

PROPOSED SYLLABUS

Of

B.A / B.Sc. (Hons) Home Science

Choice Based Credit System

Under Dibrugarh University

2019

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Semester	Course Opted	Course Name	Credits
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Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

Course *Credits

Theory+ Practical Theory + Tutorial

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I. Core Course (14 Papers) 14X4= 56 14X5=70

Core Course Practical / Tutorial* (14 Papers) 14X2=28 14X1=14

II. Elective Course (8 Papers)

A.1. Discipline Specific Elective 4X4=16 4X5=20 **(4 Papers)**

A.2. Discipline Specific Elective Practical/ Tutorial* 4 X 2=8 4X1=4 **(4 Papers)**

B.1. Generic Elective/ Interdisciplinary 4X4=16 4X5=20 **(4 Papers)**

B.2. Generic Elective Practical/ Tutorial* 4 X 2=8 4X1=4 **(4 Papers)**

Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in

6th Semester

III. Ability Enhancement Courses

1. **Ability Enhancement Compulsory (2 Papers of 2 credit each)** 2 X 2=4 2 X 2=4

Environmental Science English/MIL Communication

2. **Ability Enhancement Elective (Skill Based)**

(Minimum 2) 2 X 2=4 2 X 2=4

(2 Papers of 2 credit each)

Total credit 140

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

*** wherever there is a practical there will be no tutorial and vice-versa**

I	Ability Enhancement Compulsory Course - I	English Communications/ Environmental Science	2
	CC-1 Theory	Human Development I: The Childhood Years	4
	CC -1 Practical	Human Development I: The Childhood Years Practical	2
	CC -2 Theory	Food and Nutrition	4
	CC -2 Practical	Food and Nutrition Practical	2
	GE -1 Theory	GE -1	4
	GE -1 Practical	GE -1 Practical	2
II	Ability Enhancement Compulsory Course -II	English Communications/ Environmental Science	2
	CC-3 Theory	Resource Management	4
	CC-3 Practical	Resource Management Practical	2
	CC-4 Theory	Dynamics of Communication & Extension	4
	CC-4 Practical	Dynamics of Communication & Extension Practical	2
	GE -2 Theory	GE -2 Theory	4
	GE - 2 Practical	GE - 2 Practical	2
III	CC-5 Theory	Introduction to Textiles	4
	CC-5 Practical	Introduction to Textiles Practical	2
	CC-6 Theory	Communication Systems and Mass Media	4
	CC-6 Practical	Communication Systems and Mass Media Practical	2
	CC-7 Theory	Personal Finance & Consumer Studies	4
	CC-7 Practical	Personal Finance & Consumer Studies Practical	2
	SEC-1	SEC-1	2
	GE -3 Theory	GE -3 Theory	4
GE - 3 Practical	GE - 3 Practical	2	
IV	CC-8 Theory	Human Development II: Development in Adolescence and Adulthood	4
	CC-8 Practical	Human Development II: Development in Adolescence and Adulthood Practical	2
	CC-9 Theory	Nutrition: A Life Cycle Approach	4
	CC-9 Practical	Nutrition: A Life Cycle Approach Practical	2
	CC-10 Theory	Fashion Design Concepts	4
	CC-10 Practical	Fashion Design Concepts Practical	2
	SEC-2	SEC-2	2
	GE -4 Theory	GE -4 Theory	4
GE - 4 Practical	GE - 4 Practical	2	
V	CC-11 Theory	Life Sciences	4
	CC-11 Practical	Life Sciences Practical	2
	CC-12 Theory	Physical Sciences	4
	CC-12 Practical	Physical Sciences Practical	2
	DSE -1 Theory	DSE -1 Theory	4
	DSE -1 Practical	DSE -1 Practical	2
	DSE -2 Theory	DSE -2 Theory	4
	DSE -2 Practical	DSE -2 Practical	2

B.SC. (HONS) HOME SCIENCE

Contd...

VI	CC-13 Theory	Research Methodology in Home Science	4
	CC-13 Practical	Research Methodology in Home Science Practical	2
	CC-14 Theory	Socio Economic Environment	4
	CC-14 Practical	Socio Economic Environment Practical	2
	DSE -3 Theory	DSE -3 Theory	4
	DSE -3 Practical	DSE -3 Practical	2
	DSE -4 Theory	DSE -4 Theory	4
	DSE -4 Practical	DSE -4 Practical	2
		Total	140

*Any 4 DSE, 2 SEC AND 4 GE to be picked up by the student from the pool.

Preamble

Home Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs. The students are encouraged to develop a scientific temper. Familiarizing them with the use of newer technologies, methods in family and community linkages, and sustainable use of resources for human development are the hall mark of education in Home Science. As a discipline Home Science integrates the ingredients of the sciences, social sciences and technology to facilitate the study of and enhance the quality of human life. Its approach is therefore inherently interdisciplinary. Traditionally, Home Science has adopted an ecological approach in its curriculum that engages the student through teaching, research and extension. The education process in Home Science underscores the importance of the individual's dynamic relationship with his/her family, community and society as a whole, as well as with the resources in the environment. Higher education learning in Home Science subjects provides students the opportunity to sharpen their capacities with a sense of social responsibility.

In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment. They train community women and youth from various strata of society for entrepreneurship. Many Home Scientists have done exceptionally well as entrepreneurs themselves. They do not remain job seekers but have also become job creators. They gain and provide employment in research organizations, food and textile industries, dietetic practice, education and child development domains, accreditation of green buildings, strategic planning and communication technologies. Keeping in view the growing aspirations of today's youth and the capacity of Home Science discipline to deliver, the present 3-year Choice Based Credit System curriculum has been drawn up.

