

UNIVERSITY OF DELHI

Department of Home Science

B.Sc. (Hons.) Home Science

(SEMESTER - I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

B.Sc. (Hons.) Home Science

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Annexures having contents and references of courses
			Lecture	Tutorial	Practical		
Human Development I: The Early Years	DSC HH 101	4	3	0	1	Class XII With Science	Annexure I
Food Science and Nutrition	DSC HH 102	4	3	0	1	Class XII With Science	Annexure II
Communication Concepts and Theories	DSC HH 103	4	3	0	1	Class XII With Science	Annexure III

Care and wellbeing across the Lifespan	GE HS 001	4	3	0	1	Class XII in any discipline	Annexure IV
Fundamentals of Human Nutrition	GE HS 005	4	3	0	1	Class XII in any discipline	Annexure V
Training and Capacity Building	GE HS 012	4	3	0	1	Class XII in any discipline	Annexure VI
Sustainable Fashion	GE HS 013	4	3	0	1	Class XII in any discipline	Annexure VII
Visual Display Design	GE HS 020	4	3	0	1	Class XII in any discipline	Annexure VIII

DSC HH 101
HUMAN DEVELOPMENT I: THE EARLY YEARS

Credit: 4 (Theory 3; Practical 1)
 Total lectures: Theory 45 periods; Practical 30 periods

Learning Objectives

1. To develop an understanding about the discipline of Human Development
2. To gain an insight of development in different domains from conception to early childhood

Course Outcomes

After completing this course, students will be able to:

1. Develop an understanding about the discipline of Human Development
2. Acquire knowledge of development in different domains from conception through infancy and early childhood.
3. Understand the salient features of human development by getting acquainted with various methods of studying children.

THEORY
(Credits 3; Periods 45)

Unit I: Introduction to Human Development	No. of Periods
Unit Description: The unit presents the student with an overview of the discipline of Human Development. The student will develop an understanding of basic ideas and terms that are central to the study of Human Development.	9
Subtopics: <ul style="list-style-type: none"> ● Human Development: Definitions, nature and scope ● Domains and stages of development ● Principles of development ● Contexts of development 	

<p>Unit II: Prenatal development and childbirth</p> <p>Unit Description: The unit describes the process of development from conception to birth and elaborates on the hereditary and environmental influences that play a role in prenatal development.</p>	<p>12</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Conception and stages of prenatal development ● Influences on prenatal development ● Prenatal care ● Childbirth: Methods and birth complications 	
<p>Unit III: Neonate and infant development</p> <p>Unit Description: The unit draws focus to the first two years of life and provides an understanding of the physical-motor, socio-emotional, cognitive and language development of infants.</p>	<p>12</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Capacities of the neonate ● Infant care practices ● Physical motor development ● Socio-emotional development ● Language development ● Cognitive development 	
<p>Unit IV: Development during early childhood</p> <p>Unit Description: The unit traces the progression in development that occurs from 2-6 years of life.</p>	<p>12</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Physical Motor Development ● Socio-Emotional Development ● Language Development ● Cognitive Development 	

Essential Readings

1. Berk, L. (2013). *Child development*. 9th ed. Boston: Pearson.
2. DECE-1 Organising Child Care Services (IGNOU Study Material)
<https://www.egyankosh.ac.in/handle/123456789/32288>
3. Dixit, A. (2019). *Baal Vikas* (1st ed.). Doaba House.

4. Journey of the first 1000 days: Rashtriya Bal Swasthya Karyakram (2018) Ministry of Health and Family Welfare.
5. https://nhm.gov.in/images/pdf/programmes/RBSK/Resource_Documents/Journey_of_The_First_1000_Days.pdf
6. Patni, M. (2020). Baal Vikas (3rd ed.). Star Publications.
7. Santrock, J.W. (2011). *Life-span development*. New York: McGraw-Hill.
8. Singh, A. (Ed.) 2015. *Foundations of Human Development*. New Delhi: Tata McGraw-
9. Hill. Chapter 2,
10. Snow, C.W. (1997). *Infant Development*. New Jersey, Prentice-Hall Inc.

