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### **Department of Home Science** **SEMESTER – II**

#### **B.SC. (Prog.) Home Science**

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**B.Sc (Prog.) Home Science (SEMESTER - II)**

**DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC HP 204 ) –: Lifespan Development I: Prenatal and Early Years**

**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		
Lifespan Development I: Prenatal and Early Years	4	3	-	1	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To acquire an understanding of lifespan development as a discipline
- To appreciate the role of heredity, context, family and community in Lifespan development
- To understand developmental progression across stages and domains of the lifespan

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- The student will develop an understanding about the discipline of Lifespan development
- The student will appreciate principles of growth and development
- The student will understand the concept of stages and domains in lifespan development
- The student will become aware of optimal practices in child rearing and child stimulation

**SYLLABUS OF DSC HP 204**

**Unit I: Understanding Lifespan Approaches and Perspectives**

The unit provides a foundational view on Life Span development.

Subtopics:

- Definitions, nature, scope and multidisciplinary nature of Lifespan Development
- Developmental stages and domains
- Principles of growth and development
- Optimizing development in early years

**Unit II: Pregnancy, Birth and the Neonate**

The unit focuses on pregnancy and safe motherhood, understanding prenatal development and birthing techniques and the newborn.

Subtopics:

- Stages of prenatal development
- Influences on prenatal development and safe motherhood
- Birthing process and the high-risk newborns
- Newborn capacities and care

**Unit III: Development during Infancy**

Understanding the period of infancy through the framework of developmental domains

Subtopics:

- Developmental Norms and Milestones
- Physical- motor development
- Sensory Perceptual development
- Cognitive development
- Language development
- Social development

**Unit IV: Development during Preschool**

Understanding the domains of language, cognitive and socio-emotional development preschool period. Interlinkages between developmental domains for strong foundations.

Subtopics:

- Developmental Norms and Milestones during preschool
- Physical and motor development
- Language development
- Cognitive development
- Social and emotional development: Family, Play and Learning

## **PRACTICAL**

- Introduction to research methods in Lifespan development
- Documentation of methods: Interview, Observation and Narrative
- Prepare interviews to explore cultural practices and conceptions related to pregnancy, infancy and early childhood
- Conduct early childhood observations using specimen description and checklist in *any two* domains of development
- Using audio and video resources to study prenatal development, infancy and early childhood
- Preparation of activities and learning aids for parents using locally available materials
- Mapping resources in children's ecology by community survey
- Psychological tests- Developmental assessment of Indian children, WPPSI

### **Essential Readings**

- Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
- Rice, F. P. (1998). Human Development: A Life-span Approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
- Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw-Hill.
- Snow, C. W., & McGaha, C. G. (2003). Infant development (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

### **Suggested Readings**

- Childhood in south Asia: A critical look at issues, policies and programmes. Conn.USA:Information Age.
- Hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.
- Singhi, P. (1999). Child health & well-being: Psychological care within & beyond
- Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.).
- Verma, P, Srivastava, D.N. and Singh, A. (1996). *Bal manovigyan and bal vikas*. Agra: Chapter 3: Indian women: Traditional and modern: pages 52-70).

**DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC HP 205): Foundation of Food Science and Nutrition**

**Credit distribution, Eligibility and Prerequisites 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		
Foundation of Food Science and Nutrition	4	3	-	1	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand functions of food and the relationship between food, nutrition and health.
- To describe the functions of various nutrients, their sources and clinical manifestations of excess/ deficiency of nutrients.
- To learn about various methods of cooking and to understand the selection, nutritional contribution of and effect of cooking on different food groups.
- To describe ways of reducing nutrient losses during cooking.
- To be able to prepare dishes using principles of food science.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Comprehend the relationship between food, nutrition and health.
- Understand the selection, nutritional contribution and changes 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.

**SYLLABUS OF DSC HP 205**

**Unit I: Basic Concepts in Food and Nutrition**

Basic terminology used in the sciences of food and nutrition and understanding the relationship between what we eat and health.

