

Department of Home Science
BSc. (Prog.) Home Science
Semester -VII

Paper No	Paper Title	Page No.
DSC HP 719	National Development and Social Policy	2-6
DSE HP 7A1	Theoretical Perspectives in Human Development	7-9
DSE HP 7A2	Gender and Social Change	9-11
DSE HP 7A3	Fundamentals of Counselling and Parenting	12-14
DSE HP 7B1	Approaches and Programmes in Public Health Nutrition	15-17
DSE HP 7B2	Clinical Nutrition	18-20
DSE HP 7B3	Communication for Nutrition and Health	21-23
DSE HP 7C1	Gender and Media	24-26
DSE HP 7C2	Behaviour Change Communication	27-30
DSE HP 7C3	Corporate Social Responsibility & Fundraising	31-34
DSE HP 7D1	World Textiles	35-37
DSE HP 7D2	Sustainable Consumption and Production of Fashion	38-40
DSE HP 7D3	Textile Conservation and Documentation	41-43
DSE HP 7E1	Ergonomic Design	44-46
DSE HP 7E2	Resource Management and Sustainable Development	47-49
DSE HP 7E3	Consumer Behaviour and Marketing Management	50-52

DISCIPLINE SPECIFIC CORE COURSE
DSC HP 719: NATIONAL DEVELOPMENT AND SOCIAL POLICY

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		
National Development and Social Policy DSC HP 719	4	4	0	0	Studied Semester VI	Nil

Learning Objectives

- To enhance students' knowledge on global and local aspects of social change and development.
- Develop sound knowledge for various development schemes, programmes and development goals
- Develop capacity to formulate strategies necessary for national development.
- Assess how improvements in human development contribute to broader national development goals.
- Evaluate the impact of development programs and initiatives on social change and human development outcomes.
- To understand how social policies influence sustainable resource management and contribute to national development.
- To develop understanding of agriculture and food security in the context of global developmental challenges

Learning Outcomes

- The students will be aware of how social inequalities impact the outcomes of development processes
- The students will develop sound knowledge for various development schemes, programs and Sustainable Development Goals
- Analyze the interconnections between human development and national development and evaluate how changes in one area impact the other.
- Propose strategies for leveraging technology and modernization to enhance human development outcomes.
- Students will be able to analyze and explain the interconnectedness between social policy and sustainable resource management, demonstrating how these factors contribute to national development.

- The students will be able to understand agriculture and food security in the context of global developmental challenges

SYLLABUS OF DSC HP 719

THEORY (Credit 4; Hours 60)

UNIT I: Concept of Development and Social Change

10 Hours

This unit elucidates upon the evolution of development, concept of sustainable development, indicators and roles of Sustainable Development Goals. Indicators of development and social change, theories and factors of social change, Indian agricultural policy: Food security for Sustainable Development, importance of agriculture in the development of the nation.

- Defining development and social change: changing perspective
- Role of NITI Aayog; Indicators of development and social change, theories and factors of social change
- Pillars of *Viksit Bharat*
- Environment and National Development: Concept of Sustainable development, SDGs, indicators and role of SDGs, Climate Change and its impacts
- Indian agricultural policy: formulation and implementation, Agriculture and Food security for Sustainable Development, diversification in agriculture, Importance of agriculture in the development of India
- Overview of food value chain, Food processing industry and its contribution to National development, government policies and initiatives supporting food processing industry
- National development as driver of social change, National policies on social welfare and development
- Road from developing to developed nation

UNIT II: National Development Programmes and Sustainable Development

10 Hours

This unit elucidates upon the development issues and goals pertaining to both national and international perspectives. It also focuses on the development approaches, strategies, programmes, and Sustainable Development Goals.

- Development issues and goals- national and international perspectives
- Contemporary National Development Programmes (related to education, employment, income, health and nutrition, digitalization and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes and communication support
- Development Approaches and strategies – Growth with equity, minimum needs and quality of life
- Gender perspectives in Development: Economic, Social and Political Trends and shifts over the years
- International and National conventions and policies contributing in the development.
- Goals of Sustainable development- income, education, health, longevity, poverty

- Social and human development in India: overview of Development Reports with special reference to India

UNIT III: Linking Human Development to National Development and Social Change

10 Hours

This unit lays human development, encompassing health, education, and income, is deeply interlinked with national development across economic, social, and political dimensions. Addressing social change, inclusivity, sustainable development goals (SDGs), and ethical considerations is essential for fostering equitable and sustainable progress.

- Key Indicators and Interdependencies between Human development (health, education, income) and national development (economic, social, political)
- Social change in the context of human development- Cultural shifts and modernization, technology, impact of programs
- Inclusive development and addressing marginalization - gender equality, youth development, disability and migrants
- Sustainable development goals (SDGs) and their role in promoting human development
- Ethical considerations in human development, policies, and interventions

UNIT IV: Social Policy and Sustainable Resource Management for National Development

10 Hours

This unit explores the role of social policy and design in sustainable resource management and national development, emphasizing key policies, global frameworks and innovative approaches

- The relationship between policy, resource management, and national growth
- Overview of social policies supporting resource sustainability
- Global frameworks and Sustainable Development Goals (SDGs)
- Innovative social policy approaches for national development
- Drafting resource-efficient policies: Design perspective

UNIT V: Textile Industry and Social Change Through Contribution in Economy, Employment & Export

10 Hours

This unit gives an overview of Textile Value Chain at domestic and global level, its contribution to national development through government policies – cotton, silk, manmade and technical textiles, handloom, khadi etc.

- Overview of Textile Value Chain: domestic and global presence
- Major manufacturing centres and their role in economic and social development -
- Subsectors of textile industry and their contribution to national development through government policies – cotton, silk, manmade and technical textiles, handloom, khadi
- Government policies and initiatives for supporting textile manufacturers/ SMEs and its implications on economy and society

UNIT VI: Nutrition-Focused Social Policies**10 Hours**

This unit explores the Role of Nutrition in National Development; contribution of Social Policies for Improving Nutritional Outcomes, various acts etc.

- The Role of Nutrition in National Development: The evolution of nutrition policies in development agendas, Role of nutrition in achieving national and international development targets, Synergies between nutrition and other development sectors (health, education, agriculture).
- Social Determinants of Nutrition: The impact of socioeconomic factors on nutritional outcomes
- Social Policies for Improving Nutritional Outcomes: Social protection programmes – food transfers, cash transfers, public work programmes, subsidies; Nutrition education
- Social policies targeting maternal and child nutrition – Maternity protection Act, labour regulations
- Challenges in Implementing Nutrition-Focused Social Policies

Essential Readings

- Burchi, F. (2021). 35. Effects of social protection on food consumption and nutrition. *Handbook on Social Protection Systems*, 596.
- Giddens, A. Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to Sociology* (10th Ed). Seagull.
- Ministry of Textile, GOI. (2024). Vision, Strategy and Action Plan For Indian Textile And Apparel Sector.
- Sachs, J. D. (2020). *The age of sustainable development* (2nd ed.). Columbia University Press.
- Spicker P. (2010). Social Policy Themes and approaches. Delhi, Jaipur, Rawat Publications.
- Unger, C. R., Borowy, I., & Pernet, C. A. (Eds.). (2022). *The Routledge Handbook on the History of Development*. New York: Routledge.

Suggested Readings

- Baker, S., Kousis, M., & Richardson, D. (Eds.). (2018). The politics of sustainable development: Theory, policy and practice. Routledge.
- Bapat, J. (2005). Development Projects and Critical Theory of Environment. New Delhi: Sage Publications.
- Bhat K.S. ed, (2008). Towards Social Development, Delhi, Rawat Publications.
- Bhatnagar. O.P & Dahama, O.P. (2009). Education and Communication For Development 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978- 8120400306.
- Chakrabarti, A., & Cullenberg, S. (2013). *Transition and development in India*. Routledge.
- Dixit, P., & Lal, R. C. (2019). A critical analysis of Indian textile industry: an insight into inclusive growth and social responsibility. *Russian Journal of Agricultural and Socio-Economic Sciences*, 88(4), 53-61.
- Drez Jean and Sen Amartya. (2007). Indian Development, New Delhi, Oxford University Press.

