health surveys, providing insights into population health trends.

- Clinical examination, Anthropometry, Biochemical and Biophysical methods
- Measurement tools, techniques and errors.
- Standardization of methods.
- Data recording, analysis and interpretation.
- Use, plotting and interpretation of growth chart.
- Rapid assessment procedures for community nutrition assessment.
- Dietary methods: 24-hour diet recall, Food Frequency Questionnaire
- Ecological variables
- Vital Health Statistics: IMR, MMR, Under 5 Mortality rates
- National/regional health survey

UNIT III: Screening for identification of malnutrition in the community

8 Hours

This unit deals with indices and indicators as essential tools for analysing and interpreting data. Students will learn how indices summarize complex information and how indicators measure trends and performance.

- Indices, Indicators and their interpretation

TUTORIAL (Credit 1; 15 Hours)

1. Assessing nutritional status using World Health Organization's Anthroplus tool
2. Construction of Food Frequency Questionnaire
3. Measurement of height, weight, waist circumference
4. Computation of Body Mass Index and ideal body weight for nutritional status
5. Identification of clinical signs of deficiency of nutrients
6. Interpreting vital health statistics from national health survey data
7. Plotting anthropometric measurement on Growth Chart and interpreting results

Essential Readings

- Gibson, R. S. (2005). Principles of Nutritional Assessment. 2nd ed. Oxford University Press, Oxford, UK.
- Jelliffe, D. B. (1966). The assessment of the nutritional status of the community. WHO Monograph. World Health Organization, Geneva. Assessed on 18th Feb 2025
<https://iris.who.int/handle/10665/41780>
- Jelliffe, D. B. & Jelliffe, E. F. P. (1989). Community nutritional status assessment with special reference to less technically developed countries. Oxford Medical Publications. Oxford University Press, Oxford, UK.

Suggested Readings

- WHO (2006). WHO Child growth standards.

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

GENERAL ELECTIVE COURSE
02 LIFESTYLE MODIFICATIONS FOR OPTIMAL HEALTH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
02 Lifestyle Modifications for Optimal Health	4	3	1	0	Nil	Nil

Learning Objectives

- To understand the role of lifestyle modification for healthy lifestyle.
- To understand the importance of Nutrition and behaviour change in health and disease reversal.
- To comprehend the role of physical activity in maintaining fitness and health.
- To learn about the association of diet with mental well-being.

Learning Outcomes

The students would be able to:

- Make healthy food choices for themselves and their families.
- Describe the benefits of regular exercise and adequate sleep.
- Explain the relationship between good nutrition and mental health.
- Modify their lifestyle and inculcate habits which promote good health.

THEORY
(Credits 3; Hours 45)

UNIT I : Introduction to Lifestyle Modification

3 Hours

This unit focuses on the concept and components of lifestyle modification

- Introduction to lifestyle modification
- Six pillars of lifestyle modification
- Evidence for lifestyle modification
- Decoding food labels and related nutritional information

UNIT II: Nutrition and Health

20 Hours

This unit lays thrust on the components of a healthy diet and the relationship of nutrition with health and disease.

- Defining important terminologies used in the study of food and nutrition
- Components of a healthy diet: macronutrients, micronutrients, phytonutrients, dietary fiber & water
- Food intake patterns, deficiency and excess of nutrients in diets
- Food labels and health impact of ingredients
- Key messages of Global and Indian Dietary guidelines
- Health impact of prominent dietary patterns; plant and non plant based diets
- Level of food processing and its impact on health
- Indian scenario with respect to prevalence of diet-related non-communicable diseases
- Disease based lifestyle approach; Obesity, cardiovascular diseases and diabetes mellitus and evidence-based dietary guidance for health improvement

UNIT III: Physical Activity for a Healthy Lifestyle

10 Hours

This unit highlights the importance of regular physical activity for fitness and good health.