Subtopics

- 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**

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

Subtopics

- Energy, carbohydrates, lipids and proteins
- Fat soluble vitamins
- Water soluble vitamins
- Minerals

**Unit III: Food Groups**

Selection, nutritional contribution and changes during cooking of various food groups.

Subtopics

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

**Unit IV: Methods of Cooking and Preventing Nutrient Losses**

Different methods of cooking and how nutrients can be retained

Subtopics

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

**Practical**

- Weights and measures; preparing market order and table setting
  - Food preparation, understanding the principles involved, nutritional quality and portion size
- Cereals: Boiled rice, pulao, chapati, paratha-plain/stuffed, poori, pastas
  - Pulses: Whole, dehusked, pulse curry
  - Vegetables: Dry preparation, vegetable curry
  - Milk preparations: Kheer, porridge, custard
  - Egg preparations: Boiled, poached, fried, scrambled, omelettes, egg pudding
  - Soups: Plain and cream soups
  - Baked products: cakes, biscuits/cookies
  - Snacks and Breakfast Cereals: pakoras, cutlets, samosas, cheela, upma/poha, sandwiches
  - Salads: salads and salad dressings

**Essential Readings**

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

**Suggested Readings**

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

**DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC HP 206): Fundamentals of Communication**

**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		
Fundamentals of Communication	4	3	-	1	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- 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 Learning Outcomes of this course are as follows:

**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.

**SYLLABUS OF DSC HP 206**



**Unit I: Communication: Core Concepts**

The 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.

*Subtopics:*

- 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**

The 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.

*Subtopics:*

- 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**

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**

The Unit III 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.

*Subtopics:*

- 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**

- Exercises to understand visual communication: Elements of Art and Principles of Design
- Exercises to explore dimensions of non-verbal communication
- Hands on practice with different types of public speaking
- Exercises in effective listening skills
- Exercises on building empathy for effective communication
- Analysis and designing of IEC materials

### **ESSENTIAL READINGS**

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.

Vivian, J. (1991). *The Media of Mass Communication*. Pearson College Div; 11th edition (19 March 2012).

### **SUGGESTED READINGS:**

Patri, V. R. and Patri, N. (2002). *Essentials of Communication*. Greenspan Publications

Baran, S. (2014). *Mass Communication Theory*. Wadsworth Publishing.

Stevenson, D. (2002). *Understanding Media Studies: Social Theory and Mass Communication*, Sage Publications.

McQuail, D. (2000). *Mass Communication Theories*. London: Sage Publications.

Zeuschner, R. (1997). *Communicating Today*. California State University, USA.

### **PRACTICAL WORK:**

Punhani & Aggarwal (2014). *Media for Effective Communication*. Elite Publishers, New Delhi.

**B.Sc (Prog.) Home Science (SEMESTER - II)**

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

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES**

**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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Self Development and Wellbeing	4	3	-	1	12 <sup>th</sup> Pass	NIL	Home Science

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand the concepts of self-development and wellbeing
- To study theoretical perspectives and stages of self-development
- To understand framework and dimensions of wellbeing
- To understand the context and significance of managing emotions and wellbeing
- To study and understand activities for enhancing self-development and wellbeing

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- The student will be able to understand the concept of self-development and parameters of wellbeing
- The student will be able to understand the theoretical perspectives on self-development and wellbeing
- The students will be able to demonstrate skills in developing and using contextually appropriate methods to promote well-being
- The student will be able to enhance their self-development and wellbeing through reflection and introspection

## **SYLLABUS OF GE HS 002**

### **Unit I: Understanding the self (4 weeks)**

To introduce various approaches and theories of self.

Subtopics:

- Definitions and concepts of self
- Perspectives on self
- Phases of self-development
- Theories of self-development

### **Unit II: Components of self-development (3 weeks)**

To understand various aspects of self-development.