Suggested Readings

1. Joshi, P. & Shukla, S. (2019). *Child development and education in the twenty-first century*. Singapore: Springer International
2. Khalakdina, M. (2008). *Human development in the Indian context: A socio - cultural focus: 1*. India: Sage.

PRACTICAL (Credit 1; Periods 30)

<p>Unit 1</p> <ul style="list-style-type: none"> ● Narrative method: recalling and recording an event ● Exploring cultural practices and traditions during <ul style="list-style-type: none"> - Pregnancy - birth - Infant care 	<p>No. of Periods</p> <p>15</p>
<p>Unit 2</p> <ul style="list-style-type: none"> ● Observation method: <ul style="list-style-type: none"> - observing infants and preschool children in everyday settings - recording the observations ● Neonatal assessment (APGAR scale and Neonatal reflexes) ● Multi-media resources to study prenatal development, infancy, early childhood 	<p>15</p>

DSC HH 102
FOOD SCIENCE AND NUTRITION

Credit: 4 (Theory 3; Practical 1)

Total Lectures: Theory 45 periods; Practical 30 periods

Learning Objectives

1. To understand the relationship between food, nutrition and health.
2. To describe the function of various nutrients and list their sources.
3. To understand the nutritional contribution of and effect of cooking on different food groups.
4. To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.
5. To be able to prepare dishes using principles of food science.

Course Outcomes

After completing this course, students will be able to:

1. Understand the relationship between food, nutrition and health.
2. Describe the digestion, absorption and function of various nutrients and list their sources.
3. Understand the nutritional contribution of and effect of cooking on different food groups.
4. Understand ways of reducing nutrient losses during different methods of cooking and methods of enhancement of nutritional quality of foods.
5. Prepare dishes using principles of food science and assess serving size and nutritional contribution.

THEORY
(Credits 3; Periods 45)

Unit I: Basic Concepts in Food and Nutrition	No. of Periods
Unit Description: An introduction to the sciences of food and nutrition and their relationship to health and disease.	5
Subtopics:	
<ul style="list-style-type: none"> ● Basic terms used in study of food and nutrition 	

<ul style="list-style-type: none"> ● Understanding relationship between food, nutrition and health ● Functions of food-Physiological, psychological and social 	
<p>Unit II: Nutrients</p> <p>Unit Description: Functions, dietary sources and clinical manifestations of deficiency/ excess of the nutrients</p>	15
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Energy, Carbohydrates, lipids and proteins ● Fat soluble vitamins ● Water soluble vitamins ● Minerals 	
<p>Unit III: Food Groups</p> <p>Unit Description: Structure, composition, products, nutritional contribution, selection and changes during cooking of various food groups.</p>	15
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Cereals and Pulses ● Fruits and vegetables ● Milk & milk products ● Eggs ● Meat, poultry and fish ● Fats and Oils ● Spices and herbs ● Beverages 	
<p>Unit IV: Methods of Cooking and Enhancing the Nutritional Quality of Foods</p> <p>Unit Description: Different methods of cooking and ways to improve nutrient retention or improve nutritional quality</p>	10
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Dry, moist, frying and microwave cooking ● Advantages, disadvantages and the effect of various methods of cooking on foods ● Preventing losses of nutrient during cooking ● Improving nutritional quality of diets by Food synergy, Germination, Fermentation, Fortification and Genetic Modification of foods 	

Essential Readings

1. Chadha R and Mathur P (eds)(2015). Nutrition: A Lifecycle Approach. Hyderabad: Orient Blackswan.
2. Rekhi T and Yadav H (2014). Fundamentals of Food and Nutrition. New Delhi: Elite Publishing House Pvt Ltd.
3. Srilakshmi B (2014). Food Science, 6th Edition. Delhi: New Age International Ltd.

Suggested Readings

1. Bamji MS, Krishnaswamy K, Brahmam GNV (2016). Textbook of Human Nutrition, 4th 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.