- Food and Agriculture Organization of the United Nations (2015). Nutrition and Social Protection. <http://www.fao.org/3/i4819e/i4819e.pdf>
- Green, D. (2008). From Poverty to Power: How Active Citizens and Effective States Can Change the World. Oxford: Oxfam International.
- Grosso, G., Mateo, A., Rangelov, N., Buzeti, T., & Birt, C. (2020). Nutrition in the context of the Sustainable Development Goals. *European journal of public health*, 30(Supplement_1), i19-i23.
- <https://www.india.gov.in/policies-and-schemes-ministry-textiles>
- Mikkelsen, Britha, (2002). Methods for Development Work and Research. New Delhi: Sage Publications.
- Patel, B., N. and Nagar R. (2018). Sustainable Development and India. OUP India.
- Sachs J D., (2005). The End of Poverty, London, Delhi Penguin Books.
- Swaminathan MS. (2016) Food Security and Social Protection. In: *Combating Hunger and Achieving Food Security*. Cambridge University Press.
- World Bank. (2010). Repositioning nutrition as central to development: a strategy for large-scale action - overview
- World Bank. (2017). The role of social protection in sustainable development. World Bank Group.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7A1: THEORETICAL PERSPECTIVES IN HUMAN
DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course title& code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Theory	Tutorial	Practical/ Practice		
Theoretical Perspectives In Human Development DSE HP 7A1	4	2	0	2	Studied Semester VI	Nil

Learning Objectives

- To learn about the history of study of human development.
- To comprehend the cultural notions of children and childhood.
- To study evolving contemporary theories in the discipline.
- To provide a framework to locate human development and childhood in an interdisciplinary context.

Learning Outcomes

- Understand the historical and philosophical traditions and theories of development.
- Comprehend the task of knowledge construction with reference to human development and childhood studies.
- Appreciate and analyse the different theories of development.
- Develop skills for critical appraisal and construction of theories of development.

SYLLABUS OF DSE HP 7A1

THEORY
(Credits: 2; Hours: 30)

UNIT I: Theory, construct, phenomena

10 Hours

This unit introduces the concepts of theory and theory construction.

- Theorizing and its philosophical underpinning.
- What is a theory?
- Links between phenomena, theory and method; Grounded theory

UNIT II: Theories of Development: Biological and Environmental**10 Hours**

This unit describes selected theories in the socio-biological, environmental, cognitive, and life course domains.

- Evolutionary theory, Psychosexual theory, Cognitive- Developmental theory.
- Learning theory, Social Role theory, Life-course theory.

UNIT III: Theories of Development: Social, Cognitive, Person-Environment 10 Hours

This unit delineates theories in the domains of social constructionism and selfhood

- Psycho-social theory, Dynamic systems theory, Constructivist perspective.
- Vygotsky's socio-cultural perspective, Theory-of-mind.
- Perspectives from Positive Psychology; Humanistic Theories.
- Theories of self in the Indian context.

PRACTICAL
(Credit 2; Hours 30)

1. Present the life and works of a theorist on the lines of a psychobiography.
2. Construct and conduct selected research tasks across childhood on cognition, social cognition, morality, and self-understanding.
3. Case profile of a child delineating the importance of context using social ecological perspectives
4. Autobiographical narratives in the study of identity/ Self-help approaches for mental wellbeing and other relevant themes across the life-span (Group projects)

Essential readings

- Benson, N. (2011). *The psychology book: Big ideas simply explained*. DK: London.
- Buckingham, W. (2011). *The philosophy book*. DK: London.
- Crain, W. (2024). *Theories of development: Concepts and applications*. Routledge: New York.
- Jenks, C. (2005). *Childhood: Critical Concepts in Sociology*. New York; Routledge.
- Rogoff, B. (2003). *The Cultural Nature of Human Development*. USA: OUP.

Suggested readings

- Dixon, R. A. & Lerner, R. M. (1999). *History and Systems in Developmental Psychology*. In M. H. Bornstein & M. E. Lamb, *Developmental Psychology: An Advanced Textbook*. 4th edition. pp 3 – 48. Mahwah, NJ: Lawrence Erlbaum.
- Frazer, J.G. (2004). *The Golden Bough: A study in magic and religion*. USA: Cosmo.
- Hampden-Turner, C. (1981). *Maps of the mind*. New York: Wiley.
- Ishay, M.R. (2004). *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkeley: University of California Press.

- Ramanujan, A.K. (1994). *Folk Tales From India*. India: Penguin Books.
- Ramanujan, A.K. (1997). *Flowering Tree: And Other Oral Tales From India*. USA: Viking.
- Sobel, D. (1999). *Galileo's Daughter: A Historic Memoir of Science, Faith and Love*. New York: Walker & Co.
- Spivak, G. C. (2004). *Death of a Discipline*. Calcutta: Seagull.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7A2: GENDER AND SOCIAL CHANGE

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		
Gender And Social Change DSE HP 7A2	4	2	0	2	Studied Semester VI	Nil

Learning Objectives

- To study the role of gender in social change movements.
- To create awareness how gendered identities and experiences shape activism and policy.
- To impart knowledge about various social movements analyzing their impact on society.

Learning Outcomes

By the end of this course, students will:

- Explain key concepts related to gender and social change.
- Recognize historical and contemporary role of gender in social movements.
- Describe effectiveness of gender-based activism
- Provide understanding of intersections of gender with race, class, and sexuality in social change.

SYLLABUS OF DSE HP 7A2

THEORY
(Credits 2; Hours 30)

UNIT I: Foundations of Gender and Social Change

10 Hours

This unit gives overview, key concepts and foundation of gender and social change lays thrust on

history, making and design details of various textile crafts of India

- Overview of the course
- Key concepts: gender, social change, activism
- Waves of feminism and social movements
- Key figures in gender activism
- Understanding intersectionality

UNIT II: Gender and Social movements

10 hours

This unit highlights the different social movements for social change related to Gender issues

- Historical and contemporary feminist movements
- The evolution of LGBTQ+ rights movements
- Gender identity and expression
- Feminist movements in India

UNIT III: Contemporary issues in Gender

10 Hours

This unit outlines the gender issues in contemporary context

- Digital Activism and Gender
- Social media's impact on gender issues
- Understanding gender-based violence

PRACTICAL (Credit 2; Hours 60)

1. Using appropriate methods students will develop an understanding of social construction of gender by exploring: Gender roles and gendered division of labor, Socialization for gender and gender inequality
2. Review of images of men and women locally and Globally over the years to understand social change.
3. Understand gender and social change through films/documentaries
4. Review of songs, stories, mythology and other texts to understand representation of gender
5. Review of research articles on Gender related issues addressing social change
6. Placement in organizations (NGOs and Govt organizations) working in the area of Gender Empowerment

Essential Readings

- Agosin, M. (2003). Women, Gender and Human Rights: A Global Perspective (1st ed.). Rajasthan, India: Rawat.
- Andersen, M.L. (2003). Thinking about Women: Sociological Perspectives on Sex and Gender. Sixth Edition. New York: Macmillan Publishing Company.
- Chaudhuri, M. (2005). Feminism in India: Issues in contemporary Indian Feminism. New Delhi: Zed books.
- Niumai, A., & Chauhan, A. (Eds.). (2022). Gender, law and social transformation in India. Springer.
- UN Women. (2020). India: Gender equality and social change. United Nations.

Suggested Readings

- Basu, A., & Sarkar, T. (Eds.). (2022). Women, Gender and Religious Nationalism. Cambridge: Cambridge University Press.

- Das, B & Khawas, V. (2009). *Gender issues in development: Concerns for the 21st century*, edited by Bhaswati Das, and Vimal Khawas. New Delhi: Rawat Publications.
- Pandya, R. & Patel, S. (2010). *Women in the unorganised sector of India*. New Delhi: New Century Publication.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7A3: FUNDAMENTALS OF COUNSELLING AND PARENTING

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 And Parenting DSE HP 7A3	4	2	0	2	Studied Semester VI	Nil

Learning Objectives

- To appreciate and understand key concepts and strategies of guidance and counselling across different life stages.
- To understand concepts and models of parenting and attributes of positive parenting to aid development of children and adolescents.
- To analyse the impact of various parenting styles and guidance techniques to child and adolescent development.
- To understand guidance and counselling strategies to support families and children facing developmental challenges.
- To understand and practice basic counselling skills.