Years of national and international experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened for i.e. Food and Nutrition, Human Development and Childhood Studies, Resource Management and Design Application, Development Communication and Extension and Fabric and Apparel Sciences. In this course, the students will learn the fundamental principles and foundations of all the five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable development. This is a major contribution of Home Science in both developed and developing societies.

The University Grants Commission's model curriculum of Home Science reflects a similar philosophy.

The objectives of the B.Sc. (Hons.) Home Science Honours course are:

- To understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities
- To learn about the sciences and technologies that enhance quality the life of people

- To acquire professional and entrepreneurial skills for economic empowerment of the student in particular, and community in general
- To develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
- To take science from the laboratory to the people

CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
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I	CC 1: Human Development I: The Childhood Years	English/ EVS			GE 1
	CC 2: Food and Nutrition				
II	CC 3: Resource Management	English/ EVS			GE 2
	CC 4: Introduction to Textiles				
III	CC 5: Dynamics of Communication &		SEC 1		GE 3
	CC 6:: Human Development II: Development in				
	CC 7: Nutrition: A Life Cycle Approach				
IV	CC 8: Personal Finance & Consumer Studies		SEC 2		GE 4
	CC 9: Communication Systems and Mass				
	CC10: Fashion Design Concepts				
V	CC11: Life Sciences			DSE 1	
	CC12: Physical Sciences			DSE 2	
VI	CC 13: Research Methodology in			DSE 3	
	CC14: Socio Economic			DSE 4	

B.Sc. (Hons.) Home Science

CORE COURSES (14 Courses) Total Credits – 84

(6 credits each Theory 4 credits + Practical 2 credits =6)

CC 1: Human Development I: The Childhood Years Theory 4 credits + Practical 2 credits

CC 2: Food and Nutrition Theory 4 credits + Practical 2 credits

CC 3: Dynamics of Communication and Extension Theory 4 credits + Practical 2 credits

CC 4: Resource Management Theory 4 credits + Practical 2 credits

CC 5: Introduction to Textiles Theory 4 credits + Practical 2 credits

CC 6: Communication Systems and Mass Media Theory 4 credits + Practical 2 credits

CC 7: Personal Finance & Consumer Studies Theory 4 credits + Practical 2 credits

CC 8: Human Development II: Development in Adolescence and Adulthood Theory 4 credits + Practical 2 credits

CC 9: Nutrition: A Life Cycle Approach Theory 4 credits + Practical 2 credits

CC10: Fashion Design Concepts Theory 4 credits + Practical 2 credits

CC11: Life Sciences Theory 4 credits + Practical 2 credits

CC12: Physical Science Theory 4 credits + Practical 2 credits

CC13: Research Methodology in Home Science Theory 4 credits + Practical 2 credits

CC14: Socio Economic Environment Theory 4 credits + Practical 2 credits

DISCIPLINE SPECIFIC ELECTIVE (4 Courses) Total Credits – 24

(6 Credits each –Theory 4 credits + Practical 2 credits =2)

DSE 1: Food Science Theory 4 credits + Practical 2 credits

DSE 2: Childhood in India Theory 4 credits + Practical 2 credits

DSE 3: Indian Textile Heritage Theory 4 credits + Practical 2 credits

DSE 4: Entrepreneurship Development & Enterprise Management Theory 4 credits + Practical 2 credits

DSE 5: Therapeutic Nutrition Theory 4 credits + Practical 2 credits

DSE 6: Childhood Disability and Social Action Theory 4 credits + Practical 2 credits

DSE 7: Gender, Media and Society Theory 4 credits + Practical 2 credits

DSE 8: Apparel Production Theory 4 credits + Practical 2 credits

DSE 9: Physiology and Promotive Health Theory 4 credits + Practical 2 credits

DSE 10: Advertising and Public Relation Theory 4 credits + Practical 2 credits

DSE 11: Basics of Interior Design and Hospitality Management Theory 4 credits + Practical 2 credits

DSE 12: Commercial Clothing Theory 4 credits + Practical 2 credits

SKILL ENHANCEMENT COURSES (2 Courses) Total Credits – 4

(2 Credits each-Theory 2 credits or Theory 1 credit+ Practical 1 credit or Practical 2 Credits)

SEC 1: Home Based Catering Theory 2 credits

SEC 2: Maternal and Child Nutrition Theory 2 credits

SEC 3: CAD in Textiles and Apparel Practical 2 credits

SEC 4: Understanding Psychology Theory 2 credits

SEC 5: Nutrition Health Communication Theory 2 credits

SEC 6: Life Skills Education Theory 2 credits

SEC 7: NGO Management & CSR Theory 2 credits

GENERIC ELECTIVES (For other disciplines) Total Credits -24

(6 Credits each -Theory 4 credits + 2 Practical credits or Theory 5 credits + 1 Tutorial)

GE 1: Human Nutrition Theory 4 credits + 2 Practical credits

GE2: Care and Well-Being in Human Development Theory 4 credits + 2 Practical credits

GE 3: Gender and Social Justice Theory 5 credits + 1 Tutorial

GE 4: Child Rights and Social Action Theory 5 credits + 1 Tutorial

GE 5: Entrepreneurship and Enterprise Management Theory 4 credits + 2 Practical credits

GE 6: Adolescent Relationships Theory 4 credits + 2 Practical credits

GE 7: Facilities and Service Management Theory 5 credits + 1 Tutorial

GE 8: Training and Development Theory 5 credits + 1 Tutorial

GE 9: Fashion: Design and Development Theory 4 credits + 2 Practical credits

GE 10: Interior Design Theory 4 credits + 2 Practical credits

Total Credits 84 Core+ 24 DSC + 4 SEC+ 4 AECC+ 24 GE= 14

CORE COURSES

Course Code: HSCH –CC 1101

Course Title: HUMAN DEVELOPMENT I: THE CHILDHOOD YEARS (T)