- Introduction and definition of physical activity and exercise
- Understanding physical activity, inactivity and sedentary behaviour
- Types of physical activity
- Benefits of physical activity and physical activity guidelines
- Exercise recommendations during the life span

UNIT IV: Good Health and Mental Wellbeing

12 Hours

This unit deals with the importance of paying attention to diet, stress levels and physical activity for better mental well-being.

- Sleep; physiology and its role in health and disease, sleep hygiene and promotion of restorative sleep; understanding risk patterns for common sleep disturbances, Obstructive Sleep Apnea (OSA), chronic insomnia.
- Stress; Types of stress, and stressors; stress, anxiety and depression, strategies for enhancing mental well-being and disease prevention; Mindfulness-based stress reduction and stress management strategies; Role of diet and mental well-being; Perceived Body image and its relation to eating disorders
- Substance abuse and health; Understanding health effects of tobacco, alcohol and substance abuse; Evidence based cessation strategies; Digital de-addiction
- Social connections, positive psychology and mental well-being to inculcate better lifestyle habits

TUTORIAL **(Credits 1; Hours 1)**

1. Making modifications in diets to improve diet quality

- Listing of foods which are unhealthy in daily diets and suggesting healthy replacements
- Read labels to compare nutritional profile of similar foods to understand which is a healthier choice
- Planning recipes which are low in fat, salt/sugar.
- Mapping diet diversity

2. Physical examinations and assessments to under a person's health status

- Anthropometric assessments; BMI strengths and limitations, waist circumference, percent body fat; ranges of percent body fat in males and females normal and in obese.
- Pulse
- Blood pressure understanding the guidelines for the prevention, detection, evaluation and management of High blood pressure

3. Making modifications in physical activity levels for healthier lifestyle

- Assessment of level of physical activity-using physical activity vital sign PAVS questionnaire
- Listing ways to incorporate exercise in busy lifestyles

4. Behavior change for mental wellbeing

- Measuring stress levels using Patient health questionnaire -2, Perceived stress scale-10 item
- Discussing methods of stress relief
- Global sleep assessment questionnaire and STOP-BANG questionnaire

Essential Readings

- Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi. 2015
- Indian Council of Medical Research. (2024, May 7). *Dietary guidelines for Indians*. National Institute of Nutrition. <https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
- Chowdhary S.R and Aeri B.T. (2023) Textbook of Food Science and Nutrition. Aarahan Publishers. ISBN:978-93-87270-08-4 <https://amzn.eu/d/blLz8S8>
- Ganong W.F (2005) *Review of Medical Physiology*. 22nd ed. McGraw Hill
- Jeni Shull & Clayton Jonathon Bonnett (2023) Board review manual 4th edition, American College of lifestyle medicine

- West J.B (1996)*Physiological Basis of Medical Practice*. 12th ed. B. I. Waverly Pvt. Ltd.

Suggested Readings

- Mukherjee, K.L and Chakravarthy A (2017) *Medical Laboratory Technology - Procedure Manual for Routine Diagnostic Tests*. 3rd ed. Vol. I. Tata Mc Graw–Hill Publishing Company Limited (New Delhi). ISBN:9789352606801, 9352606809
- Mukherjee, K.L and Chakravarthy A (2017) *Medical Laboratory Technology - Procedure Manual for Routine Diagnostic Tests*. 3rd ed. Vol. II. Tata Mc Graw–Hill Publishing Company Limited (New Delhi). ISBN:9789352606818
- Jain A. K (2019) *Human Physiology for BDS*. 6th ed. Publisher:Avichal Publishing Company;ISBN: 9788177394337

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

GENERAL ELECTIVE COURSE
GE 4: DYEING AND PRINTING WITH NATURAL DYES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
GE 4: Dyeing and Printing with Natural Dyes	4	3	0	1		Nil

Learning Objectives

- To provide theoretical and practical knowledge about various natural dyes
- To learn about the characteristics and sources of different natural dyes
- To introduce the extraction and application of natural dyes

Learning Outcomes

The students would be able to:

- Learn about the sources of various natural dyes
- Describe the different methods of extraction of natural dyes
- Explain the different mordants and styles of mordanting
- Learn the process of dyeing and printing with natural dyes

THEORY
(Credits 3; Hours 45)

UNIT I: Introduction to Natural Dyes

14 Hours

This unit lays thrust on history, significance and classification of natural dyes

- History of Natural dyes
- Advantages of natural dyes over synthetic dyes
- Classification of Natural Dyes
 - Based on source: Plant, animal/insect, microbial
 - Based on colour obtained
 - Based on chemical structure: Indigoid, anthraquinone, naphthoquinone, benzoquinone, flavonoid, carotenoid
 - Based on application method: Mordant, Vat, Direct, Acid, Basic, Disperse
- Significant natural dyes: Indigo, Madder, Lac, Cochineal, Turmeric etc.

UNIT II: Extraction Process

15 Hours

This unit deals with processes involved in the extraction of natural dyes

- Collection, drying and storage of raw materials
- Methods of extraction of colourant- Aqueous, solvent, enzymatic, fermentation, supercritical fluid extraction , microwave and ultrasonic assisted extraction
- Methods of drying - Spray drying, drying under vacuum, freeze drying

UNIT III: Mordants for Natural Dyes

6 Hours

This unit describes the various mordants and mordanting techniques used in colouration with natural dyes

- Types of mordants
 - Metallic mordants: Alum, Potassium dichromate, Ferrous sulphate, Copper sulphate etc
 - Oil based mordants
 - Bio mordants
- Mordanting methods: Pre Mordanting, post mordanting and simultaneous mordanting

UNIT IV: Dyeing and printing with natural dyes

10 Hours

This unit deals with application of natural dyes on textiles using dyeing and printing

- Preparation of fabric – bio scouring
- Mordanting - exhaust method, padding method
- Dyeing – Dye concentration, pH, time and temperature
- Printing - Role of thickening agents, Styles of printing - direct, resist , mordant and discharge
- Botanical printing
- Use of natural dyes in Indian textile crafts - Kalamkari, Bagh, Dabu, Ajrakh

PRACTICAL (Credits 1; Hours 30)

1. Extraction of various natural dyes using different methods
2. Preparation of shade card using combination of mordants and natural dyes on different fibres.
3. Dyeing with selected natural dyes on natural and synthetic fabrics
4. Printing with selected natural dyes on natural and synthetic fabrics: Direct, Resist and Mordant style
5. Eco printing

Essential Readings

- Gulrajani M L & Gupta D, Natural dyes and application to textiles, Department of textile technology, Indian Institute of Technology, New Delhi, India, 1992
- Kumbasar. E.P.A “ Natural Dyes” 2017, IntechOpen
- Singh. H.B and Bharati. K.A ‘Handbook of Natural dyes and pigments’ 2015, Woodhead Publishing, India
- Kumbasar. E.P.A “ Natural Dyes” 2017, IntechOpen
- Vankar. P.S “Natural dyes for textiles”2017, Woodhead Publishing

Suggested Readings

- Daniel.M, Bhattacharya. S.D, Arya. A,Raole. V.M. “ Natural Dyes: Scope and Challenges” 2021, Scientific Publishers, India
- Mohanty.B.C ,Chandramouli.K.V., Naik.H.D “ Natural dyeing processes of india” 1987 , Calico Museum of Textiles

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

GENERIC ELECTIVE COURSE
GE 4: APPRECIATION OF INDIAN TEXTILES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
GE 4: Appreciation of Indian Textiles	4	3	1	0		Nil

Learning Objectives

- To elaborate on characteristic identifying features of various traditional textile crafts.
- To explain the sustainable and ethical practices in the textile craft sector.
- To describe care and maintenance methods for preserving traditional textiles.
- To discuss the challenges and innovations in textile crafts in modern times.