Learning Outcomes

By the end of this course, students will:

- Acquire an overview of counselling techniques and parenting strategies.
- Understand the importance of effective communication and understanding child development.
- Be able to explore key concepts of counselling, practical skills for supporting families
- Gain insights about impact of parenting styles on child's behavior and development.

SYLLABUS OF DSE HP 7A3

THEORY
(Credits 2; Hours 30)

UNIT I: Introduction to Counselling

8 Hours

This unit introduces the various key concepts of counselling and other related determinants

- Foundations of Counselling

- Skills required in Counselling
- Ethical Considerations in Counselling
- Self-development of the counselor

UNIT II: Understanding Parenting in different stages of child development **10 Hours**

This unit highlights the challenges of contemporary parenting and how children's needs can be supported

- Parenting Style and its impact on development of the children and adolescents
- Influence of culture & context in parenting
- Impact of family structure on parenting
- Strategies for positive parent-child communication and managing conflict and discipline
- Supporting Children's Emotional needs

UNIT III: Role of counselling in effective Parenting **12 Hours**

- Cultural and socio-economic influences on parenting
- Parental self-care and well being
- Creating Supportive Environments in diverse family structures
- Parenting: Diversity and Inclusion (gender, sexuality, disability, multiculturalism)
- Strategies for creating nurturing home environments
- Importance of community resources
- Counselling approaches for diverse family forms

PRACTICAL (Credit 2; Hours 60)

1. Using recorded available Audio-visual aids to gain a basic understanding of the counselling process.
2. Visit to the institutions offering counselling to children
3. Conducting interviews and observation as a method of studying children and families.
4. Workshop on Skills of counselling (Rapport building, Communication skills, Empathy skills, Active listening skills, Responding skills, etc.)
5. Mock sessions to demonstrate and practice counselling skills.
6. Cultural and Diversity in Parenting Panel Discussion
7. Guidance strategy worksheets-Transition scenario cards (e.g., starting school, entering adolescence, marriage, retirement)
8. Parenting Style Assessment and Analysis students identify and analyze different parenting styles and their impacts on child development.

Essential Readings

- Beidel, D.C., & Turne, S.M. (2005). *Childhood anxiety disorders: A guide to research and treatment*. New York: Routledge.
- Eanes, R. (2009), *Positive parenting*, J. P. Tarcher, U.S/ Perigee Bks, U.S.
- Kinra, A.K. (2008). *Guidance and counselling*. Pearson.
- Sahay, S, Deb, S. & Bhandra, S. (2019). *Childhood to Adolescence: Issues and Concerns*. Pearson.
- Seligman, L. & Reichenberg L.W. (2001). *Theories of counselling and psychotherapy: Systems, strategies and skills*. Pearson

Suggested Readings

- Golden, B. (2003). *Healthy anger: How to help children and teens manage their anger*. NY: Oxford University Press.
- Gumbiner, J. (2003). *Adolescent assessment*. New Jersey, NJ: Wiley & Sons.
- Jacobs, Ed. E., Mason, R.L., & Harvil, R.L. (2009). *Group counselling: Strategies and skills*. Canada: Cengage learning.
- Jolley, R.P. (2010). *Children & pictures: Drawing and understanding*. UK Wiley Blackwell
- Luz, R., George, A., Vieux, R., & Spitz, E. (2017). Antenatal determinants of parental attachment and parenting alliance: How do mothers and fathers differ? *Infant Mental Health Journal*, 38(2), 183-197.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7B1: APPROACHES AND PROGRAMMES IN PUBLIC HEALTH
NUTRITION

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		
Approaches and Programmes in Public Health Nutrition DSE HP 7B1	4	2	0	2	Studied Semester VI	Studied Public Nutrition and Dietetics DSC HP 617

Learning Objectives

- To study the various approaches for improving nutrition and health status of the community.
- To gain an insight into the policies on nutrition, health and food security, and programmes for improving nutritional and health status, and food security among the population.

Learning Outcomes

- Understand the different approaches for improving nutrition and health status of the community.
- Get acquainted with the policies on nutrition and health, and the food security act.
- Become familiar with the programmes for improving nutrition and health status, and food security among the population.

SYLLABUS OF DSE HP 7B1

THEORY
(Credits 2; Hours 30)

UNIT I: Approaches for Improving Nutrition and Health Status of the Community 12 Hours

This unit deals with various types of approaches such as health-based, food-based, education-based and other approaches for improving nutrition and health status of the community.

- Health based interventions including immunization, provision of safe drinking water/ sanitation, prevention and management of diarrhoeal diseases, other health services such as antenatal care, deworming, medicinal supplements
- Food based interventions including food fortification, dietary diversification, supplementary nutrition programmes and biotechnological approaches

- Education based interventions including growth monitoring and promotion (GMP), health/nutrition related social and behaviour change communication
- Other Approaches such as Conditional Cash Transfer, Livelihood and Women Led Income Generation, sustainable food systems

UNIT II: National Policies for Improving Nutrition and Health Status of the Population

4 Hours

This unit deals with the national policies on nutrition and health, and the food security act.

- National Nutrition Policy and National Nutrition Strategy
- National Health Policy
- National Food Security Act

UNIT II: Programmes for Improving Nutrition and Health Status of the Population

6 Hours

This unit deals with the programmes for improving nutritional status and health of the population, with special emphasis on programmes for maternal, infant, young children and adolescents. It also includes initiatives for ensuring food security among the population.

- Health programmes: National Health Mission, Ayushman Bharat and Pradhan Mantri Jan Arogya Yojana (PM-JAY), National Tuberculosis Control Programme, National Diarrhoeal Diseases Control Programme, Universal Immunization Programme, National Programme for Prevention and Control of Non-Communicable Diseases (NP-NCD)
- Programmes for prevention of nutritional deficiencies (Vitamin A, Iron, Iodine)
- Programmes for maternal, infant, young child and adolescent nutrition and health: POSHAN Abhiyan, ICDS/Poshan 2.0 and Saksham Anganwadis, Pradhan Mantri-Poshan Shakti Nirman (PM-POSHAN), Scheme for Adolescent Girls
- Food Security Programmes: National Food Security Mission, Public Distribution System/Targeted Public Distribution System, Antyodaya Anna Yojana

PRACTICAL

(Credit 2; Hours 60)

1. Development of low-cost recipes for vulnerable sections of the community: infants, preschoolers, adolescents, pregnant and lactating mothers.
2. Development of recipes for enhancing nutritional value of foods.
3. Planning of cyclic menu for school feeding programme.
4. Growth monitoring – Plotting and interpretation of growth charts.
5. Planning and preparation of aids/tools for creating nutrition awareness among vulnerable population groups.
6. Field visit to an ongoing national public health nutrition programme

Essential Readings:

- Longvah, T., Ananthan, R., Bhaskarachary, K. and Venkaiah, K. (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
- 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.
- Vir, S.C. (2021). Public Health Nutrition in Developing Countries. Volume-II, 2nd edition. Woodhead Publishing India Pvt Ltd.