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

<p>Unit I</p> <ul style="list-style-type: none"> ● Weights and measures; preparing market order and table setting 	<p>No of Periods</p> <p>4</p>
<p>Unit II</p> <p>Food preparation, understanding the principles involved, nutritional quality and portion size-</p> <ul style="list-style-type: none"> ● 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 	<p>26</p>

Essential Readings

1. 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.
2. 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.

DSC HH 103**COMMUNICATION CONCEPTS AND THEORIES****Credit: 4 (Theory 3; Practical 1)**

Total Lectures: Theory 45 periods; Practical 30 periods

Learning Objectives:

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

Course Outcomes:**The students would be able to:**

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

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

Unit I: Communication: Core Concepts Unit Description: The Unit 1 explores the fundamentals of Human Communication tracing the history of communication from the olden times to the present times. It highlights the concept, nature, types, scope, and postulates of communication and discusses the functions performed through communication.	(No. of lectures) 10
<i>Subtopics:</i> <ul style="list-style-type: none"> • Historical background, concept, nature, functions, and scope of 	

<p>communication</p> <ul style="list-style-type: none"> • 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 	
<p>Unit II: Communication Models and Theories</p> <p>Unit Description: The Unit II emphasizes the models and theories of the communication process. The further delves on the importance of these models and theories for understanding the effectiveness of communication as a process.</p>	<p>(No. of lectures) 10</p>
<p><i>Subtopics:</i></p> <ul style="list-style-type: none"> • 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 	
<p>Unit III: Factors for Effective Communication</p> <p>Unit Description: 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.</p>	<p>(No. of lectures) 13</p>
<ul style="list-style-type: none"> • 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 	

<p>Unit IV: Communication Transactions and Learning</p> <p>Unit Description: 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.</p>	<p>(No. of lectures) 12</p>
<p><i>Subtopics:</i></p> <ul style="list-style-type: none"> ● Levels of communication transactions ● Public communication- Concept, types, techniques and skills in public speaking, qualities of an effective public speaker, overcoming speaker apprehension ● Communication, and Learning: Learning as Communication Process, Domains of Learning. Theories of learning ● Audio-Visual Aids in communication- definitions, functions, classification including Edgar Dale’s Cone of Experience ● Communication for Development- Concept and approaches 	

PRACTICAL

(Credit 1; Periods 30)

<p>Practical</p> <ul style="list-style-type: none"> ● 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 	<p>(No. of periods) 30</p>
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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.

GE HS 001
CARE AND WELLBEING ACROSS THE LIFESPAN

Credit: 4 (Theory 3; Practical 1)
Theory 45 Periods; Practical 30 Periods

Learning Objectives

1. To understand the concept of care and well-being across the lifespan and talk in context to the current social world.
2. To demonstrate skills to promote well-being of self and others in the society.
3. To gain familiarity of programmes and policy initiatives present on care and wellbeing in India

Course Outcomes:

1. The student will be able to develop an understanding of the concept and dimensions of care and wellbeing of individuals in the contemporary social world.
2. The student will acquire knowledge of the many influences on care and wellbeing across human lifespan.
3. The student will build capacity to promote wellbeing of self and society at large.
4. The student will be familiar with program and policy initiatives present on care and wellbeing in India.

THEORY
(Credits 3; Periods 45)

Unit I: Care and Human Development Unit Description: The unit offers information about the concept of care across lifespan.	No. of Periods 12
Subtopics: <ul style="list-style-type: none"> ● Definition, concepts & relevance of care ● Vulnerable periods in life that require care ● Principles & components of care ● Psychological, social, emotional and spiritual 	
Unit II: Well-being and Human Development Unit Description: The unit provides information regarding the concept of wellbeing across lifespan, life crises and factors and experiences that promote wellbeing in human development.	9