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the History and nature of Human development.
2. Gain knowledge on different domains of growth and development at different age level (from Conception to Childhood)

Unit I: Introduction to Human Development **20**

- Definition, History and Interdisciplinary nature of Human Development
- Scope of Human Development in contemporary society (changing trend)
- Domains, Stages and Contexts of development
- Principles of Growth and Development

Unit II: Prenatal Development, Birth and the Neonate **20**

- Reproductive health
- Conception, Pregnancy and Birth
- Capacities and care of the new born

Unit III: Infancy and Preschool years **20**

- Physical and Motor development
- Social and Emotional development
- Cognitive and Language development

Unit IV: Middle Childhood years **20**

- Physical and motor Development
- Social and Emotional development
- Cognitive and Language development

Course Code: HSCH –CC 1102
Course Title: HUMAN DEVELOPMENT I: THE CHILDHOOD YEARS (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

- | | |
|---|----------|
| 1. Methods of study and their use | 5 |
| <input type="checkbox"/> Interview | |
| <input type="checkbox"/> Observation | |
| <input type="checkbox"/> Narratives | |
| 2. Audio and video sources of studying prenatal development, infancy, early childhood and middle childhood period | 5 |
| 3. Cultural practices related to pregnancy and infancy | 5 |
| 4. Plan and develop activities to facilitate development in different domains. Preparation of material for parent's children (poster, toys etc) | 7 |
| 5. Study the role of salient others in child's life- familial and non-familial | 5 |
| 6. Survey of selected resources for family and children in the community and the market | 5 |
| 7. Psychological Tests (any two) | |
| - Personality test, Inter inventory test /IQ test/socio-economy status | 8 |

RECOMMENDED READINGS

- Bee. H. (1995). The Developing Child. Harper Collins.
- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.
- Phukan, M. 2013. Griha Bigyan (Manab Bikash). Jorhat .

Course Code: HSCH –CC 1103
Course Title: FOOD AND NUTRITION (T)
Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the functions of foods and the role of various nutrients, their requirements and effect of deficiency and excess.
2. Acquaint with the different methods of cooking and their advantages and disadvantages.
3. Gain knowledge about the nutrient losses in cooking.

Unit I: Basic concepts in food and nutrition **12**

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

Unit II: Nutrients **20**

Functions, Dietary Sources and clinical manifestations of deficiency/ excess of the following nutrients:

- Energy, Carbohydrates, lipids and proteins
- Fat soluble vitamins-A, D, E and K
- Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B12 and vitamin C
- Minerals – calcium, iron, zinc and iodine

Unit III: Methods of cooking **12**

- Dry, moist, frying and microwave cooking
- Advantages, disadvantages and the effect of various methods of cooking on foods

Unit IV: Food Groups **24**

Structure, composition, Products, nutritional contribution, selection and changes during cooking of the following food groups:

- Cereals
- Pulses
- Fruits and vegetables
- Milk & milk products

- Eggs
- Meat, poultry and fish
- Fats and Oils
- Spices and herbs
- Beverages

Unit V: Nutrient losses in cooking and enhancing the nutritional quality of foods-

- Supplementation, Germination, Fermentation, Fortification and GM foods **12**

Course Code: HSCH – CC 1104
Course Title: FOOD AND NUTRITION (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

- 1. Weights and measures; preparing market order and table setting **4**
- 2. Food preparation, understanding the principals involved, nutritional quality and portion size (**any one from each group**) **36**

- Beverages:** Hot tea/coffee, Milk shake/ lassi, fruit based beverages
- Cereals:** Boiled rice, pulao, chapatti, parantha, puri, pastas
- Pulses:** Whole, dehusked
- Vegetables:** curries, dry preparations
- Milk and milk products:** Kheer, custard
- Meat, Fish and poultry preparations**
- Egg preparations:** Boiled, poached, fried, scrambled, omelettes, egg pudding
- Soups:** Broth, plain and cream soups
- Baked products:** Biscuits/cookies, cream cakes, sponge cake preparations, tarts and pies
- Snacks:** pakoras, cutlets, samosas, upma, poha, sandwiches
- Salads:** salads and salad dressings.
- Fermented products:** idli, dosa, appam, batura, kulcha, dhokla

RECOMMENDED READINGS

- Bamji MS, Krishnaswamy K, Brahmam GNV (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd.
- Srilakshmi (2007). Food Science, 4th Edition. New Age International Ltd.
- Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition, Sixth Edition. Mosby.
- Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi. 2015
- Khanna K, Gupta S, Seth R, Mahna R, Rekhi T (2004). *The Art and Science of Cooking: A Practical Manual*, Revised Edition. Elite Publishing House Pvt Ltd.
- Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.

Course Code: HSCH –CC 2101
Course Title: RESOURCE MANAGEMENT (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Know the importance of wise use of resources in order to achieve goal.
2. Develop an appreciation of role of successful financial management in satisfying family living.

Unit I: Introduction to Resource Management 20

- Concept, universality and scope of management
- Approaches to management
- Ethics in management
- Motivation Theory

Unit II: Resources 20

- Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources.
- Maximizing use of resources and resource conservation.