Subtopics:

- Components of Self- An integrated approach
- Self-concept and self esteem
- Social self and development
- Factors influencing self

### **Unit III: Concept, approaches and importance of wellbeing (4 weeks)**

To understand basic definitions and concepts of wellbeing and interlink these with self-development.

Subtopics:

- Definitions and concept of Wellbeing
- Frameworks and dimensions of wellbeing
- Health and Wellbeing
- Happiness and Wellbeing

### **Unit IV: Promoting self-development and wellbeing (4 weeks)**

To understand significance of activities related to wellbeing.

Subtopics:

- Managing relationships and emotions
- Happiness and emotional wellbeing
- Mindfulness and decision making
- Academics and Work-life balance
- 

### **Practical component (if any)**

#### **PRACTICAL (Credit 1; Periods 30)**

- An activity on self-reflection from early childhood to adolescence.
- Focused group discussion on self and wellbeing.
- Narrative analysis/: biographies and autobiographies/ Diagrammatic representation of the self)

- Selected exercises to promote wellbeing: Music, dance, literature, poetry, art, yoga, meditation, play, and theatre
- Psychometric tests- on self and wellbeing
- Session on basics of counselling
- Profile an organisation work in sector of counselling

**Essential Readings**

1. Burkitt, I. (2008). Social selves: Theories of self and society. Sage
2. Emmons, R. A., & Shelton, C. M. (2002). Gratitude and the science of positive psychology. Handbook of positive psychology, 18, 459-471.
3. Kakar, S. (1978). The inner world. Delhi: Oxford University Press.
4. Kakar, S. and Kakar, K. (2007). The Indian: The portraits of a people. London: Penguin/Viking.
5. Mathews, G., & Izquierdo, C. (Eds.). (2008). Pursuits of happiness: Well-being in anthropological perspective. Berghahn books.
6. Rice, F. P. (2007). Adolescent: Development, Relationship and Culture.
7. Sabharwal, N., Ranganathan, N., Singh, I. V., & Basu, S. (2017). Unit-1 Dimensions of Self: An Integrated Approach.
8. Santrock, J. (2010). LifeSpan Development: A Topical Approach, New Delhi: Tata McGraw Hill.
9. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). The Oxford handbook of positive psychology. Oxford university press.
10. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
11. Winnicott, D. W. (2012). The family and individual development. Routledge.
12. Gough, I., & McGregor, J. A. (Eds.). (2007). Wellbeing in developing countries: from theory to research. Cambridge University Press.

**Suggested Readings**

1. Synder, C.R., Lopez, S.J., Pedrotti, J.T. (2011). Positive psychology: The scientific and
2. Practical explorations of human strengths. New Delhi: Sage.
3. Seligman, M. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being, Atria Books. Peterson, C. A. (2006). A Primer in Positive Psychology, Oxford University Press.
4. Nettle, D.S. (2006). Happiness: The Science Behind Your Smile, Oxford University Press.
5. Lyubomirsky, S. (2013). The Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does, Penguin.

**GENERIC ELECTIVES (GE HS 006): NUTRITION FOR THE FAMILY**
**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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Nutrition for the Family	4	3	-	1	12 <sup>th</sup> Pass	NIL	Home Science

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

The students will be able:

- The student will be able to comprehend the principles of planning nutritionally adequate diets.
- The student will be able to acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
- The student will be able to exercise food choices consonant with good health based on sound knowledge of principles of nutrition.

**SYLLABUS OF GE HS 006****Unit I: Basics of nutrients requirements (2 weeks)**

Concepts of estimated average requirements, recommended allowances and methods of assessing nutrient requirements in general for Indians

Subtopics:

- Concept of EAR, RDA and TUL
- Methods of assessment of nutrient requirements

**Unit II: Principles of Meal Planning (2 weeks)**

Concepts of food groups and food exchange lists for meal planning, factors affecting meal planning will be dealt with. Students will also be introduced to dietary guidelines for Indians.