Subtopics: <ul style="list-style-type: none"> ● Concept of well-being: physical, psychological, spiritual ● Life crises and well-being ● Factors & experiences that promote well-being 	
Unit III: Care and wellbeing: Birth to adolescent years Unit Description: The unit focuses on the care and wellbeing from the period before birth up to the adolescent years.	12
Subtopics: <ul style="list-style-type: none"> ● Antenatal care: maternal, fetal and neonatal care ● Care of the young child ● Adolescent reproductive health and wellbeing ● Community and school health programs ● Nutrition and health for all ages 	

Unit IV: Care and wellbeing Adulthood and Aging Unit Description: The unit addresses the care and wellbeing issues of the caregiver, role of the family, health, medical and insurance schemes and provisions for the care of the elderly.	12
Subtopics: <ul style="list-style-type: none"> ● Adulthood and old age: changing and adapting ● Stress, coping strategies and well-being of caregivers ● Counselling, yoga and meditation techniques ● Institutions, schemes and facilities for older adults 	

Essential Readings

1. Daaleman, Timothy & Helton, Margaret (2018). Chronic Illness Care: Principles and Practice: Springer. (Chapters 9- 12 & Chapters 21-27) NICHD Early Child Care Research Network. (2005).
2. Child Care and Child Development: Results From the NICHD Study of Early Child Care. New York: Guildford Press. (Chapters 2-6)
3. Berk, L. (2013). Child development. 9th ed. Boston: Pearson.
4. Ronda C. Talley, Rhonda J. V. Montgomery, Caregiving: A Developmental, Life-Long Perspective, Pages 3-10
5. Ronda C. Talley, Lydia LaGue (2013) Caregiving Across the Lifespan: Research . Practice . Policy, Springer.
6. Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
7. Singh, A. (Ed.) 2015. Foundations of Human Development. New Delhi: Tata McGraw- Hill.
8. Markin, L. (2013). Health and Well-Being across Life Course. Sage Publication, Inc. Chapter 2-7

9. Asumadu-Sarkodie, Samuel. (2012). Nutritional Problems and Intervention Strategies in India. (All Chapters)
10. Chao, R.C. (2015). Counselling Psychology: An Integrated Positive Psychological Approach. (Chapter 1-4)
11. Institute of Public Health in Ireland and the Centre for Effective Services (2016) Improving Health and Wellbeing Outcomes in the Early Years: Research and Practice Dublin: Institute of Public Health in Ireland and the Centre for Effective Services. (All Chapters).
12. Kamerman,S.B., PIPPS, S., Ben-Arieh, A. (2010). From Child Welfare to Child Well-Being. Springer Publication. (Chapter 2, 5, 7, 12, 23)

Suggested Readings

1. Singhi, P. (1999). Child health & well-being: Psychological care within & beyond hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.
2. Childhood in south Asia: A critical look at issues, policies and programmes. Conn.USA: Information Age.

PRACTICAL (Credit 1; Periods 30)

<ul style="list-style-type: none"> ● Use of various tools to understand care needs at different stages- childhood, adolescence, adulthood: Interview, Observation, Movies and Documentaries ● Lectures/ Talks/workshops on- Self-care and well-being, Counselling and Yoga/meditation ● Profile an organization to a senior citizen home/childcare institution to study care and well-being ● Psychometric tests- Well-being scale, Self-concept tests, Subjective well-being scale (WHO), any 2 personality tests 	Total No. of Periods 30
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GE HS 005
FUNDAMENTALS OF HUMAN NUTRITION

Credit: 4 (Theory 3; Practical 1)
Theory 45 Periods; Practical 30 Periods

Learning Objectives

1. To understand the relationship between food, nutrition and health.
2. To classify foods into various food groups and explain the concept of a balanced diet.
3. To describe the importance of various nutrients as well as list their food sources.
4. To be able to plan and prepare nutritious meals for an adult.

Course Outcomes

1. Relate how food affects health.
2. Classify foods into various food groups and explain the concept of a balanced diet.
3. Understand the importance of various nutrients and how these can be obtained from the diet.
4. Describe the considerations for planning and preparing balanced and nutritious meals for adults.