Suggested Readings:

- Bamji, M.S., Krishnaswamy, K. and Brahman, G.N.V. (Eds) (2016). Textbook of Human Nutrition, 4th edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Chadha, R. and Mathur, P. (eds.) (2015). Nutrition A Lifecycle Approach. New Delhi, India: Orient Blackswan Pvt. Ltd.
- 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.
- Indian government websites – Ministry of Health and Family Welfare, Ministry of Women and Child development, NITI Aayog etc.
- Khanna, K, Gupta, S, Seth, R, Mahna, R, Rekhi, T (2018) The Art and science of Cooking. Fifth Edition. Elite Publishing House Pvt. Ltd.
- Raina, U., Kashyap, S., Narula, V., Thomas, S., Suvira, Vir, S., Chopra, S. (2010) Basic food preparation. (4th ed.) Lady Irwin College.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE**DSE HP 7B2: CLINICAL NUTRITION****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		
Clinical Nutrition DSE HP 7B2	4	2	0	2	Studied Semester VI	Studied Public Nutrition and Dietetics DSC HP 617

Learning Objectives

- To understand the basic principles of the nutrition care process in the management of hospitalized patients.
- To understand the etiopathophysiology and metabolic anomalies of various disorders/ diseases and provide appropriate nutrition care for the medical nutrition therapy (MNT) of various disorders / diseases
- To acquire basic skills in dietary counseling for management of various disease conditions

Learning Outcomes

- Develop an understanding about the basic principles in management of hospitalized patients
- Acquire an in depth understanding about the etiopathophysiology and metabolic anomalies and MNT of various disorders/diseases
- Learn the principles of dietary counseling in various diseases.

THEORY
(Credits 2; Hours 30)

UNIT I: Nutritional Care of Patients**8 Hours**

Students will be introduced to the concept of nutrition care process, ethical issues in patient care and dietary counseling for both OPD and IPD patients. The concept of nutrition support systems will also be discussed.

- Nutrition care process
Nutritional screening and assessment of the patients – out patient & hospitalized patients
Nutrition diagnosis, nutrition care plan and implementation
Nutrition monitoring, evaluation and follow up
- Ethical issues in patient care
- Dietary counseling

- Nutrition support systems - Enteral and Parenteral Nutrition

UNIT II: Diseases and their Clinical Management

14 Hours

This Unit deals with the etiopathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT and recent advances in different diseases/disorders. Students will also be trained on disease specific dietary counseling.

- Metabolic disease: Diabetes Mellitus (Type 1, Type 2, Gestational Diabetes)
- Cardiovascular diseases: Metabolic Syndrome, Myocardial Infarction, Congestive heart failure
- Gastrointestinal disorders- IBD, Diverticular disease

UNIT III: Dietary management of hepatobiliary, lung and bone disorders

8 Hours

Through this Unit, students will understand the etiopathophysiology, metabolic & clinical aberrations, diagnosis, complications, treatment, MNT and recent advances in degenerative diseases/disorders.

- Hepatic disorders- MAFLD, Liver Cirrhosis, Cholelithiasis, Cholecystitis
- Chronic Obstructive Pulmonary Disease
- Bone disorders – Osteoporosis, Sarcopenia

PRACTICAL (Credits 2; Hours 60)

I. Assessment of patient needs – nutritional assessment and screening

- Nutritional interpretation of routine medical and laboratory data - Fasting and Post Prandial Blood Glucose, HbA1c, Lipid Profile, Liver Function Test

II. Planning and preparation of diets and dietary counseling for following diseases

- Type 1 diabetes
- Type 2 diabetes
- Metabolic Syndrome/ Myocardial Infarction
- Congestive Heart Failure
- Ulcerative colitis
- Diverticular disease
- MAFLD

III. Nutritional management in clinical setting

- Demonstration of dietary assessment software

Essential Readings

- Indian Dietetics Association, (2018) Clinical Dietetics Manual, 2nd Edition. Elite Publishing House Pvt. Ltd.
- Khanna K, Gupta S, Seth R, Passi SJ, Seth R, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. 2nd Edn. Phoenix Publishing House Pvt. Ltd.
- Raymond, J.L. and Morrow, K. (2020) Krause and Mahan's Food & the Nutrition Care Process. 15th ed. Saunders-Elsevier
- Seth, V. and Singh K. (eds.) (2021) Principles of Medical Nutrition Therapy for Positive Clinical Outcomes, 1st Edition. Elite Publishing House Pvt. Ltd.

Suggested Readings

- 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/b1Lz8S8>
- Gibney MJ, Elia M, Ljungqvist & Dowsett J. (2005) Clinical Nutrition. The Nutrition Society Textbook Series. Blackwell Publishing Company
- ICMR (2020) Estimated Average Requirements and Recommended Dietary Allowances for Indians. Published by National Institute of Nutrition, Hyderabad.
- Joshi Y K. (2008) Basics of Clinical Nutrition 2nd ed. Jaypee Brothers Medical Publishers
- 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, BT, Sharma A (2019). Food Exchange List: A Tool for meal Planning. Elite Publishing House. New Delhi.
- Shils, M.E., Shike, M, Ross, A.C., Caballero B and Cousins RJ (2005) Modern Nutrition in Health and Disease. 10th ed. Lipincott, William and Wilkins.
- 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
- 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.

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7B3: COMMUNICATION FOR NUTRITION AND 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/ Practice		
Communication for Nutrition and Health DSE HP 7B3	4	2	0	2	Studied Semester VI	Studied Public Nutrition and Dietetics DSC HP 617

Learning Objectives

- To equip students to understand the basics of communication strategies and role of counselling for a healthy lifestyle and in disease management
- To develop skills for conducting counselling sessions/tools for nutrition related problems during the lifecycle

Learning Outcomes

- Gain knowledge on the basics of communication strategies and best suited methods of communicating with individuals to select appropriate strategies of dietary problems
- Understand the importance of BCC in managing nutrition related problems
- Draw out a complete Counselling plan for individuals based on their physiological conditions using the appropriate tools
- Understand how best to maintain adherence to changed dietary practices for specific physiological conditions

SYLLABUS OF DSE HP 7B3

THEORY
(Credits 2; Hours 30)

UNIT I: Basics of Communication

8 Hours

Through this Unit, students will become familiar with forms of communication, methods of communication, skills of a good communicator, barriers in effective communication, counselling in the nutrition care process

- Meaning of Communication, Forms of communication: Verbal and Non-verbal Communication
- Communication methods

- Characteristics of effective communication, Skills and attributes of a communicator
- Barriers to effective communication
- Concept and importance of communication in the nutrition care process
- Importance of dietary patterns and food choices and their impact on counselling
- Behaviour Change Communication

UNIT II: Processes involved in dietary communication/counselling

6 Hours

Students will learn how to design nutrition counselling plans and the various processes involved in designing such plans

- Designing of communication/ counselling plans – goals & objectives, evaluation instruments.
- Implementation: facilitating self-management of disease condition
- Evaluation: evaluating adherence to dietary changes
- Counselling approaches after evaluation

UNIT III: Nutrition communication through the life span

10 Hours

Nutrition communication for improving overall health and wellbeing during various stages of the lifecycle.

- Pregnancy and Lactation
- Preschoolers and school going children
- Adolescents
- Adults
- Elderly

UNIT IV: Nutrition communication and strategies for improving common disorders 6 Hours

Nutrition communication for improving overall health and wellbeing during common disorders and strategies to maintain diet adherence.

- Lactose intolerance
- Celiac disease
- Obesity and metabolic syndrome
- Diabetes

PRACTICAL

(Credit 2; Hours 60)

I: Basics of communication and counselling

8 Hours

- Survey of different Diet Apps available online for assessing nutrient intake. Critical Evaluation of any one Diet App and comparing it with manual calculation.

II: Communication for nutrition and health during the life span

28 Hours

- Listing the traditional/ region specific dietary patterns in a specific physiological condition/minor ailment.
- Developing counselling sessions and innovative methods of communication for different physiological stages
 - Preconception counselling
 - Antenatal and lactation/IYCF counselling
 - Micronutrient deficiencies in preschoolers
 - Overweight/obesity in children

- Eating disorders in adolescents
- Malnutrition among elderly

III: Communication for nutrition and health for management of disorders 24 Hours

- Lactose intolerance
- Celiac disease
- Obesity and metabolic syndrome
- Diabetes

Essential Readings

- Beto, A.J., & Holli, B.B. (2023). *Nutrition Counseling and Education Skills for Dietetics Professionals*. Eighth edition. USA: Lippincot Williams and Wilkins; Wolters Kluwer.
- Mahan, L.K., & Escott, S.S. (2016) *Krause's Food & Nutrition Therapy* 14th ed. Saunders-Elsevier
- Snetselaar, L. (2009). *Nutrition Counseling Skills for the Nutrition Care Process*. Fourth Ed. Sudbury, Massachusetts: Jones Bartlett Publishers.