Unit III: Management of specific resources 20

- Availability and management of specific resources by an individual/ family
 - Money
 - Time

- Energy

- Space

Application of Management Process in:

- Event Planning & Execution

Unit IV: Functions of Management: An overview

20

Decision Making

Planning

Supervising

Controlling

Organizing

Evaluation

Course Code: HSCH –CC 2102
Course Title: RESOURCE MANAGEMENT (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

1. Resource conservation and optimization/green technologies (natural resources): Portfolio 10

2. Identification and development of self as a resource. 10

- SWOT analysis- who am I and Micro lab

- Building Decision Making abilities through management games

3. Preparation of time plans for self and family 5

4. Time and Motion Study 5

5. Event planning , management and evaluation-with reference to 10

- Managerial process

- Resource optimization - time, money, products, space, human capital

RECOMMENDED READINGS

Koontz.H. and O'Donnel C., 2005, Management – A systems and contingency analysis of managerial functions. New York: McGraw-Hill Book Company

Kreitner. 2009, Management Theory and Applications, Cengage Learning: India

Rao V.S. and Narayana P.S., Principles and Practices of Management, 2007, Konark Publishers Pvt. Ltd.

Course Code: HSCH –CC 2103
Course Title: DYNAMICS OF COMMUNICATION AND EXTENSION (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Acquaint with different extension programmes.
2. Understand the process of organizing people for their own development.
3. Gain t knowledge on communication, extension and development.

Unit I: Communication: Concepts **25**

- Historical background, concept and nature
- Functions of Communication
- Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication
- Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organisations, Advertising and Public relations
- Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web based communication
- Communication for social change

Unit II: Understanding Human Communication **25**

- Culture and communication- Signs, symbols and codes in communication
- Postulates/Principles of Communication
- Elements of Communication and their characteristics
- Models of Communication
- Barriers to Communication

Unit III: Communicating Effectively **12**

Concept, nature and relevance to communication process:

- Empathy
- Persuasion
- Perception
- Listening

Unit IV: Communication for Extension

18

- Concept, nature and philosophy of Extension
- Principles of Extension
- Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope.
- Relationship between, Communication, Extension and Development

Course Code: HSCH –CC 2104
Course Title: DYNAMICS OF COMMUNICATION AND EXTENSION (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

- | | |
|--|----|
| 1. Developing skills in planning and conducting small group communication. | 20 |
| 2. Review of media on selected issues | 10 |
| 3. Design and use of graphic media /computer aided aids | 10 |

RECOMMENDED READINGS

- Barker, L. (1990). “Communication”, New Jersey: Prentice Hall, Inc; 171.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications

Course Code: HSCH –CC 3101
Course Title: INTRODUCTION TO TEXTILES (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding clothing.
2. Acquaint with the different textiles and their performances.
3. Recognize their true potential and develop their aptitude in their area of expertise.

Unit I: Introduction to textile fibres

10

- Morphology of textile fibres

- Primary and secondary properties	
- Fibre classification	
Unit II: Production, chemistry, properties and usage of fibres	25
- Natural fibre: Cotton, Flax, Silk and Wool	
- Man-made fibers: Rayon, Polyamides, Polyester, Acrylic, Olefins (Polyethylene and Polypropylene) and elastomeric fibres	
Unit III: Production and properties of Yarns	15
- Yarn construction: Mechanical Spinning (Cotton system, Wool system, Worsted system) Chemical Spinning (Wet, Dry, Melt)	
- Types of yarns: Staple and Filament, Simple yarns, Complex yarns	
- Yarn Properties-Yarn Numbering, Yarn Twist	
- Textured yarns: Types and properties	
- Difference between Threads and Yarns	
- Blends: Types of blends and purpose of blending	
Unit IV: Techniques of fabric construction	20
Weaving:	
- Parts of a loom	
- Operations and motions of the loom	
- Classification of weaves- construction, characteristics, usage	
Knitting:	
-Classification of knits	
-Construction and properties of warp and weft knits	
Non-wovens:	
-Types	
- Construction	
- Properties and usage	
Unit V: Basics of Wet Processing	10
<input type="checkbox"/> Classification and uses of finishes	
<input type="checkbox"/> Fundamentals of dyeing and printing	

Course Code: HSCH –CC 3102
Course Title: INTRODUCTION TO TEXTILES (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

1. Fibre Identification tests –Visual, burning, microscopic and chemical	6
2. Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn	
4	
3. Thread count and balance	4
4. Dimensional stability	4
5. Weaves- Identification and their design interpretation on graph	6
6. Analysis of light, medium & heavy weight cotton fabrics	10
- Fibre type	
- Yarn type	
- Weave	
- GSM	
- End use	
- Trade name	
7. Tie and Dye	6

RECOMMENDED READINGS:

1. Corbman, P.B., (1985) Textiles- Fiber to Fabric (6th Edition), Gregg Division/McGraw Hill Book Co., US.
2. Joseph, M.L., (1988) Essentials of Textiles (6th Edition), Holt, Rinehart and Winston Inc., Florida.
3. Vilensky G., (1983) Textile Science, CBS Publishers and Distributors, Delhi.
4. Tortora, G. Phyllis, Understanding Textiles, McMillan Co. USA.
5. Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi

Course Code: HSCH –CC 3103
Course Title: COMMUNICATION SYSTEMS AND MASS MEDIA (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding communication systems.
2. Understand concept, significance, functions and elements of mass communication.

Unit I: Self and Communication **15**

- Awareness of self in communication
- Intrapersonal Communication
- Self-concept and self esteem

Unit II: Interpersonal Communication **15**

- Concept, types and functions of interpersonal communication
- Dyadic, small and large group communication
- Stages in human relationship development
- Small group communication: types and functions

Unit III: Organization, Public and Mass Communication **30**

- Organizational communication: concept, types, functions and networks
- Public communication- concept and techniques
- Mass Communication- concept, significance, functions and elements
- Theories and models of mass communication
- Intercultural communication- concept, stages and barriers
- Relationship between culture and communication

Unit IV: Mass Media **20**

- Print Media: types, nature, characteristics, reach, access.
- Radio: types, nature, characteristics, reach, access.
- Television and cinema: types, nature, characteristics, reach, access.
- ICTs: types, characteristics, reach and access.