THEORY
(Credits 3; Periods 45)

Units	No. of Periods
Unit I: Basic Concepts in Nutrition Unit Description: Understanding basic terminology used in nutritional sciences and the importance of nutrition	10
Subtopics: <ul style="list-style-type: none"> ● Basic terms used in nutrition ● Understanding relationship between food, nutrition and health ● Functions of food-Physiological, psychological and social ● Basic food groups and concept of balanced diet 	

<p>Unit II: Nutrients Unit Description: Functions, dietary sources, requirements, effects of deficiency and/ or excess consumption of the various nutrients.</p>	20
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Energy- Concept of energy balance ● Carbohydrates and dietary fibre ● Lipids ● Proteins ● Fat soluble vitamins ● Water soluble vitamins ● Minerals 	
<p>Unit III: Healthy Eating Unit Description: Nutritional concerns and dietary guidelines for healthy eating for adults.</p>	15
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Factors influencing food choices ● Planning balanced meals and diets ● Nutritional concerns for adults ● Dietary guidelines for prevention of diet related lifestyle disorders ● Importance of physical activity and other lifestyle factors 	

Essential Readings

1. Chadha R and Mathur P eds. (2015). Nutrition: A Lifecycle Approach. Hyderabad: Orient BlackSwan.
2. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Phoenix Publishing House Pvt. Ltd.
3. Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food
4. 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. Seth V, Singh K, Mathur P (2018). Diet Planning Through the Lifecycle Part I: Normal Nutrition- A Practical Manual. 6th Edition. Delhi: Elite Publishing House.

Suggested Readings

1. Byrd-Bredbenner C, Moe G, Beshgetoor D, Berning J (2013). Wardlaw's Perspectives in Nutrition, International Edition, 9th edition. New York: McGraw- Hill.
2. ICMR (2020). Nutrient Requirements for Indians-Recommended Dietary Allowances and Estimated Average Requirements. Published by National Institute of Nutrition, Hyderabad.

3. Sethi P, Lakra P. Aahar Vigyan, Poshan evam Suraksha (Hindi); First Ed; 2015; Delhi: Elite Publishing House (P) Ltd.
4. Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi. Delhi: Global Books Organisation.
5. Suri S and Malhotra A (2014). Food Science, Nutrition and Safety. Dorling Kindersley (India) Pvt. Ltd, India

PRACTICAL
(Credit 1; Periods 30)

Practical	No. of Lectures
1. Making the right food choices <ol style="list-style-type: none"> a. Nutrient rich sources from different food groups b. Concept of high fat, salt, sugar (HFSS) foods c. Reading food labels 	10
2. Planning a nutritious meal for adults <ol style="list-style-type: none"> a. Concept of food exchanges b. Calculating nutritional quality of diets c. Balancing meals according to nutrient requirements d. Healthy snacking options 	20

GE HS 012
TRAINING AND CAPACITY BUILDING

Credit: 4 (Theory 3; Practical 1)
Theory 45 Periods; Practical 30 Periods

Learning Objectives

1. To study the concept and significance of training and capacity building.
2. To understand the training process and the functions of different phases of training.
3. To know how different training approaches can be used to achieve various development goals.
4. To develop skills in designing, implementing and evaluating training programmes.

Course Outcomes

1. The student will be able to know the importance and scope of training for development.
2. The student will be able to learn the functions of different phases of the training process.
3. The student will be able to understand and critically evaluate the different training approaches and methodologies.
4. The student will be able to develop skills in planning, executing and evaluating training programmes for different stakeholders.