Subtopics:

- Food groups
- Food exchange list
- Factors affecting meal planning and food related behaviour
- Dietary guidelines for Indians

**Unit III: Nutrition during adulthood (6 weeks)**

Physiological influence on nutrient requirements during adulthood (EAR/RDA), energy balance in adulthood, nutritional concerns and changes in requirements during pregnancy, lactation, and old age will be dealt with.

Subtopics:

- Adult men and women
- Pregnant women
- Lactating mothers
- Elderly

**Unit IV: Nutrition during childhood (5 weeks)**

Physiological changes during infancy, childhood and adolescence – growth and development; and their influence on nutrient requirements (EAR/RDA), concepts of nutrient requirements during these ages and nutrition concerns keeping in mind the changing food habits and importance of physical activity will be dealt with.

Subtopics:

- Infants
- Preschool children
- School children
- Adolescents

**Practical component (if any)**

**PRACTICAL**  
**Credit 1; Periods 30)**

Introduction to meal planning:

- Rich sources of nutrients
- Use of food exchange lists

Planning nutritious diets for:

- Adult (Male and Female)
- Pregnant and Lactating woman
- Pre-schooler
- Adolescent
- Elderly

Planning and cooking of nutrient rich snacks/dishes for:

- Infants (Freshly prepared complementary foods)
- Packed tiffin
- Pregnancy/Lactation

**Essential Readings**

1. Chadha R and Mathur P eds. (2015). Nutrition: A Lifecycle Approach. New Delhi: Orient Blackswan
2. ICMR-NIN (2020). Expert Group on Nutrient Requirements for Indians, Recommended Dietary Allowances (RDA) and Estimated Average Requirements (EAR)-2020
3. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Elite Publishing House Pvt. Ltd.
4. Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
5. NIN (2011). Dietary Guidelines for Indians-A manual. Second Edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
6. Puri S, Bhagat A, Aeri, BT, Sharma A (2019). Food Exchange List: A Tool for Meal Planning. New Delhi: Elite Publishing House.
7. Seth V, Singh K, Mathur P (2018). Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition. New Delhi: Elite Publishing House.
8. Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi Publ. Global Books Organisation, Delhi.

**Suggested Readings**

1. Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). Wardlaw's Perspectives in Nutrition, McGraw- Hill International Edition, 9th edition
2. B Srilakshmi Eighth Edition (2019). Nutrition Science. New Age International Publishers.
3. Punita Sethi, Poonam Lakra (2015). Aahar Vigyan Suraksha evam Poshan.Delhi: Elite Publishing House Pvt.Ltd



**GENERIC ELECTIVES (GE HS 009): GENDER AND MEDIA STUDIES**

**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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Gender and Media Studies	4	3	-	1	12 <sup>th</sup> Pass	NIL	Home Science

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the concepts relating to gender and to sensitize the students to the construction of gender.
- To highlight the various aspects in gender and development, and its dimensions, theories and approaches.
- To understand the gender-based issues of equality and equity through a study of development indices and feminist theories and perspectives.
- To learn about the inter-relationships between portrayal of women in media and the status of women as well as the role media can play in empowerment of women.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After studying, students will be able to:

- The student will be able to understand the concept of gender and socio-cultural practices impacting the construction of gender.
- The student will be able to understand the theories and approaches of feminism.
- The student will be able to comprehend the various aspects in gender and development, and its dimensions, theories and approaches.
- The student will be able to critique the role of the media in promoting gender equity and empowerment.

## **SYLLABUS OF GE HS 009**

### **Unit I: Social Construction of Gender (4 weeks)**

The Unit aims to critically understand the concept of gender and socio-cultural practices impacting the social construction of gender.

Subtopics:

- Concept of gender and sex
- Socialization and construction of gender
- Patriarchal social order and status of women
- Shifts in Status of women – historical and contemporary perspectives on status of women

### **Unit II: Gender and Development (4 weeks)**

The Unit highlights the various aspects in gender and development and focuses on its dimensions, theories and approaches.