Learning Outcomes

The students would be able to:

- Identify regional variations in textile crafts.
- Relate with the sustainable and ethical practices used in textile crafts.
- Use appropriate care and maintenance practices for textile crafts.
- Assess the contemporary status of textile crafts.

THEORY
(Credits 3; Hours 45)

UNIT I: Indian Heritage Textiles: Overview, Materials, Techniques and Regional Variations **20 Hours**

This unit focuses on the characteristic features of a diverse range of traditional textiles produced across India.

- Embroidered textiles: Phulkari, Kantha, Chikankari, Kasuti, Kashmir Kashida, Gujarat embroidery
- Hand Woven: Banaras brocades, Kanjivaram, Jamdani, Baluchari, Paithani, Chanderi, Maheshwari, Gadwal, Kasavu, Mekhla Chador
- Tie-Dyed: Bandhani, Lehriya, Ikats (Patola, Bandha, Pochampalli, Telia Rumal)
- Painted-printed: Kalamkari, Ajrakh, Dabu, Bagh, Madhubani, Phad and Pichwai

UNIT II: Sustainability and Ethical Practices

8

Hours

This unit emphasizes the importance of sustainable and ethical practices in traditional textile crafts.

- Importance of sustainability in textile crafts (use of natural dyes, recycling of materials, environmental issues)
- Ethical practices: GI Tag, usage of standardization and authentication marks, fair wages to artisans
- Interventions: Government and non-government

UNIT III: Care and Maintenance for Longevity of Heritage Textiles

7 Hour

This unit dwells on best practices for preserving and maintaining traditional textiles.

- Cleaning and finishing
- Handling and storage
- Repair and restoration

UNIT IV: Traditional textiles in contemporary times

10 Hours

This unit addresses the contemporary status of traditional textile crafts.

- Challenges faced by artisans and consumers
- Innovations inspired by traditional textile crafts

TUTORIAL (Credit 1; Hours 15)

1. Visits to state emporia, craft fairs, and exhibitions such as Dastkar, Dilli Haat, Craft Museum, Hunar Haat.
2. Compare traditional and contemporary forms and products of any one textile craft.
3. Research project on any one Indian textile focus on history, cultural significance, technique, and contemporary relevance.
4. Case study of a designer engaged in innovating and preserving traditional textiles.

Essential Readings

- Fabric Art- Heritage of India. New Delhi: Abhinav Publications Naik S. (1996).
- Shailaja D. Naik, "Traditional Embroideries of India", A.P.H. Publishing Corporation, New Delhi, 1996
- Indian Textiles –by John Gillow and Nicholas Barnard, Om books International, New Delhi.
- The Sari-by Linda Lynton, Thames and Hudson Ltd London.
- Dhamija J. (1989). Hand-woven fabrics of India. Ahmedabad: Mapin Publishing pvt ltd

Suggested Readings

- Crill R., Murphy M. (1991). Tie-dyed Textiles of India. London: Victoria and Albert museum.
- Desai C. (1988). Ikat textiles of India. San Francisco: Chronical Books
- Sheila Paine, “Embroidered Textiles”, Thames and Hudson Ltd., 1990.
- Chattopadhaya, K.D. (1995). Handicrafts of India. New Delhi: Wiley Eastern Limited

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

GENERAL ELECTIVE COURSE
01 LIFESTYLE MODIFICATIONS FOR OPTIMAL HEALTH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
01 Lifestyle Modifications for Optimal Health	4	3	1	0	Nil	Nil

Learning Objectives

- To understand the role of lifestyle modification for healthy lifestyle.
- To understand the importance of Nutrition and behaviour change in health and disease reversal.
- To comprehend the role of physical activity in maintaining fitness and health.
- To learn about the association of diet with mental well-being.

Learning Outcomes

The students would be able to:

- Make healthy food choices for themselves and their families.
- Describe the benefits of regular exercise and adequate sleep.
- Explain the relationship between good nutrition and mental health.
- Modify their lifestyle and inculcate habits which promote good health.