THEORY
(Credits 3; Periods 45)

<p>Unit I: Training: Concept and Role in Development Unit Description: This Unit explores the concept, significance and different agencies involved in training for development. The unit focuses on adult learning and various approaches to train them. The Unit discusses the importance of evaluation and follow-up of training programmes. Various NGOs, GOs and Corporate initiatives in community development will also be discussed.</p>	<p>No. of Periods 9</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Nature, scope, advantages and limitations of training ● Goals, approaches and types of training ● Characteristics and principles of adult learning ● Government policies for training and capacity building of different stakeholders ● Agencies involved in training and development - NGOs, GOs and Corporate 	

<p>Unit II: Roles and Responsibilities and Self-development of a Trainer</p> <p>Unit Description: This Unit elaborates on the roles and responsibilities of a trainer. The various types of skills required of a trainer will be discussed. Concepts of self, self-development and personality development of a trainer will also be covered.</p>	12
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<p>Subtopics:</p> <ul style="list-style-type: none"> ● Roles and responsibilities of a trainer before, during and after a training programme ● Soft skills required by a trainer - communication, group mobilization leadership, team building, decision-making, networking and problem solving ● Technology-based skills - ICTs for facilitating the various aspects of the training process ● Concept of self and self-development of a trainer ● Need for personality development 	
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<p>Unit III: Methods and Techniques of Training</p> <p>Unit Description: This Unit provides an insight into the different types of training methods and techniques which can be used in offline and online training programmes, including training in blended mode.</p>	12
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<p>Subtopics:</p> <ul style="list-style-type: none"> ● Tools and techniques for training (Brainstorming, Buzz Groups, Panel Discussion, Role Play, Focus Group Discussions, Films, Games and Stories) ● New techniques and innovations in training methods especially using technology 	
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<p>Unit IV: Designing, Executing and Evaluating Training Modules</p> <p>Unit Description: This Unit focuses on analyzing training modules developed by different organizations - Government, National and International NGOs. The process of developing, mobilizing resources and implementing training programmes will be discussed. It also focuses on different ways of evaluating training programs for different stakeholders involved in the field of development.</p>	12
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<p>Subtopics:</p> <ul style="list-style-type: none"> ● Analysis of training programmes for different stakeholders ● Tools and techniques for training needs assessment ● Understanding various learning goals and outcomes for specific target groups ● Development of Training modules and materials ● Implementation of training programmes ● Methods of evaluation and follow-up of training 	
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Essential Readings

1. Agochiya D. (2002). Every Trainer's Handbook. New Delhi, Sage publisher.
2. Dhama, O.P. and Bhatnagar, O.P. (2003). Education and Communication for Development. New Delhi.
3. Gardner, A. & Brindis, C. (2017). Advocacy and Policy Change Evaluation: Theory and Practice. USA: Stanford Business Books. ISBN-13: 978-0804792561.
4. PRIA. (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.
5. PRIA (2002). Methods of Participatory Training. New Delhi. Participatory Research in Asia.

Suggested Readings

1. Bhatia S.K,2005, Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9-26), ch-3(28-38).
2. James W. Thacker C, (2004). Effectiveness Training-Systems, Strategies and Practices. Pearson Education.
3. Lyton R and PareekU. (1990). Training for Development. New Delhi, Vistaar Publications.
4. Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International.
5. UNICEF. (2010). Advocacy toolkit. A guide to influencing decisions that improve children's lives.

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

<ul style="list-style-type: none">● Exercises to understand roles and responsibilities of a trainer● Undertake activities in building skills of a trainer.● Undertake analysis of a variety of training modules.● Development and conduct of training modules for specific client groups.● Design, production and use of Training methods and materials.● Evaluation of training programmes● Visit to organizations involved in training and capacity building	No. of Periods 30
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GE HS 013
SUSTAINABLE FASHION

Credit: 4 (Theory 3; Practical 1)
Theory 45 Periods; Practical 30 Periods

Learning Objectives

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

Course Outcomes

1. The student will be able to gain knowledge of issues and challenges related to over consumption and non-sustainable fashion.
2. The student will be able to learning to choose garment consciously and become informed consumer
3. The student will be able to using green laundry practices to help environment
4. The student will be able to increasing life cycle of garments for less waste generation

THEORY
(Credits 3; Periods 45)