Subtopics:

- Concept of Gender, Development and Indicators
- Approaches to women's participation in development
- Invisibility of women's work and economic participation
- Gender differentials in various sectors of development
- Life Cycle Approach to gender studies (violence against women)

### **Unit III: Feminism, Gender and Media (4 weeks)**

This Unit focuses on historical evolution of feminism and perspectives on gender and media.

Subtopics:

- Feminist theories; A short introduction
- Gender and Media; Theoretical perspectives - portrayal and representation
- Theory of Visual Pleasure - Male Gaze (Laura Mulvey);
- Queer Theory (Judith Butler)
- Masculine Hegemony (R.W. Connell)
- Framework for gender responsive media and gender mainstreaming

### **Unit IV: Gender and Empowerment (3 weeks)**

This Unit provides an insight on the concept of empowerment and gender equality.

Subtopics:

- Advocacy of women's rights through media
- Women's Empowerment; Historical and Contemporary Perspectives
- Women's Legal Rights and Redressal System
- Media laws related to women

**Practical component (if any)**

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

- Exercises on sex and gender
- Data interpretation on gender-related indicators
- Review and content analysis of various Media: print, films/documentaries on gender issues and their critical analysis.
- Case studies on representation of gender in mainstream media from a gender perspective (print, broadcast and new media)
- Critical analysis of Laura Mulvey's notion of Male Gaze

**Essential Readings**

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Butler, J. (1999). Gender trouble: Feminism and the subversion of identity. New York: Routledge.
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic Masculinity: Rethinking the Concept. Gender & Society, 19(6), 829–859.
- Human Development Reports. (n.d.). Hdr.undp.org. <https://hdr.undp.org/en/towards-hdr-2022>
- Mulvey, L. (1989). Visual Pleasure and Narrative Cinema. In Visual and other pleasures (pp. 14-26). Palgrave Macmillan, London.

**Suggested Readings**

- Beauvoir, S. (2015). The Second Sex. London: Vintage Books.
- Chattopadhyay, S (2018). Gender Socialization and the Making of Gender in the Indian Context. New Delhi: Sage Publications.
- Dube, L. (2001). Anthropological Explorations in Gender-Intersecting Fields. New Delhi: Sage Publications.
- Ghadially, R (2007). Urban Women in Contemporary India. New Delhi: sage Publications.
- Goel, A. (2004). Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
- Goel, A. (2004). Organisation & Structure of Women Development and Empowerment. New Delhi: Deep & Deep.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
- Khanna, S. (2009). Violence against Women and Human Rights. Delhi: Swastik
- Krishna, S. (Ed) (2003) Livelihood and Gender Equality in Community Resource Management. New Delhi: Sage Publications.
- Madhi, V. J et al (2014) Women's Studies in India. New Delhi: Rawat.
- Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

**GENERIC ELECTIVES (GE HS 014): FABRIC STUDY**

**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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Fabric Study	4	3	-	1	12 <sup>th</sup> Pass	NIL	Home Science

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To briefly study the fabric components.
- To enhance awareness of various commercially available fabrics.
- To understand the properties and end uses of the various types of fabrics.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After studying, students will be able to:

- The student will be able to understand the components of a textile fabric.
- The student will be able to identify the various commercially available fabrics.
- The student will be able to appropriately select fabrics based on their properties, cost and recommended end-use.

**SYLLABUS OF GE HS 014**

**UNIT I: Fabric components**

**(3 weeks)**

In this unit, students will be able to understand the basics of fibres, yarns and fabric.

Subtopics:

- Fibres and yarns
- Methods of fabric construction

Fabric finishing- dyeing, printing, aesthetic and functional finishes

**Unit II: Commercially important woven fabrics: Identification, properties and end use  
(7 weeks)**

In this unit, students will gain an understanding of various types of woven fabrics

Subtopics:

- **Cotton and other Cellulosic Fabrics**

- Lightweight fabrics- Mulmul, Voile, Organdy, etc.
- Medium weight fabrics- Cambric, Poplin, Cotton, Rubia, Denim, Chambray, Seer-sucker, Eyelash dobby, Schiffli, Jute, Linen, etc.
- Heavy weight fabrics- Canvas, Casement, Gabardine, Damask, Corduroy, Velvet, Terry, etc.