Suggested Readings

- Devito, J.A. (2015) *Human Communication: The Basic Course*. New York: Pearson
- Gable, J. (2016). *Counseling Skills for dietitians*. Florida, USA: John Wiley and Sons.
- King, K., & Klawitter, B. (2007). *Nutrition Therapy*. Advanced Counseling Skills. Third Edition. Philadelphia, USA: Lippincot Williams and Wilkins; Wolters Kluwer. 2007 <http://www.fao.org/docrep/X2550E/X2550e04.htm>
- Midwinter R and Dickson J. (2015). *Embedding Counseling and Communication Skills. A Relational Skills Model*. Routledge 2015

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

DISCIPLINE SPECIFIC ELECTIVE COURSE**DSE HP 7C1: Gender and Media****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		
Gender and Media DSE HP 7C1	4	2	0	2	Studied Semester VI	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

- 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.

SYLLABUS OF DSE HP 7C1**THEORY**

(Credit 2; Hours 30)

UNIT I: Understanding Gender and Women's Status**10 Hours**

The Unit I elucidate upon the concept of gender, Sex, LGBTQ identities. It elaborates on the status of women across ages and the shifts across various social orders.

- Concept of gender, differences between sex and gender, social construction of gender and the role of media

- LGBTQ/ Binary and Non-Binary identities: Concept, intersection with other gender identities, challenges, initiatives by government
- Status of women- definition and quantification, shifts in status of women – historical and contemporary perspectives
- Patriarchal and matriarchal social order and impact on women's status

UNIT II: Gender and Development

10 Hours

The unit elaborates on the various gender-based differentials in education, health, economic and political participation and quantifying the same using the index-based approach. It elaborates on the violence faced by women across various stages in life and the legal provisions available to address the same.

- Gender differentials in health/nutrition, education, economic and political participation
- Indices of Gender development with special reference to India's position; GDI, GII, GGI
- Life Cycle Approach to gender studies; violence faced by women at different life stages (Domestic violence, Sex selection practices, Sexual Harassment at work place); Legal provisions available for dealing with such violence
- Women empowerment- Economic, social and political dimensions of empowerment

UNIT III: Gender, Media and Impact on Society

10 Hours

The Unit III elaborates on media's role in construction of gender, representation of women in media and various stereotypes. It also focuses on framework for gender responsive media and gender mainstreaming, ICTs and Gender.

- Social construction of gender: role of media
- Women's representation in the media in past and present (news, programs and advertisements): in political, cultural and social landscape
- Media and perpetuation of gender stereotypes, objectification of women, commodity feminism
- Ethical concerns pertaining to women's portrayal in media, Framework for gender responsive media and gender mainstreaming
- ICTs and Gender: Opportunities and challenges

PRACTICAL (Credit 2; Hours 30)

- Activities on sex and Gender
- Study of gender-based indices with reference to Indian context
- Analysing gender in media content: portrayal of women in media, gender stereotyping
- Research studies on issues linked to Gender
- Case studies of changing representations of femininity and masculinity in various media : magazines, films, TV shows, social media
- Studies on programmes and campaigns for women's development

- Developing Digital stories/ Power point presentations/ Radio Programs/Audio jingles on gender-based Issues

Essential Readings

- 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.
- Saikia, J.P., (2017). Gender Themes and Issues, Concept Publishing Company.
- Bhasin, Kamla (2000). *Understanding Gender*. New Delhi. Kaali for Women.
- 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.
- 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.
- Goel, A, Kaur, A and Sultana, A (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraja, (1994), *Status of Girls in Development Strategies*, New Delhi, Har-Anand Publications.
- Ghadially, R (1989). *Women in India Society: A Reader*. New Delhi: Sage Publications.
- Ghadially, R. (2007). *Urban Women in Contemporary India*. . New Delhi: sage Publications
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7C2: BEHAVIOUR CHANGE 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		
Behaviour Change Communication DSE HP 7C2	4	2	0	2	Studied Semester VI	Nil

Learning Objectives

- To comprehend the principles, methodologies, and theories underpinning Behaviour Change Communication (BCC)
- To gain an understanding of the connections between communication strategies and behavioural change
- To explore the application of BCC concepts to specific areas such as health and environmental issues
- To design effective strategies for 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 Behavior Change Communication (BCC)
- Gain an understanding of the connections between communication strategies and behavior change
- Explore the application of BCC concepts in areas like Health and environmental communication
- Design effective strategies for behavior change communication that will address a variety of social challenges

SYLLABUS OF DSE HP 7C2

THEORY (Credit 2; Hours 30)

UNIT I: Foundations of Behaviour Change Communication

10 Hours

The unit provides an overview of the concept and relevance of Behaviour Change Communication (BCC). This unit covers the core concepts, principles, and theories of Behaviour Change Communication. It deeply explores the role of communication in influencing behaviour, focusing on theoretical models like the Health Belief Model and Social Cognitive Theory etc.

- Introduction to BCC: Definition and scope of BCC. Evolution of Communication for Development.
- Theories of Behaviour Change: Socio-Ecological Model, Stages of Change, Health Belief Model, Social Cognitive Theory, Theory of Planned Behaviour, Diffusion of Innovations, Social Network theory and others
- Key Concepts and Approaches: Principles of BCC, Approaches to BCC, Role of Culture, Norms and values in BCC, Behaviour change vs. social change, Importance of participatory and inclusive communication.

UNIT II: Tools and Techniques for BCC

10 Hours

This unit focuses on the need for structured BCC strategies, the application of the Theory of Change, and the steps involved in strategy design. It also reviews national BCC campaigns to highlight best practices and challenges

- Need and Relevance of BCC Strategies, Role of BCC in achieving sustainable development goals (SDGs), Understanding the concept and application of Theory of Change in BCC, Steps in BCC Strategy Development
- BCC 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 III: Application of BCC to Social Issues

10 Hours

This unit examines the application of BCC in addressing health, environmental, and social justice issues. It emphasizes campaign design, implementation, and the importance of monitoring and evaluation to ensure program success.

- BCC 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 BCC to combat discrimination and promote inclusion
- Monitoring and Evaluation (M&E): Importance of M&E in BCC programs, Key indicators for assessing impact, Tools and techniques for tracking progress and refining strategies.

PRACTICAL **(Credit 2; Hours 60)**

- Critical analysis of BCC campaigns from a socio-ecological perspective
- Analysis and interpretation of Health and environment-related indicators
- Designing BCC campaign for social and developmental issues
- Review of policy initiatives in Health & Environment
- Evaluation of IEC material of various BCC campaigns on health
- Evaluation of IEC material of various BCC campaigns on environment

Essential Readings

- Atkin, C.K. & Rice, R.E. (2012) *Theory and Principles of Public Campaigns*. In C. Atkins & R Rice (EDS) Public Communication Campaigns. Newbury Park, CA: Sage
- Cox, R. (2006) *Environmental Communications and the Public Sphere*. Thousand Oaks, CA: Sage.
- 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 Manual*. International

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>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7C3: CORPORATE SOCIAL RESPONSIBILITY & FUNDRAISING

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		
Corporate Social Responsibility & Fundraising DSE HP 7C3	4	2	0	2	Studied up to Semester VI	Nil

Learning Objectives

- To develop a comprehensive understanding of the concept of Corporate Social Responsibility (CSR), its historical evolution, and its linkages to societal development in national and international contexts.
- To examine CSR strategies, leadership styles, and the integration of corporate governance principles for effective planning and execution of CSR initiatives.
- To explore the fundraising environment, including the types of funding agencies, sources of support, and strategies for mobilizing financial and non-financial resources for development programs.
- To understand donor behaviour, ethical fundraising practices, and the impact of funding on development initiatives and organizational growth.

Learning Outcomes

- Critically analyze the growth and factors influencing CSR across diverse socio-economic, legal, and environmental perspectives.
- Demonstrate the ability to design effective CSR strategies by integrating corporate governance principles and leadership approaches tailored to organizational objectives.
- Gain practical knowledge of fundraising techniques and develop strategies for engaging donors and securing financial and in-kind contributions for development programs.
- Evaluate the ethical dimensions of fundraising, assess donor motivations, and identify the impact of funding decisions on the sustainability of development initiatives.