Unit I: Fashion & Sustainability Learning aspects of sustainability in relation to fashion and textiles.	No. of Periods 9
Subtopics: <ul style="list-style-type: none"> ● 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 Factors that should be kept in mind while selecting and purchasing apparel	12
Subtopics: <ul style="list-style-type: none"> ● Volumes of textile waste: Over consumption challenges ● Fashion based on values ● Locally made, globally relevant ● Local and connected: Designing with local artisans ● Reducing the speed in fashion consumption: Slow fashion, Durability, Appropriateness, Multifunctional garments, Trans-seasonal garments, emotionally durable design ● Standards, labels and organizations dealing with sustainable textiles and apparel 	
Unit III: Ethical care and Maintenance Green practices for laundry and care of apparel.	12
Subtopics: <ul style="list-style-type: none"> ● Laundering frequency: Reducing consumers' need to clean ● Laundry detergents and softeners: Effectiveness and environmental concerns ● Machine vs line drying: Energy costs vs consumer needs ● Special care laundry: Environmental impacts and changing consumer demands 	
<ul style="list-style-type: none"> ● More efficient laundering practices ● Designing sustainable clothing that enables: low-impact care, extended use 	
Unit IV: Intelligent Disposal Ways to increase the life of garments to reduce waste generation.	12
Subtopics: <ul style="list-style-type: none"> ● Slowing the flow of materials ● Take-back schemes ● Waste management strategies: Reuse of goods, repair and reconditioning of goods, recycling of goods, zero waste pattern ● Collaborative consumption: Sharing, pass me down, give away ● Vintage Clothing: The world of second-hand clothing ● Traditional Practices in Indian culture leading to sustainable consumption 	

Essential Readings

1. Fletcher, K., & Grose, L. (2012). Fashion & sustainability: Design for change. Hachette UK
2. Fletcher, K. (2013). Sustainable fashion and textiles: design journeys. Routledge.
3. Gwilt, A., & Rissanen, T. (2012). Shaping sustainable fashion: Changing the way we make and use clothes. Routledge.
4. Jacques, P. (2020). Sustainability: the basics. Routledge.

5. Gardetti, M.A., & Torres, A.L. (Eds.). (2013). Sustainability in Fashion and Textiles: Values, Design, Production and Consumption (1st ed.). Routledge.
6. Pratibhan, M. Ed. (2017); Sustainability in Fashion & Apparels (Challenges & Solutions); Woodhead Publishing

Suggested Readings

1. Almeida, L. (2015). Ecolabels and organic certification for textile products. A Roadmap to sustainable textiles and clothing (pp. 175-196). Springer, Singapore.
2. Muthu, S. S. (Ed.). (2014). Roadmap to sustainable textiles and clothing: Eco-friendly raw materials, technologies, and processing methods. Springer.
3. Minney, S. (2011). Naked fashion: The new sustainable fashion revolution. New International
4. Mahapatra N. N. (2015); Textiles & Environment: Woodhead Publishing

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

Analyzing Market and Consumer Practices:	No. of Periods
<ul style="list-style-type: none"> ● Market survey to evaluate presence of Sustainable garments in Indian retail market: Identify any one Multiband apparel outlet and analyze 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. ● Analyzing personal wardrobe to assess individual buying practices ● Analyzing personal laundry practices and evaluating its impact on the environment. ● Analyzing personal garment disposal practices and finding ways to reduce the waste generation. 	20
<p>Case Study:</p> <ul style="list-style-type: none"> ● Case study of an Indian Apparel Brand that is promoting Sustainable fashion. ● Case study on any one model of Collaborative consumption. 	10

Suggested Readings

1. 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.
2. Gwilt, A. (2020). A practical guide to sustainable fashion. Bloomsbury Publishing.
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GE HS 020
VISUAL DISPLAY DESIGN

Credit: 4 (Theory 3; Practical 1)
Theory 45 Periods; Practical 30 Periods

Learning Objectives

1. To introduce the concept and significance of visual merchandising in store design.
2. To impart knowledge regarding different types of visual displays and ways of achieving them.
3. To develop skill in creating aesthetically pleasing visual displays.