- **Silk and Wool fabrics**

- Lightweight fabrics- Silk Crepe, De Chine, Georgette, Chiffon, Organza, etc.
- Medium/Heavy weight fabrics- Flat silk, Satin, Taffeta, Dupion, Shantung, Raw silk, Tussar silk, Habutai silk, Tweed

- **Man-made fibre and blended fabrics**

Art silk, Lizzy-Bizzy, Terivoile, Semi-crepe, Moss crepe, Artificial chiffon, Artificial georgette, Terrycot, Poly-satin, Lycra, Modal, Viscose

**Unit III: Commercially Important Knitted and Non-woven fabrics: Identification, properties and end use (3 weeks)**

In this unit, students will learn about various types of knitted and non-woven and other types of fabrics

Subtopics:

- Knitted Fabrics- Knitted Terry, Jersey, Rib Knit, Interlock knit, Pique, Velour, Scuba, Fleece, etc.
- Non-wovens- Different types and weights
- Others- Leatherette, Suede, Nets and Laces

**Unit IV: Traditional Indian Fabrics: Identification, properties and end use (2 weeks)**

In this unit, students will be learn to identify various types of traditional Indian fabrics

Subtopics:

Selected woven, embroidered, painted, printed and dyed traditional Indian textiles.

**Practical component (if any)**

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

**Unit I: Identification of various types of fibres, yarns, fabrics and weaves**

- Learn to identify the different components of a fabric, its construction and other essential properties

**Subtopics:**

- Identification of common textile fibres
- Identification of textile yarns
- Identification of fabric types: Woven, Knitted, Non-Wovens and others
- Identification of fabric weave
- Identification of various types of woven fabrics in terms of Weight
- Thread Count

**Unit II: Collection of swatches for portfolio preparation of woven, knitted, non-woven and traditional Indian fabrics**

Learn to recognise various types of commercially available fabrics

**Subtopics:**

- Preparation of portfolio of commonly available fabrics
- Commercially important Woven Fabrics

Commercially important Knitted, Non-Woven and other fabrics o Traditional Indian Fabrics

**Essential Readings**

- Corbman P. B., (1989), Textiles- Fibre to Fabric, 6th edition, McGraw Hill, New York.
- Hollen N., Saddler J., Langford A.L., Kadolph S.J., (1988), Textiles, 6 th Edition, Macmillan Publishing Company New York, USA
- Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc., Florida.
- Rastogi, D. (Ed.) and Chopra, S. (Ed.), (2017), Textile Science, Orient Black Swan.
- Sekhri S., (2011) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi.
- Chattopadhyay, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi.

**Suggested Readings: (Practical)**

- Corbman P. B., (1989), Textiles- Fibre to Fabric, 6th edition, McGraw Hill, New York.
- Chelna Desai, 1988, Ikats Textiles of India, Chronicle Books, India.
- Pizzuto's J.J. "Fabric Science", Fairchild Publication, New York.
- Hollen N., Saddler J., Langford A.L., Kadolph S.J., (1988), Textiles, 6<sup>th</sup> Edition, Macmillan Publishing Company New York, USA
- Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi.
- Chelna Desai, 1988, Ikats Textiles of India, Chronicle Books, India
- Tholia A., (2013) Understanding Fabrics- A practical Approach, 2nd edition, Sarv

**GENERIC ELECTIVES (GE HS 018): INNOVATIVE DESIGN PRACTICES**

**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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Innovative Design Practices	4	3	-	1	12 <sup>th</sup> Pass	NIL	Home Science

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To sensitize students towards innovation in design to improve the quality of life of users as well as comply with environment protection.
- To stimulate the students to engage in creativity and integrate sustainability in their design endeavours.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After studying, students will be able to:

- The student will be able to get sensitized towards innovation and creativity through innovative and sustainable design practices and techniques.
- The student will be able to carry out development of product and prototyping from a sustainability perspective.
- The student will be able to brainstorm new product ideas in a systematic manner.