THEORY
(Credits 3; Hours 45)

UNIT I : Introduction to Lifestyle Modification

3 Hours

This unit focuses on the concept and components of lifestyle modification

- Introduction to lifestyle modification
- Six pillars of lifestyle modification

- Evidence for lifestyle modification
- Decoding food labels and related nutritional information

UNIT II: Nutrition and Health

20 Hours

This unit lays thrust on the components of a healthy diet and the relationship of nutrition with health and disease.

- Defining important terminologies used in the study of food and nutrition
- Components of a healthy diet: macronutrients, micronutrients, phytonutrients, dietary fiber & water
- Food intake patterns, deficiency and excess of nutrients in diets
- Food labels and health impact of ingredients
- Key messages of Global and Indian Dietary guidelines
- Health impact of prominent dietary patterns; plant and non plant based diets
- Level of food processing and its impact on health
- Indian scenario with respect to prevalence of diet-related non-communicable diseases
- Disease based lifestyle approach; Obesity, cardiovascular diseases and diabetes mellitus and evidence-based dietary guidance for health improvement

UNIT III: Physical Activity for a Healthy Lifestyle

10 Hours

This unit highlights the importance of regular physical activity for fitness and good health.

- Introduction and definition of physical activity and exercise
- Understanding physical activity, inactivity and sedentary behaviour
- Types of physical activity
- Benefits of physical activity and physical activity guidelines
- Exercise recommendations during the life span

UNIT IV: Good Health and Mental Wellbeing

12 Hours

This unit deals with the importance of paying attention to diet, stress levels and physical activity for better mental well-being.

- Sleep; physiology and its role in health and disease, sleep hygiene and promotion of restorative sleep; understanding risk patterns for common sleep disturbances, Obstructive Sleep Apnea (OSA), chronic insomnia.
- Stress; Types of stress, and stressors; stress, anxiety and depression, strategies for enhancing mental well-being and disease prevention; Mindfulness-based stress

reduction and stress management strategies; Role of diet and mental well-being; Perceived Body image and its relation to eating disorders

- Substance abuse and health; Understanding health effects of tobacco, alcohol and substance abuse; Evidence based cessation strategies; Digital de-addiction
- Social connections, positive psychology and mental well-being to inculcate better lifestyle habits

TUTORIAL **(Credits 1; Hours 1)**

1. Making modifications in diets to improve diet quality

- Listing of foods which are unhealthy in daily diets and suggesting healthy replacements
- Read labels to compare nutritional profile of similar foods to understand which is a healthier choice
- Planning recipes which are low in fat, salt/sugar.
- Mapping diet diversity

2. Physical examinations and assessments to under a person's health status

- Anthropometric assessments; BMI strengths and limitations, waist circumference, percent body fat; ranges of percent body fat in males and females normal and in obese.
- Pulse
- Blood pressure understanding the guidelines for the prevention, detection, evaluation and management of High blood pressure

3. Making modifications in physical activity levels for healthier lifestyle

- Assessment of level of physical activity-using physical activity vital sign PAVS questionnaire
- Listing ways to incorporate exercise in busy lifestyles

4. Behavior change for mental wellbeing

- Measuring stress levels using Patient health questionnaire -2, Perceived stress scale-10 item
- Discussing methods of stress relief
- Global sleep assessment questionnaire and STOP-BANG questionnaire

Essential Readings

- Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi. 2015
- Indian Council of Medical Research. (2024, May 7). *Dietary guidelines for Indians*. National Institute of Nutrition. <https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf>
- Chowdhary S.R and Aeri B.T. (2023) Textbook of Food Science and Nutrition. Aarahaan Publishers. ISBN:978-93-87270-08-4 <https://amzn.eu/d/bILz8S8>
- Ganong W.F (2005) *Review of Medical Physiology*. 22nd ed. McGraw Hill
- Jeni Shull & Clayton Jonathon Bonnett (2023) Board review manual 4th edition, American College of lifestyle medicine
- West J.B (1996) *Physiological Basis of Medical Practice*. 12th ed. B. I. Waverly Pvt. Ltd.