Course Outcomes

1. The student will be able to apprehend the key terms and principles involved in the components of visual merchandising.
2. The student will be able to understand the importance of visual merchandising and attractive visual display in communicating with customers.
3. The student will be able to create aesthetic visual displays on different themes in store design.

THEORY
(Credits 3; Periods 45)

<p>Unit I: Introduction to Visual Merchandising Unit Description: The focus of this unit would be on understanding the concept, significance and key elements of visual merchandising.</p>	<p>No. of Periods 7</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Concept and Significance of Visual Merchandising ● Key elements of Visual Merchandising - Store Exterior, Store Layout, Store Interior, Interior display ● Factors Influencing Visual Merchandising ● Role of Visual Merchandiser 	
<p>UNIT II: Store Design Unit Description: This unit attempts to acquaint the students with various store designs, its components and the importance of colour and lighting therein.</p>	<p>13</p>

<p>Subtopics:</p> <ul style="list-style-type: none"> ● Objectives and Characteristics ● Types of store design ● Interior components ● Exterior components ● Colour ● Lighting design 	
<p>Unit III: Design Display Unit Description: This unit will orient the students in understanding the various components of design displays.</p>	15
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Concept, Purpose, style and importance of displays ● Types of window displays ● Factors in window display ● Signage and Graphics ● Understanding of display fixtures ● Budgeting 	

<p>Unit IV: Materials and Technologies Unit Description: This unit will acquaint the students with the materials and technologies used in visual display and the global trends.</p>	10
<ul style="list-style-type: none"> ● Selection of materials ● Use of Latest Technologies: Augmented and Virtual reality tools, Robotics ● Global Trends 	

Essential Readings

1. Morgan, T. (2014). Visual Merchandising: Window and in-store displays for retail, Laurence King Publishing, London
2. Bergstrom, B. (2009). Essentials of Visual Communication, Laurence King Publishing, London
3. Poore, J. (1994). Interior Colour by Design, Rockport Publishers.
4. Wiley, J. , (2010), Interior lighting for designers, John Wiley & Sons
5. Williams, R. (2007), Visual Communication: Integrating Media, Art, and Science, Routledge Communication Series

Suggested Readings

1. Khaus, K. (2006). Semantic turn a new foundation for design, CRC press

2. Landa, Robin. (2010), Advertising by design: Generating and Designing Creative Ideas Across Media, Second Edition, James Wiley
3. Linton, H. (1999). Color in Architecture: Design Methods for Buildings, Interiors and Urban Spaces, McGraw-Hill

PRACTICAL
(Credit 1; Periods 30)

Unit I: Design Exploration	No. of Periods 12
Activities: <ul style="list-style-type: none"> ● Preparing a portfolio on elements and principles of visual design ● Creating Theme based mood boards 	
<ul style="list-style-type: none"> ● Market survey of materials used in display: accessories, props, signage, backdrop, banners, etc. ● Visit to retail stores for critical assessment of display arrangements. 	

Unit II: Store Design and Displays	18
Activities: <ul style="list-style-type: none"> ● MKS system and techniques of measurement ● Identification and assessment of different layout plans ● Making a layout plan 	
<ul style="list-style-type: none"> ● Prop designing: Identification of types of props, material selection, creating a focal point through prop ● Planning and designing a prop ● Window Display Designing: Identification of types of window displays ● Assessment of selected window display ● Planning and designing a theme based window display ● Costing 	

Essential Readings

1. Morgan, T. (2014). Visual Merchandising: Window and in-store displays for retail, Laurence King Publishing, London
2. Bergstrom, B. (2009). Essentials of Visual Communication, Laurence King Publishing, London
3. Poore, J. (1994). Interior Colour by Design, Rockport Publishers.

4. Wiley, J. , (2010), Interior lighting for designers, John Wiley & Sons
5. Williams, R. (2007), Visual Communication: Integrating Media, Art, and Science, Routledge Communication Series