SYLLABUS OF DSE HP 7C3**THEORY
(Credits 2; Hours 30)****UNIT I: Corporate Social Responsibility****10 hours**

This unit introduces the concept of Corporate Social Responsibility (CSR), exploring its definition, historical evolution, and linkages to societal development. Additionally, it focuses on the nature and types of CSR activities and their impact on development programs. The relationships between CSR and development organizations are explored, along with their influence on organizational functioning. The unit concludes by discussing government initiatives aimed at promoting CSR practices.

- Definition, concept, linkages to development
- Growth of CSR-historical & contemporary perspectives, national & international scenario
- Factors influencing growth of CSR in societies- ideological, socio-economic, legal & environmental perspectives
- CSR activities–nature, types, impact on development programmes
- CSR & development organisations–relationships, functioning & impact on organisational functioning
- Government initiatives for promoting CSR

UNIT II: CSR Strategy and Leadership**10 Hours**

This unit focuses on the strategic dimensions of CSR and the leadership required to drive its successful implementation. It examines corporate motivations and behaviours that shape CSR practices, both nationally and internationally, while grounding the discussion in relevant theories and principles. The unit also covers strategic corporate planning and outlines steps to make CSR effective for businesses. Case studies of national and international CSR programs and initiatives are included to illustrate practical applications.

- Corporate motivations & behaviour for CSR – factors influencing national & international perspectives
- Theories & principles of CSR
- Corporate governance, style, leadership & CSR
- CSR Strategies-objectives, approaches, roles and tasks of a corporate managers
- Strategic corporate planning - steps to make CSR Work for Business
- Corporate Social Responsibility: programmes & initiatives – national and international

UNIT III: Fundraising Environment**10 Hours**

This unit provides an in-depth understanding of the fundraising environment, focusing on the types of agencies funding development programs, the nature of support, and the importance of intersectoral partnerships. It explores the significance, sources, and techniques of fundraising, supported by principles and theories. The unit concludes by analyzing the impact of funding on development initiatives and organizational sustainability.

- Types of agencies funding development programmes, nature of support, inter sectoral partnerships and synergies.
- Fundraising- importance, nature, sources and techniques. Principle and theories of Fund raising.
- Non-financial donations and in-kind giving- nature, sources, mobilization strategies
- Donor Behaviour- needs of donors- economic, psychological and, sociological perspective; brand marketing and philanthropy
- Fundraising ethics, ethical decision making, code of Fundraising.
- Funding & impact on development initiatives and organizations

PRACTICAL **(Credit 2; Hours 60)**

1. Understanding CSR activities–nature, types, impact on development programmes through industry visits.
2. Critique CSR initiatives
3. Understand CSR Strategies-objectives, approaches, roles and tasks of a corporate managers through case studies – national & international.
4. Designing Donor Communication,
5. Audit communications to enhance their effectiveness in both monetary terms, compelling case for support
6. Understand Fundamentals of Fundraising Planning, design a plan for your own fundraising activity, writing objectives that are an appropriate, concepts such as segmentation, positioning, branding and the case for support.
7. Understanding and evaluating project proposals for grants and developing fund raising plans and strategies.

Essential Readings

- Kumaran, M. & Cherian, M. (2024). *Managing a Million Missions*. Authors Upfront.
- Chatterji, M. (2014). *Corporate Social Responsibility*. New Delhi: Oxford University Press.
- Mandal, B.N (2012). *Corporate Social Responsibility in India*. Global Vision Publishing House: Delhi.
- S. Chandra (2003). *Guidelines for NGO Management in India*. Kanishka Distributors, New Delhi. ISBN 978-8173916038.
- Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual*. International Centre for Integrated Mountain Development (ICIMOD).

Suggested Readings

- D. Lewis (2001). *Management of Non-Governmental Development Organization*. Second Edition, Routledge, New York.
- Grayson D., Hodges A. (2004). *Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business*. UK: Greenleaf Publishing Limited.
- 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.
- Lewis. D. (2014). *Non-governmental Organizations: Management and Development*. 3rd Edition. Routledge. ISBN 9781138294097.
- Til, J.V. (1988). *Mapping the Third Sector: Voluntarism in a Changing Social Economy*. Foundation Centre, New York. ISBN 0879542403.
- Communication, Governance. UK: Cambridge University Press. R. Kumar, S. L. Goel. (2005). *Administration and Management of NGOs: Text and Case Studies* Paperback. Deep & Deep Publications, India. ISBN 8176296015.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE**DSE HP 7D1: WORLD 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/ Practice		
World Textiles DSE HP 7D1	4	2	0	2	Studied Indian Textile Heritage DSC HP 514	Nil

Learning Objectives

- To understand the diverse methods and processes involved in textile production.
- To examine the evolution of textiles in ancient civilizations.
- To identify and analyze iconic textiles from around the world, recognizing their cultural, artistic, and historical significance.
- To gain insight into the influence of various art movements on textile design, production, and appreciation.

Learning Outcomes

- Explain various methods of textile production.
- Describe the evolution of textiles in ancient civilizations and their impact on modern society.
- Identify and analyze masterpieces of world textiles, recognizing their cultural, artistic, and historical significance.
- Explain the influence of various art movements on textile design, production, and appreciation.

SYLLABUS OF DSE HP 7D1

THEORY
(Credits 2; Hours 30)

UNIT I: Textile Production Techniques**8 Hours**

This unit lays thrust on history, tools and techniques of textile production techniques in the world-

- Felt and bark cloth
- Plaiting and basketry
- Spinning
- Weaving
- Tapestry and rug weaving
- Knitting

- Netting knotting and crochet
- Embroidery
- Dyeing and printing

UNIT II: Beginnings of the Textile industry in Ancient Civilisations

8 Hours

This unit highlights the origin of textile fibres in various ancient civilisations

- Mesopotamia
- Egypt
- Persia
- Greece
- Rome
- China
- India

UNIT III: Masterpieces of World Textiles

14 Hours

This unit highlights on history, construction techniques, styles, colours, motifs and centres of production master pieces of the world

- Brocades
- Shawls
- Laces of Europe
- Linen Damasks of Ireland
- Resist dyed Fabrics of Japan and Indonesia
- Printed Textiles of France and England

PRACTICAL (Credits 2; Hours 60)

1. Textile Making techniques- create samples of Basketry, Spinning, Weaving, Knitting, Crochet, Embroidery, Appliqué, Dyeing and Printing.
2. Visit a textile museum or collection to analyze and appreciate historical and cultural textiles.
3. Design and create a garment or accessory using traditional textile techniques and materials.
4. Make a project on any one Ancient civilisation.
5. Make a project on Art movements and artists - Gothic Era, Renaissance, Baroque, Neoclassicism, Romanticism, Realism, Cubism, Bauhaus, Art Nouveau, Art Deco, Cubism, surrealism, Abstract, Pop art, Minimalism, Contemporary and Indian Art.
6. Design and create a textile design inspired by a specific Art movement.

Essential Readings

- Gale, C., & Dhamija, J. (2010). The textile book: A comprehensive guide to textiles from around the world. Thames & Hudson, London.
- Gillow, J., & Sentance, B. (2008). World textiles: A visual guide to traditional techniques. Thames & Hudson, London.

- Harris, J. (Ed.). (2001). Textiles: 5,000 years (Rev. ed.). British Museum Press. London.
- Paine, S. (2003). Textiles of the world: A guide to traditional techniques and motifs. Thames & Hudson, London.
- Wilson, K. (2001). World textiles: A concise history. Thames & Hudson, London.
- Dehejia, V. (1997). The art of India. National Gallery of Art. Washington, D.C.