Suggested Readings

- Mukherjee, K.L and Chakravarthy A (2017) *Medical Laboratory Technology -Procedure Manual for Routine Diagnostic Tests*. 3rd ed. Vol. I. Tata Mc Graw–Hill Publishing Company Limited (New Delhi). ISBN:9789352606801, 9352606809
- Mukherjee, K.L and Chakravarthy A (2017) *Medical Laboratory Technology -Procedure Manual for Routine Diagnostic Tests*. 3rd ed. Vol. II. Tata Mc Graw–Hill Publishing Company Limited (New Delhi). ISBN:9789352606818
- Jain A. K (2019) *Human Physiology for BDS*. 6th ed. Publisher: Avichal Publishing Company; ISBN: 9788177394337

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

GENERAL ELECTIVE

GE 3: ORGANIZATIONAL COMMUNICATION: TOOLS & TECHNIQUES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
ORGANIZATIONAL COMMUNICATION: TOOLS & TECHNIQUES	4	3	1	0	As per admission requirements	Should be aware of key concepts of communication and organizational communication

Learning Objectives

- To understand the fundamentals and dynamics of organizational communication
- To recognise the communication skills required for a professional life at the work place
- To develop key skills required for effective communication at workplace

Learning Outcomes

The students would be able to:

- Appreciate the fundamentals and dynamics of organizational communication
- Develop and hone key skills required for effective communication at workplace such a presentations, public relations, interpersonal skills etc
- Equip themselves better for organizational communication and foster professional relationships at workplace

THEORY

(Credits 3; Hours 45)

UNIT I: Organizational Communication: Fundamentals & Dynamics

15 Hours

This unit delves on the fundamentals of organizational communication and the changing dynamics at workplace. It focuses on the principles, methods, types, tools and techniques important for workplace communication.

- Workplace communication- Principles and Methods
- Organizational Communication- types, tools , techniques and conflict resolution
- Networks of communication
- Significance of technical communication

- Perception, Persuasion as communication skills
- Barriers to effective communication- Professional Relationships And Group Communication, conflict management

UNIT II: Communication Skills at Workplace

8 hours

This unit covers all the essential communication skills required by a professional at workplace touching upon the 4 quadrants of communication: Reading, Writing, Listening and Speaking.

- Reading Skills: Previewing techniques; Skimming; Scanning; Understanding the gist of an argument; Identifying the topic sentence; Inferring lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.
- Listening skills: Process, Types of listening, models of listening
- Writing Skills: Sentence formation; Use of appropriate diction; Paragraph and Essay Writing; Coherence and Cohesion.
- Speaking skills: clear and concise communication, active listening, empathy, non-verbal communication and the ability to adapt to different audiences and situations

UNIT III: Professionalism at Workplace

10 hours

This unit covers all the essentials related to harnessing professionalism at workplace.

- Importance of respect, communication, punctuality accountability, integrity, etiquettes and a positive attitude at workplace
- Technical Writing: Differences between technical and literary style, Elements of style; Common Errors.
- Report Writing: Basics of Report Writing; Structure of a report; Types of reports.
- Technology-based Communication: Netiquettes: effective e-mail messages; power-point presentation; enhancing editing skills using computer software
- Soft skills, Teamwork, meetings
- Speaking in Public, Business Presentation skills

UNIT IV: Organizational Communication: Public Relations & Brand Management

12 Hours

This unit explores the importance of public relations and brand management in Organizational Communication. It also elaborates upon the various tools related to public relations.

- Public Relations- concept , relevance and significance
- PR Tools- interpersonal, mass media and selective media
- PR & Media Relations
- Branding and Image Formation of Organizations
- Social Media Management of Organization's brand

TUTORIAL

(Credits 1; Hours 15)

- Business Proposal Writing
- Making Effective Presentations
- Effective Public Speaking
- Problem Solving and Conflict Resolution Group Activities
- Group Discussion
- Assignments on Technical Writing
- PR Kit development
- Framing a brand statement and pitch for project

Essential Readings

Unit I

- Mumby, D. K., & Kuhn, T. (2024). *Organizational communication: A critical approach* (3rd ed.). SAGE Publications.
- Keyton, J. (2025). *Communication and organizational culture*. SAGE Publications.