Course Code: HSCH –CC 3104
Course Title: COMMUNICATION SYSTEMS AND MASS MEDIA (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

- | | |
|--|----|
| 1. Know yourself exercises. | 6 |
| 2. Studying group dynamics in organizations- formal and informal. | 10 |
| 3. Audience analysis- readership, listenership and viewership studies | 12 |
| 4. Content analysis of mass media - Print, electronic and new media (Any two) | 12 |

RECOMMENDED READINGS

- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Barker, Larry Lee. (1990) Communication. Eaglewood Cliffs, New Jersey: Prentice Hall.
- McQuail, D. (2000) Mass Communication Theories. London: Sage Publications
- Baran, Stanley J (2009). Introduction To Mass Communication, McGraw hill medical publishing
- Baran, Stanley J (2014). Mass Communication Theory, Wadsworth Publishing
- Vivian, J (2012). The Media Of Mass Communication, Pearson
- Dominick, Joseph R. (2012). Dynamics of mass communication: media in transition , McGraw hill education

Course Code: HSCH –CC 3105
Course Title: PERSONAL FINANCE AND CONSUMER STUDIES (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Develop an appreciation of role of successful financial management in satisfying family living
2. Gain knowledge on consumer education, consumer rights and responsibilities and consumer problems in India.

Unit I: Income and Expenditure**20**

- Household Income – Types, Sources, Supplementation of family income, use of family income, budgets, maintaining household accounts
- Factors influencing expenditure pattern
- Family savings and investments- need ,principles, channels of investment, tax implications
- Consumer credit- need, sources, credit cards, Housing finance
- Personal finance management – tax implications, calculation of personal income tax,
- Guidelines for wise buying practices

Unit II: Consumer in India: Consumer problems and education**20**

- Definition of a consumer
- Role of consumers in the economy, National Income, Per Capita Income, Household wise distribution of income
- Changing nature of the business world –e-commerce, e-business
- Types of consumer problems – products and service related, investment and infrastructure related, Causes and solutions

UNIT III: Consumer rights and responsibilities**20**

- Consumer education and empowerment
- Consumer rights and responsibilities
- Consumer organizations - origin, functioning, role and types.
- Consumer cooperatives - role, history and growth in India, PDS Kendriya Bhandars.

Unit IV: Consumer Protection**20**

- Concept of consumer protection
- Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres
- Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and others
 - Regulations on Food Labelling and Claims: FSSAI, Codex for consumers

Course Code: HSCH –CC 3106
Course Title: PERSONAL FINANCE AND CONSUMER STUDIES (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

1. Evaluation and designing of advertisements in the print media including products, services and social ads. 10
2. Evaluation and designing of informative and attractive labels of different type of food products. 10
3. Case study of banks or post offices to understand their services and products, learning to fill different bank forms 10
4. Food adulteration tests (to be specified) 10

RECOMMENDED READINGS

- Khanna S.R., Hanspal S., Kapoor S. & Awasthi H.K., 2007, Consumer Affairs, Universities Press India Pvt. Ltd.
- Sawhney, H.K. & Mital, M., 2007, Family Finance & Consumer Studies, Elite Publishing House Pvt. Ltd.
- Seetharaman, P. and Sethi, M., 2001, Consumerism: Strength and Tactics, New Delhi: CBS Publishers.

Course Code: HSCH –CC 4101

**Course Title: HUMAN DEVELOPMENT II: DEVELOPMENT IN ADOLESCENCE
AND ADULTHOOD (T)**

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand human development and family studies with a life –span approach (Adolescent and Adulthood)
2. Analyse the socio emotional and cognitive changes throughout adulthood.

Unit I: Introduction to Adolescence **25**

- Developmental tasks during Adolescence
- Puberty, sexual maturity, nutrition, health, and psychological well-being
- Self and identity
- Family and peer relationships
- Adolescent interface with media

Unit II: Cognitive, Language and Moral development **20**

- Perspectives on cognitive development
- Development of intelligence and creativity
- Adolescent language
- Adolescent morality

Unit III: Introduction to Adulthood **20**

- Definitions, transition from adolescence to adulthood
- Developmental tasks of adulthood
- Physical and physiological changes from young adulthood to late adulthood
- Significance of health, nutrition, and well being

Unit IV: Socio-emotional and Cognitive development **15**

- Socio-emotional and Cognitive changes throughout adulthood
- Marriage-contemporary trends
- Parenting and grand parenting

Course Code: HSCH –CC 4102
Course Title: HUMAN DEVELOPMENT II: DEVELOPMENT IN ADOLESCENCE
AND ADULTHOOD (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. To study physical and sexual changes in adolescence | 8 |
| 2. To study cognitive development and creativity during adolescence | 8 |
| 3. Case profile of an adolescent- including study of self, family relationships and peer relationships. | 10 |
| 4. Use of interview/questionnaire method to study adult roles (at least one male and female) | 8 |
| - Father/husband | |
| - Home maker | |
| - Employed woman | |
| - Grandfather/Grandmother | |
| - Single parent | |
| - College-going young adults | |
| 5. Familiarity with Psychological Tests of Intelligence and Personality- any four | 6 |

RECOMMENDED READINGS

- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the life span. London: Penguin.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.
- Tennant, M. and Pogson, P. (1995) Learning and Change in the Adult Year, San Francisco: Jossey-Bass.

Course Code: HSCH –CC 4103

Course Title: NUTRITION: A LIFE CYCLE APPROACH (T)

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the functions and sources of nutrients.
2. Know about the importance of nutrition during different stages of life.
3. Gain knowledge about nutrition for some social conditions.