Suggested Readings

- Adams, L. S. (2016). Art: A brief history. Pearson Education. New York, NY.
- Gardner, H. (2016). Gardner's art through the ages: A global history. Cengage Learning. Boston, MA
- Ginsburg, M. (Ed.). (2004). The illustrated history of textiles. Studio Editions, London.
- Gombrich, E. H. (1995). The story of art. Phaidon Press. London, England
- Lewis, E. (1953) *Romance Of Textile*, The McMillan Company, New York. (Classic- Out of Print)
- Schacter, R. (2013). The world atlas of street art and graffiti. Yale University Press.
- Seiler-Baldinger, A. (1994). Textiles: A classification of techniques. Calico Museum of Textiles, India.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE**DSE HP 7D2: SUSTAINABLE CONSUMPTION AND PRODUCTION OF FASHION****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		
Sustainable Consumption and Production of Fashion DSE HP 7D2	4	2	0	2	Studied Semester VI	Nil

Learning Objectives

- Spreading awareness about issues and challenges of sustainable fashion.
- Make students conscious consumers of textiles and apparel
- Inculcating habits of reducing textile waste generation

Learning Outcomes

- The student will be able to gain knowledge of issues and challenges related to over consumption and non-sustainable fashion.
- The student will be able to choose garment consciously and become informed consumer
- The student will be able to use green laundry practices to help the environment
- The student will be able to increase life cycle of garments and reduce waste generation

SYLLABUS OF DSE HP 7D2

THEORY
(Credits 2; Hours 30)

UNIT I: Fashion & Sustainability**9 Hours**

This unit will deal with aspects of sustainability in relation to fashion and textiles

- Basics of sustainability
- The Fashion Business & sustainability issues
- Ethical & sustainable fashion in the changing global scenario
- Circular fashion
- Start-ups and big brands dealing with sustainability
- Measuring sustainability – How brands do it

UNIT II: Green Consumption**7 Hours**

This unit will deal with factors that should be kept in mind while selecting and purchasing apparel.

- Sustainable Consumption: Slow fashion, Durability, Appropriateness, Multifunctional garments, Trans-seasonal garments, emotionally durable design, Local Consumption
- Local consumption and production: Supporting local artisans
- Standards, labels and organisations dealing with sustainable textiles and apparel

UNIT III: Ethical Care and Maintenance**7 Hours**

This unit will deal with green practices for laundry and care of apparel

- Laundry detergents and softeners: Effectiveness and environmental concerns
- Efficient laundering practices, Laundering frequency, Machine vs line drying, Special care laundry
- Energy costs vs consumer needs
- Designing sustainable clothing that enables: low-impact care, extended use

UNIT IV: Intelligent Disposal**7 Hours**

This unit will deal with ways to increase the life of garments to reduce waste generation.

- Waste management strategies: Up-cycling, Reuse of goods, repair and reconditioning of goods, recycling of goods, zero waste pattern.
- Collaborative consumption: Sharing, pass me down, give away
- Vintage Clothing: Traditional Practices in Indian culture leading to sustainable consumption
- Take-back schemes

PRACTICAL
(Credit 2; Hours 60)

1. Analysing Market and Consumer Practices

- Market survey to evaluate presence of Sustainable garments in Indian retail market: Identify any one Multiband apparel outlet and analyse brands selling sustainable clothes, green standards marked on labels and any other information available on labels that talks about sustainability in production of that garment.
- Analysing personal wardrobe to assess individual buying practices
- Analysing personal laundry practices and evaluating its impact on the environment.
- Analysing personal garment disposal practices and finding ways to reduce the waste generation.

2. Field Visit and Report Writing

- Visit to any unit manufacturing recycled textiles and apparel. Observe the process and material management at the facility and make a detailed report.

3. Case Study

- Case study of an Indian Apparel Brand that is promoting Sustainable fashion.
- Case study on any one model of Collaborative consumption.

4. Product development

- Create two articles – apparel/non apparel by using any sustainable material/technique
Design display or apparel show

Essential Readings

- Fletcher, K., & Grose, L. (2012). Fashion & sustainability: Design for change. Hachette UK
- Fletcher, K. (2013). Sustainable fashion and textiles: design journeys. Routledge.
- Gwilt, A., & Rissanen, T. (2012). Shaping sustainable fashion: Changing the way we make and use clothes. Routledge.
- Jacques, P. (2020). Sustainability: the basics. Routledge.
- Gardetti, M.A., & Torres, A.L. (Eds.). (2013). Sustainability in Fashion and Textiles: Values, Design, Production and Consumption (1st ed.). Routledge.
- Pratibhan, M. Ed. (2017); Sustainability in Fashion & Apparels (Challenges & Solutions); Woodhead Publishing

Suggested Readings

- Almeida, L. (2015). Ecolabels and organic certification for textile products. A Roadmap to sustainable textiles and clothing (pp. 175-196). Springer, Singapore.
- Muthu, S. S. (Ed.). (2014). Roadmap to sustainable textiles and clothing: Eco-friendly rawmaterials, technologies, and processing methods. Springer.
- Minney, S. (2011). Naked fashion: The new sustainable fashion revolution. New International
- Mahapatra N. N. (2015); Textiles & Environment: Woodhead Publishing
- Kaur, J., & Singh, G. (2021). Cool Branding for Indian Sustainable Fashion Brands. Social and Sustainability Marketing: A Casebook for Reaching Your Socially Responsible Consumers through Marketing Science, 115.
- Gwilt, A. (2020). A practical guide to sustainable fashion. Bloomsbury Publishing.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7D3: TEXTILE CONSERVATION AND DOCUMENTATION

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		
Textile Conservation and Documentation DSE HP 7D3	4	2	0	2	Studied Semester 6	Studied Indian Textile Heritage DSC HP 514

Learning Objectives

- To provide theoretical knowledge and practical experience which enables to contribute to the understanding and preservation of culturally significant textile artifacts.
- To introduce the core ethical principles underlying professional conservation practice.
- To understand the principles of preventive conservation for textiles.
- To learn about proper storage and display practices.

Learning Outcomes

- Develop academic, practical and professional skills in textile conservation.
- Recognise agents of deterioration and apply interventive and preventive conservation concepts.
- Learn to use various conservation tools, equipments and conservation grade materials.
- Practice working with different types of textiles, including fragile, delicate and sensitive materials.

SYLLABUS OF DSE HP 7D3

THEORY
(Credits 2; Hours 30)

UNIT I: Introduction to Textile Conservation

8 Hours

This unit lays thrust on basic concepts of conservation-

- Importance and Ethics in Conservation
- Principles of Conservation
- Museums and museology
- Terminology

- Documentation

UNIT II: Agents of Deterioration and Conservation Concepts

10 Hours

This unit highlights the factors deteriorating textiles and methods of conservation

- Natural Factors
- Manmade Factors
- Preventive Conservation
- Interventive Conservation

UNIT III: Textile Collection Maintenance and Management

12 Hours

This unit highlights on conservation materials, tools, methods and Storage and Display

- Workspace and Equipment
- Materials and supplies
- Cleaning
- Restoration
- Storage
- Display

PRACTICAL (Credits 2; Hours 60)

1. Materials and Equipment

- Fibre Identification: Identify different types of fibers using various techniques, such as microscopy and burn tests.
- Dye analysis: Dye analysis techniques for identifying and dating textiles.
- Equipment Handling: Handle specialized equipment, such as vacuum cleaners, humidifiers, digital microscope, spectrophotometer or conservation-grade materials.

2. Documentation

- Survey: Visit a textile museum or collection and survey external and internal factors
- Examination: Examine textile artifacts and prepare condition reports
- Photography: Photograph textiles from different angles

3. Cleaning and Stabilization

- Wet Cleaning: Clean different types of textiles using various wet cleaning methods.
- Dry Cleaning: Dry clean techniques for sensitive or fragile textiles.
- Stabilisation: Stabilise fragile or damaged textiles using various techniques, such as stitching, adhesive tapes, or consolidants.

4. Repair and Reconstruction

- Hand Stitching: Hand-stitching techniques for repairing and reconstructing textiles.
- Re-weaving: Re-weave for repairing damaged or missing areas of textiles.

5. Mounting and Display

- Mounting textiles: Mount textiles on different types of supports, such as boards, rollers, or mannequins.
- Creating custom mounts: Design and create custom mounts for specific textiles or exhibits.
- Displaying textiles: Display textiles in a way that minimizes damage and maximizes visibility.