Unit II

- Adler, R. B., Rodman, G., & du Pré, A. (2017). *Understanding human communication* (13th ed.). Oxford University Press.
- Kumar, S., & Lata, P. (2018). *Communication Skills*. Oxford University Press India.
- Acharya Seshaiyah Kandamuru (2018). *Communication Skills: Improvement through Listening, Reading, Speaking, Writing and Conversation*. Notion Press.

Unit III

- Alex, K. (2018). *Soft skills: Know yourself and know the world* (3rd ed.). S. Chand Publishing.
- Kakarla, U., Gupta, T., & Pundir, L. (2024). *Functional English for communication*. Atlantic Publishers & Distributors.
- Raman, M., & Sharma, S. (2017). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press India.

Unit IV

- Jethwaney, J. (2024). *Corporate communication: Concepts and practice*. Routledge India.
- Oliver, S. (2004). *Handbook of corporate communication and public relations: pure and applied*. UK: Routledge
- Sengar, P. (2022). *Public relations and corporate communication: Building brand trust*. Redshine Publications.
- Singh, V. (2022). *Public Relations and Corporate Communication*. Redshine Publications.

Suggested Readings

- Kramer, M. W., & Bisel, R. S. (2024). *Organizational Communication: A Lifespan Approach* (3rd ed.). Oxford University Press.

- Modaff, D. P., Butler, J. A., & DeWine, S. (2016). *Organizational communication: Foundations, challenges, and misunderstandings* (3rd ed.). Pearson.
- Smith, R. D. (2021). *Strategic planning for public relations* (6th ed.). Routledge.
- Stohl, C. (2025). *Organizational communication*. SAGE India/SAGE Publications.

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

**GENERIC ELECTIVE COURSE
PARENTING IN CONTEMPORARY INDIA**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Parenting in Contemporary India	4	3	1	0	Class XII Pass	Nil

Learning Objectives:

- To explore contemporary parenting practices in India.
- To understand age-appropriate parenting strategies for different developmental stages.
- To analyze parenting approaches in single-parent households, blended families, and for children with special needs.

Learning outcomes:

Students will be able to:

- Understand parenting styles in India from traditional to contemporary practices.
- Analyze the influence of cultural, technological, and societal shifts on parenting.
- Explain the challenges faced by single parents, working parents, and families with children who have special needs.

THEORY

(Credits 3; Hours 45)

UNIT I: Introduction to Parenting

6 hours

This unit introduces the concept of parenting as a dynamic and culturally influenced process. It highlights its importance and evolution from traditional to modern practices.

- Definition and importance of parenting
- Transition from traditional to contemporary parenting
- Contemporary parenting and its challenges

UNIT II: Determinants and Cultural Perspectives of Parenting

12 hours

This unit focuses on the factors that shape parenting behavior and examines parenting practices across different cultural contexts.

- Determinants of Parenting Behaviour
- Cultural Perspectives on Parenting (Global & Indian Context)

UNIT III: Parenting Across Stages of Childhood

12 hours

This unit explores how parent-child relationships evolve across developmental stages. It emphasizes attachment, autonomy, family roles, and parenting styles.

- Developmental changes in parent-child relationships, attachment and autonomy, parent-adolescent conflict
- Childcare in an Indian family: Role of parents, siblings and other family members
- Parenting styles and their impact (authoritative, authoritarian, permissive, uninvolved and helicopter parenting)

UNIT IV: Parenting in Diverse Contexts

15 hours

This unit examines parenting in varied family and social contexts. It addresses diversity in family structures, socioeconomic conditions, and emerging challenges like technology.