Unit I: Principles of meal planning **18**

- Food groups and Food exchange list
- Factors affecting meal planning and food related behavior
- Methods of assessment of nutrient requirements
- Dietary guidelines for Indians

Unit II: Nutrition during adulthood **25**

Physiological changes, RDA, nutritional guidelines, nutritional concerns, energy balance and healthy food choices.

- Adults
- Pregnant women
- Lactating mothers
- Elderly

Unit III: Nutrition during childhood **25**

Growth and development, growth reference/standards, RDA, nutritional guidelines, nutritional concerns, and healthy food choices.

- Infants
- Preschool children
- School children
- Adolescents

Unit IV: Nutrition for special conditions

12

- Nutrition for physical fitness and sport
- Feeding problems in children with special needs
- Considerations during natural and man-made disasters e.g. floods, war.

Course Code: HSCH –CC 4104
Course Title: NUTRITION: A LIFE CYCLE APPROACH (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICALS

1. Introduction to meal planning **10**

- Rich sources of nutrients
- Use of food exchange lists

2. Planning nutritious diets for: **20**

- Young Adult
- Pregnant/ Lactating woman
- Preschooler
- School age child/Adolescent
- Elderly

3. Planning nutrient rich snacks/dishes for: **10**

- Infants (Complementary foods)
- Children/Adults

RECOMMENDED READINGS

Bamji MS, Krishnaswamy K, Brahmam GNV (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd.

Khanna K, Gupta S, Passi SJ, Seth R, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House.

Wardlaw GM, Hampl JS, DiSilvestro RA (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.

Chadha R and Mathur P (eds). Nutrition: A Lifecycle Approach. Orient Blackswan, Delhi. 2015

Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) Nutritive Value of Indian Foods. National Institute of Nutrition, ICMR, Hyderabad.

Seth V and Singh K (2005). Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual. Elite Publishing House Pvt. Ltd. New Delhi.

Course Code: HSCH –CC 4105
Course Title: FASHION DESIGN CONCEPTS (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding specific skills related to fashion designing.
2. Enable to acquaint with the different fashion illustrations, pattern drafting, fashion styling, design and garment construction.

Unit I: Fashion **20**

- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Role of a Designer
- Leading Fashion centres and designers

Unit II: Importance of clothing **25**

- Clothing functions and theories of origin
- Clothing terminology
- Individuality and conformity, conspicuous consumption and emulation
- Selection of clothes for self
- Selection and Evaluation of ready-made garments

Unit III: Components of garment: classification and application **23**

- Fabric, seams, stitches, thread, shaping methods, dart equivalents
- Sleeves, cuffs, necklines, collars, plackets, yokes, pockets and trims
- Style variation: bodice, skirts, trousers in various silhouettes

Unit IV: Design **12**

- Elements and principles of design
- Structural and applied design

Course Code: HSCH –CC 4106
Course Title: FASHION DESIGN CONCEPTS (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. Flat sketching of garment components | 10 |
| 2. Identification of garment components | 10 |
| 3. Interpretation of elements and principles of design concepts from print and visual mediums | 8 |
| 4. Field study and collections of famous designers designs /designs | 12 |

RECOMMENDED READINGS:

- Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
- Marshall S G, Jackson H O, Stanley MS, Kefgen M &Specht T, 2009, Individuality in Clothing & Personal Appearance, 6th Edition, Pearson Education, USA.
- Tate S.L., Edwards M.S., 1982, The Complete Book of Fashion Design, Harper and Row Publications, New York.

Course Code: HSCH –CC 5101
Course Title: LIFE SCIENCES (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge on biotechnological applications.
2. Understand the propagations of plants and economic botany.
3. Apprise the significance of genetics and biotechnology to humans.

SECTION A - BOTANY

- **Cell structure and function**

- General Cell structure,
- functions of tissues and organ system

UNIT II: Propagation of plants – seed and vegetative 8 ☐ Seed

Propagation

- Cuttings – stem, leaf and root
- Layering
- Grafting

Unit III: Types of Garden 10

- Ornamental garden
- Kitchen garden
- Herbal Garden
- Concept of organic farming

Unit IV: Economic Botany 8

- Vegetables-Cauliflower, carrot, tomato, potato, onion, spinach, gourds, fenugreek
- Fruits-papaya, mango
- Spices and Condiments-clove , pepper, cardamom, cumin, Coriander, asafoetida
- Ornamental and Foliage plants-Rose, Bougainvillea, China rose, fern, asparagus

Unit V: Biotechnological Applications 4

- Application of biotechnology in agricultural crops.

SECTION B- ZOOLOGY

Unit I 10

- Classification of animal kingdom
- Chordates up to 5 major classes, characteristics with examples
- Non chordates up to phyla, characteristics with examples
- cell as a unit of life, electron microscopic structure and function of a cell

Unit II 10

- Parasites and human diseases
- Plasmodium, Giardia, Entamoeba, Taenia, Ascaris etc
- Economics importance and control of common household pests
- Economic importance of Insect

Unit III 8

- Introduction to Biotechnology

- Significance of biotechnology to humans
- Recent trends in biotechnology

Unit IV **8**

➤ **Digestive system** **8**

Unit V **4**

- Vermicompositing
- Technology, importance and its relevance
- How to start a unit at home
- Maintenance and propagation

Course Code: HSCH –CC 5102
Course Title: LIFE SCIENCES (P)
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

SECTION A- BOTANY

Study of medicinal plants **7**

- Propagation of plants by seed and vegetative methods 7
- Identification and classification of economically important plants 6

SECTION B- ZOOLOGY

- Study of cells – neurons, blood cells, cheek cells **10**
- Vermi composting **10**

RECOMMENDED READINGS :