**SYLLABUS OF GE HS 018****Unit I: Introduction to Innovation in Design****(3 weeks)**

The focus of this unit would be on understanding the theoretical concepts related to innovation, design and creativity.

Subtopics:

- Concept of Design, Innovation, and Creativity
- Theories and principles of design and innovation
- Challenges to innovation

**Unit II: Methods and techniques for Innovation in Design****(4 weeks)**

This unit focuses on studying the various methods and techniques used for design innovation

Subtopics:

- Understanding disruptions in innovation approaches, case analysis
- Process of creativity and design
- Methods of ideating, creating and implementing innovative design ideas

**Unit III: Approaches for Sustainability in Design****(4 weeks)**

This unit attempts to acquaint the students with contemporary techniques and approaches for integrating concepts of sustainability in design.

Subtopics:

- Role of sustainability in design practice
- Emerging trends and sustainable methods and techniques of design
- Sustainable Materials: reclaimed and eco-friendly composite materials
- Contemporizing traditional designs
- Circular Economy as a pathway to sustainability in design

**Unit IV: Design Development and Presentation****(4 weeks)**

This unit will develop competence amongst students towards creating and executing their innovative design ideas.

Subtopics:

- Critical evaluation of existing designs:
  - Products
  - Interiors and Space
- Case study of Innovative design practices related to:
  - Interiors and Space
  - Product



**Practical component (if any)****PRACTICAL  
(Credit 1; Periods 30)****Unit I: Brainstorming Methods****Activities:**

- Sessions on Tinkering Lab
- Engaging students in a practical setup for brainstorming
- Narration / Documentation of brainstorming sessions
- Workshop/ Field Visits- Contemporary discussion with the artists and designers

**Unit II: Project on Innovative Design Idea****Activities:**

- Case study on Reuse/ Recycle/ Reclaim products
- Minor project on sustainable materials
- Portfolio on Innovative Design Idea
- Description
- Relevance of the idea in present context
- Digital Presentation / Prototype of Innovative Design Idea

**Essential Readings**

- Brown, T. (2019). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. ISBN-13: 9780062856623
- Soni, P. (2020) Design Your Thinking: The Mindsets, Toolsets and Skill Sets for Creative Problem-solving.
- Jones, J. C. Design Methods. ISBN-13: 978-0471284963
- Ashby, M.F, Johnson, K. Materials and Design: The Art and Science of Material Selection in Product Design.
- Allwood, J, Cullen, J. (2011). Sustainable Materials.
- Desai, A, Mital, A. Sustainable Product Design and Development. ISBN: 9780367343217
- William McDonough and Michael Braungart (2002). "Cradle-to-Cradle: Remaking the Way We Make Things", North Point Press, New York.
- Lance Hosey, (2012). "The Shape of Green: Aesthetics, Ecology, and Design", Island Press, Washington, D.C.

**Suggested Readings**

- Norman, A.D. The Design of Everyday Things: Revised and Expanded Edition.
- Kaptelinin, V. Affordances and Design.
- Pivot. From Concept to Product Launch: A guide to Product Development.
- Monto Mani and Prabhu Kandachar (Eds) (2015), "Design for sustainable well-being and empowerment: Selected Papers", IISc, Bangalore and TU Delft, The Netherlands.

- Papanek, V. (1984), “Design for the Real World”, 2nd Edition, London: Thames & Hudson.
- White Lemon, “365 Days of DIY”, Create Space Independent Publishing Platform, 2016.
- Jaffe, S.B et.al. (2020). Sustainable Design Basics.