6. Conservation Techniques

- Consolidation: Consolidating fragile or damaged textiles using various techniques, such as adhesive tapes or consolidants.
- Deacidification: Deacidification techniques for neutralizing acidic materials in textiles.
- Pest management: Pest management techniques for preventing and treating infestations in textiles.

Essential Readings

- Finch, K. and Putnam, G. (1985), "The Conservation of Tapestries and Embroideries" by- A detailed guide to the conservation of tapestries and embroideries. Butterworth-Heinemann, London UK.
- Landi, S. (2000). The textile conservator's manual (2nd ed.). Butterworth-Heinemann, London UK..
- Lennard, F., & Ewer, P. (2010). Textile conservation: Advances in practice. Elsevier.
- Wood, E. J. (2017). Textile science: An introduction. Bloomsbury Academic.

Suggested Readings

- American National Standards Institute. (n.d.). ANSI standards for textile conservation. Retrieved from (link unavailable) A set of standards for textile conservation, covering topics such as cleaning, stabilization, and repair.
- International Organization for Standardization (ISO) Standards for Textile Conservation - A set of international standards for textile conservation, covering topics such as textile testing, cleaning, and repair.
- The Textile Conservation Code of Ethics - A code of ethics for textile conservators, outlining principles and guidelines for professional practice.
- Journal of the American Institute for Conservation (JAIC) - A leading journal on conservation and preservation, including textile conservation.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HP 7E1: ERGONOMIC DESIGN**

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		
Ergonomic Design DSE HP 7E1	4	2	0	2	Studied Semester 6	Studied Space Planning & Sustainability DSC HP 513

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

- 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 work stations.
- Apprehend the techniques of conducting time & motion and energy studies.
- Critically evaluate and design different workstations & equipment with respect to their functional effectiveness.

SYLLABUS OF DSE HP 7E1

**THEORY
(Credits 2; Hours 30)**

UNIT I: Introduction to Human Factors and Ergonomics

8 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 **8 Hours**

This unit highlights the importance of various components of worker inputs

- Physical: Bio-mechanics of human movement and musculo-skeletal system, Anatomical position, reference planes and movements
- Temporal
- Cognitive
- Affective

UNIT III: Workplace and Equipment Design **14 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
- Occupational safety and health at workplace

PRACTICAL
(Credits 2; Hours 60)

1. Anthropometric Measurements **8 Hours**

- Basic Anthropometry of a selected demography

2. Work Study **8 Hours**

- Time and motion study
- Energy study - Physiological cost of workload

3. Kitchen plans **20 Hours**

- Prepare floor and elevation plans for different types of kitchen

4. Indices of internal comfort **6 Hours**

- Testing suitability of selected environmental factors at a workplace

5. Ergonomic Assessment and Occupational safety analysis of Workplaces **18 Hours**

- 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
- Designing workstation/equipment suitable to the selected occupation

Essential Readings

- Bridger, R. (2017). *Introduction to Human Factors and Ergonomics*. CRC Press.
- Salvendy, G. (2012). *Handbook of Human Factors and Ergonomics*. John Wiley & Sons.
- Chakrabarti, D. (1997). *Indian Anthropometric Dimensions for Ergonomic Design Practice*. National Institute of Design.
- Tosi, F. (2019). *Design for Ergonomics*. Springer Nature.
- Steidl, R.E. & Bratton, E.C. (1968). *Work in the Home*. John Wiley & Sons Inc.

Suggested Readings

- 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.
- 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.
- 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.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE**DSE HP 7E2: RESOURCE MANAGEMENT AND SUSTAINABLE DEVELOPMENT****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		
Resource Management and Sustainable Development DSE HP 7E2	4	2	0	2	Studied Semester 6	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

- 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.

SYLLABUS OF DSE HP 7E2

THEORY
(Credit 2; Hours 30)

UNIT I: Introduction to Sustainable Development**9 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

9 Hours

This unit explores 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 Resource Management

12 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

PRACTICAL **(Credit 2; Hours 60)**

UNIT I: Sustainable Development Initiatives

- Case studies on sustainable initiatives/CSR initiatives by industry
- Creation of awareness generation material for issues related to sustainable development
- Organizing events/competitions to commemorate important environment related days/ Current issues related to environment and sustainable development
- Calculation of ecological and carbon footprint using various applications and websites
- Case studies on green buildings

UNIT II: Energy Management

- Understanding electricity bills: components and calculations
- Understanding BEE star labels as an initiative towards sustainable energy consumption
- Energy auditing for sustainable energy management
- Portfolio/Survey on renewable energy products available in the market

UNIT III: Air, Water And Waste Management

- Air/noise/water testing, AQI applications and websites
- Green modes of transportation, E-vehicles: components and calculations
- Composting for sustainable waste management
- Case studies on waste 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*. Blackswan Publications.
- Somayaji, G., & Somayaji, S. (2009). *Environmental concerns and sustainable development: Some perspectives from India*. TERI Publication.
- 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.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE**DSE HP 7E3: CONSUMER BEHAVIOUR AND MARKETING MANAGEMENT****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		
Consumer Behaviour and Marketing Management DSE HP 7E3	4	2	0	2	Studied Semester 6	NIL

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 organisations 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 behaviour and importance of creating customer value.
- Develop an understanding of the competitive strategies in marketing.
- Understanding the role of marketing communication and its effectiveness.

SYLLABUS OF DSE HP 7E3

THEORY
(Credits 2; Hours 30)

UNIT I: Understanding Marketing Management and capturing marketing insight**10 Hours**

This unit covers marketing scope, company orientations, macro environment analysis, marketing mix, market research, and new product development.

- 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**10 Hours**

This unit examines consumer behaviour, factors influencing buying decisions and strategies for customer value, satisfaction, and loyalty.

- 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 and Marketing Communication**10 Hours**

This unit covers competitor analysis, competitive strategies, service marketing and effective marketing communication.

- 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
- 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
(Credits 2; Hours 60)

UNIT I: Market research proposals

- Developing market research proposals on consumer buying behaviour, effect of promotional schemes on consumer purchase, consumer satisfaction and opinion regarding selected products/brands/marketing strategies, online purchasing etc.

UNIT II: Case Studies

- Using Case study approach (using both secondary and primary data) to develop an understanding of marketing strategies used by large, medium and small companies with emphasis on marketing strategies, marketing mix used, marketing budgets, media use, creating customer value and cultivating customer relationships.

- To critically evaluate digital marketing strategies adopted by various product and service brands.
- To develop digital marketing strategy for a hypothetical brand.

UNIT III: 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.

UNIT IV: E-commerce

- Assessment and critical analysis of online retailing websites with focus on visibility, user interface, experience, ease of transaction etc.
- To develop an e-tailing prototype.

Essential Readings

- Kotler, P., & Stigliano, G. (2024). *Redefining Retail: 10 Guiding Principles for a Post-Digital World*. Wiley & Sons.
- Daum, C., & Bartonico, M. (2023). *Marketing Management Essentials You Always Wanted to Know*. Vibrant Publishers.
- Solomon, M. R. (2017). *Consumer behavior: Buying, having, and being* (12th ed.). Pearson Education.
- Kotler, P., Keller, K. (2016). *Marketing Management 15th edition*. Pearson, New Delhi, ISBN:978-81-317-3101-7
- Baines, Fill, Sinha & Page. (2013). *Marketing*. Oxford University Press, New Delhi, Asian Edition, ISBN: 0-19-807944-3

Suggested Readings

- Kotler, P., & Armstrong, G. (2018). *Principles of marketing* (17th ed.). Pearson Education.
- Schiffman, L. G., & Kanuk, L. L. (2010). *Consumer behavior* (10th ed.). Pearson Education.
- Kotler P, Keller K.L., Koshy A, Jha M. (2006). *Marketing Management: A South Asian, Perspective*, Pearson Education.
- Etzel, M. J., Walker, B. J., & Stanton, W. J. (2004). *Marketing management* (13th ed.). Tata McGraw-Hill.
- Kotler, P. (2004). *Marketing Management* (11th ed.) Pearson Education.

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