- Changing family structures: Single parenting, blended families, grand parenting, LGBTQIA+ parents; Cohabitation
- Parenting in diverse socioeconomic backgrounds
- Parenting children with special needs
- Challenges and emerging trends: Impact of technology and media

TUTORIAL

(Credits 1; Hours 15)

- Group discussion on how parenting styles influence a child's emotional and social development using real-life examples.
- Review a book on parenting and highlight key concepts, approaches, and their relevance in today's context.
- Presentation on changing parenting practices from traditional to contemporary times with examples.
- Create a group project analyzing parenting in different family structures and its impact on child development.
- Analyze how parenting is portrayed in movies, advertisements, or social media and its influence on perceptions of parenting.
- Develop a role play, skit, or visual presentation depicting challenges and effective strategies in modern parenting.

Essential Readings

UNIT I: Introduction to Parenting

- Eanes Rebecca, (2009), *Positive parenting*, J.P. Tarcher, U.S/ Perigee Bks, U.S.
- Parenting Science: Guide to Understanding Your Child” by Gwen Dewar.
- Trivedi, R. G., & Nagpal, A. (2022). *This book won't teach you parenting: But it will make you a better parent*. Penguin Random House India.

UNIT II: Determinants and Cultural Perspectives of Parenting

- National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education. (2016). *Parenting Matters: Supporting Parents of Children Ages, 0–8*. The National Academic Press
- Parikshit Jobanputra. (2011). *Successful parenting (2nd ed.)*. SAGE India Publications Pvt. Ltd.
- Sachdeva, N. & Misra, G. (2008). The Changing Images of Parenting in the Three Subcultures of India. *Journal of the Indian Academy of Applied Psychology*, Vol. 34, Special Issue, 16-23. <https://jiaap.in/wp-content/uploads/2008/05/2-1.pdf>

UNIT III: Parenting in different stages of childhood

- Chandra, V. and Blair, S.L. (Ed.) (2024). *Indian Families: Contemporary Family Structures and Dynamics* (Contemporary Perspectives in Family Research, Vol. 26), Emerald Publishing Limited, Leeds, pp. i-xxii. <https://doi.org/10.1108/S1530-353520240000026012>
- Patel-Amin, N. & Power, Thomas G. (2002). Modernity and childrearing in families of Gujarati Indian adolescents. *International Journal of Psychology*. 37(4): 239-245.
- Ranganathan, N. (Ed.). (2020). *Understanding Childhood and Adolescence*. New Delhi: Sage.

UNIT IV: Parenting in Diverse Contexts

- Kalra, S. (2019). *Perfect parenting*. Rupa Publications India Pvt. Ltd.
- Livingstone, S., & Blum-Ross, A. (2020). *Parenting for a digital future: How hopes and fears about technology shape children's lives*. Oxford University Press.

- Peart, L. (2025). *Parenting special needs children: A guide to parenting kids who are extra special*. Jossey-Bass Inc Pub.

Suggested readings:

- Sahithya, B. R., Manohari, S. M., & Vijaya, R. (2019). Parenting styles and its impact on children – a cross-cultural review with a focus on India. *Mental Health, Religion & Culture*, 22(4), 357–383. <https://doi.org/10.1080/13674676.2019.1594178>
- Sondhi, R. (2017). *Parenting Adolescents in India: A Cultural Perspective*. 91-108. <https://www.intechopen.com/chapters/53127>.
- Tschurenev, Jana. (2024). Contested Equality. Co-Parenting, Child Welfare, and Gender Politics in Contemporary History. In M. John, B. Lotz. & E. Schombucher. *Querying Childhood Feminist Reframings* (pp. 290-314). Routledge India. <https://www.taylorfrancis.com/books/oa-edit/10.4324/9781003465256/querying-childhood-mary-john-barbara-lotz-elisabeth-sch%C3%B6mbucher?refId=46dfbe4b-fdd3-49a2-b115-e4cdc96dfbf2&context=ubx>

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