1. Chadha K.L.2012. Handbook of Horticulture. ICAR Publication.
2. Gopalaswamianger K.S. 1991, Complete gardening in India, Messers Nagaraj And Co. Madras
3. Hartman H.T and Kester D 1986.:Plant Propagation, Principles and Practices Prentice Hall of India Pvt. Ltd. New Delhi.
4. Raven P. and Johnson G. 2010. Biology. Mc Graw Hill Science.
5. Soni N.K. and Soni V. 2010. Fundamentals of Botany. Tata Mc Graw Hill Education.
6. Jordan and Verma,1998, Invertebrate Zoology, S. Chand and Co. Ltd
7. Kotpal,2000,Modern Textbook of Zoology, Rastogi Publications
8. Winchester, A.M. 1967, Genetics, Oxford and IBH Publishing Company
9. Vij and Gupta (2011)Applied Zoology Phoenix Publishing House

Course Code: HSCH –CC 5103
Course Title: PHYSICAL SCIENCE (T)
Nature of the Course: Core (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain basic knowledge of chemistry in different fields like carbohydrates, lipids, protein and polymers.
2. Familiarize with the basic development of physics involved in day to day life.
3. Have depth in each branch like units and measurements, sound and light and biophysics techniques.

SECTION A –CHEMISTRY

THEORY

SECTION A -CHEMISTRY

Unit I: Carbohydrates 12

□ **Introduction**, Classification, Monosaccharides **disaccharides, Polysaccharides** , **effect of cooking on carbohydrate** , importance of carbohydrate as biological fuel, **importance of carbohydrate as biological fuel**

Unit II: Lipids 4

□ **Physical & chemical properties of lipids**- fatty acids, glycerol; Storage lipids tri glycerides, **saturated & unsaturated fat, cholesterol, effect of cooking on lipid.**

Unit III: Amino acids as a building blocks of protein 8

□ **Introduction**, classification of protein **Denaturation of protein, effect of cooking on protein.**

Unit IV: Packaging 8

Introduction and different types of packaging used in food industry.

Unit V: Dyes

8

- Classification, **properties of natural and synthetic dyes**

SECTION B- PHYSICS

Unit VI: Units and Measurement; Length, Mass and Time measurements, Plotting of curves.

10

- Motion: Displacement speed, Velocity, Acceleration. (Only definition).
- Laws of Motion: Concepts of forces, Newton's Law of Motion, momentum, force, Impulse, Different types of forces (Frictional forces, Gravitational forces, viscous force)
- Law of Gravitation, Acceleration due to gravity, artificial and Geostationary satellites Work, energy and power; simple harmonic motion and time period, simple pendulum.
- Reflection, refraction, refraction through Prism, lenses. (Only Diagram)

Unit VII: House hold Equipment and Consumer Awareness

10

- Motorized equipments: Vacuum cleaners, Clothes washing machine, Dish washers, Food processors, Electric chimney. (Working & care)
- Heating appliances: Electric irons, Electric water heaters, Gas and electric cooking ranges, Gas meter, temperature control in household gadgets - various types of thermostats, Solar Energy and its applications. (Working & care)
- Cooling appliances: Refrigeration and air conditioning, Various types of Refrigerators, air conditioners and air coolers, Basic knowledge of ducting. (Working & care)
- Guarantee and warranty of all household equipments, Precautions while using equipments and servicing of equipment used.

Unit VIII: Electricity

8 □ Charge,

current, resistance, potential, DC & AC current

- **Conductor; insulator, semiconductor. (only definition)**
- Generation and efficient transmission of electricity.
- Safety features in household electric wiring - fuse, MCB, Earthing,
- Electric meter
- Concept - Battery charger, Invertor, UPS, Voltage stabilizer.
- Lighting fixtures in the home - Incandesent lamp, Fluorescent tube, CFL, LED, Halogen lamp.

Unit IX: Sound and Light

8

- Lighting in interiors
- Sources of light-natural and artificial
- Types of lighting-general/ambient lighting, task lighting, accent lighting
- Factors effecting illumination-brightness, contrast, glare, diffusion,colour

Unit X Biophysical Techniques

4

- Basic Knowledge of: X-Rays & Ultra sound.
- Harmful effect of radiations.

Course Code: HSCH –CC 5104
Course Title: **PHYSICAL SCIENCE (P)**
Nature of the Course: Core (Practical)
Total Credit: 2

PRACTICAL

PART A - CHEMISTRY

1. Application of natural and synthetic dyes on Fabric/Yarn (any four) 20

Vegetable dyes

Animal dyes

Mineral dyes

Acid dyes

Basic dyes

Direct dyes

PART B- PHYSICS

To study the working principles of the following household appliances(any four) 20

Refrigerator

Air conditioner / Air cooler

Pressure cooker

Microwave oven

OTG

RECOMMENDED READING

- Morrison, R. T. and Boyd, R. N., Organic Chemistry, (2001), 7th edition, Prentice Hall.
- Graham Solomon, T.W. Organic chemistry 10th Ed. (2009) John Wiley and sons, Inc.
- Voet, D and Voet, J, Principles of Biochemistry, 4th edition (2011) by John Wiley and sons.
- Nelson, D.L. and Cox, M.M., Lehninger's principles of Biochemistry, 6th edition, (2012) W.H. Freeman.
- P.C. Jain, Monika Jain, Engineering Chemistry, Dhanpat Rai Publications (1979)
- Berg, J. M., Tymoczko, J.L. and Stryer, L. (2012). Biochemistry 7th Ed., W. H. Freeman
- Household Physics (2012), Claude H. Brechner, Harpress.
- Applied Photography Optics, 3rd Edition, Sidney E. Ray, Focal Press 2002.
- Modern Physics, Murugesan, S. Chand and Co., 2002.
- Engineering Physics: Fundamentals and modern applications, P. Khare and A. Swarup, Jones and Barlett Publishers, 2010.
- Principles of Instrumental Analysis, 6th edition (2006), D.A. Skoog et. al., Saunders College Publishing.
- Murugesan, Modern Physics, S. Chand and Co., 2002.
- Bhatia, K.B., Elements of Electrical Gadgets, Arya Book Depot, 1993.
- Principles of Instrumental Analysis, 6th edition (2006), D.A. Skoog et. al., Saunders College Publishing.
- Practical Organic Chemistry by Vogel A. I., Orient Longmans Limited.
- Ahluwalia, V. K., Dhingra, S., Gulati, A., College Practical Chemistry, University Press (India) Pvt. Ltd. (2005)
- B.Sc. Practical Chemistry by P. L. Soni and S. C. Jain, Sultan Chand and Sons (1978).
- College Practical Physics by Khanna and Gulati, S. Chand and Co., (1999)

Course Code: HSCH –CC 6101

Course Title: RESEARCH METHODOLOGY IN HOME SCIENCE (T)

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Orient about concept, purpose and approaches of research.
2. Orient qualitative techniques applied to Home Science.

3. Understand the research process.

Unit I: Research- Meaning, purpose and approaches **27**

- Exploration, Description, Explanation
- Scientific method and research
- Research Designs –Experimental and Observational
- Quantitative and Qualitative approaches

Conceptualization and Measurement

- Variables, concepts and measurement
- Scales of measurement
- Units of analysis

Unit II: Sampling & Tools **26**

- Role of sampling in research
- Types of sampling
- Methods of sampling

Research Tools and Techniques

- Validity and reliability
- Interviewing and observational methods

Unit III: The Research Process **27**

- Defining the problem, research questions, objectives, hypotheses
- Review of related literature and originality in writing
- Planning the research
- Subjects context and ethics
- Methodology and tools
- Citation formats: in, social sciences

Course Code: HSCH –CC 6102

Course Title: RESEARCH METHODOLOGY IN HOME SCIENCE (P)

Nature of the Course: Core (Practical)

Total Credit: 2

PRACTICAL

1. Exercise in sampling, random number table. 10

2. Exercise in designing tools and their analysis: interview, questionnaire. 15

RECOMMENDED READINGS

- Kumar, R. (2005) Research Methodology: A Step by Step Guide for Beginners. Sage Publications, New Delhi.
- Kerlinger F. N. and Lee, H.B. (2000) Foundations of Behavioural Research 4th Ed. Harcourt College Publishers
- Kothari, C. R. (2008) Research Methodology: Methods and Techniques 2nd Ed. New Age International Pvt Ltd, New Delhi.
- Black, J.A. & Champion, D. J. (1976) Methods and Issues in Social Research. New York: John Wiley and Sons.

Course Code: HSCH –CC 6103

Course Title: SOCIO ECONOMIC ENVIRONMENT (T)

Nature of the Course: Core (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Establish value to make individual, family and social life meaningful.
2. Development of individual within family, community and culture.
3. Acquaint with current economic issues for analyze the Indian economic environment.

Part I: Sociological Concerns and Orientation

20

Unit I Sociological Orientation

- Society, Culture and Institutions
- Family, Kinship and Relationships
- Social Groups and multiplicity
- Cultural diversity in contemporary life.

Unit II Emergence of New Ideological Orientations

20

- Social mobility and social change
- Emergent Cultural Stereotypes

- Ethnographic approaches to the study of groups.
- Appreciating cultural plurality, Interconnection between the spheres
- Sociological Studies of Children, Youth and Women the aged: Empirical Problem & Frameworks.

Part II: Economic Theory and Environment

Unit III: Introduction -Economic system, Consumption and production and distribution

20

- Definition, scope of Economics, Central problems of an economy
- Wants - Classification and Characteristics.
- Utility - Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility Demand - Law of Demand, Elasticity of Demand.
- Engel's Law of Consumption, consumer's surplus
- Supply - Law of Supply, Elasticity of Supply, equilibrium of Demand and Supply.
- Factors of Production- land, labour and capital, National Income estimates
- Types of Markets
- Money – classification and functions, value of money - quantity theory, Inflation and deflation
- functions of Banks

Unit IV:Indian Economic Environment

20

- Structure of Indian Economy : Changing structure of India Economy in the planning period.
- Constraints on growth: issues of population, income distribution, poverty,unemployment, inequality and migration, food security.
- Role, importance and organization of Indian Agriculture.
- Role, importance and problems of Indian industries,
- Resent developmental programmes of the Government of India:Jana Dhana Yojna, Sarva Siksha Yojana.
- Issues related to health, education, environmental problems and gender.

Course Code: HSCH –CC 6104
Course Title: SOCIO ECONOMIC ENVIRONMENT (P)
Nature of the Course: Core (Practical)
Total Credit: 2

Part I Practical (project)

- Changing family trends. 5
- Individuals facing Conflicts and consensus in society. 5
- Case studies, narratives, films, fieldtrips to different regions, communities like tribal, rural, urban (any one method) 10

Part II Practical

- Field Visit (to do the comparative economic studies) 10
- Data interpretation and analysis (to see the trends of growth and development of certain sectors or vice versa.) 10

RECOMMENDED READINGS

- Abraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
- Beattie, J. (1964). Other cultures. Cohen and West.
- Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
- Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
- Rawat, H.K. (2007). Sociology: Basic concepts. New Delhi: Rawat Publications.
- Srinivas, M.N. (Ed.) (1996). Caste: Its twentieth century avatar. New Delhi: Viking Penguin.
- Ahuja H.L., 2010, Modern Micro Economics. Sultan Chand & sons
- Dhingra IC and Garg VK, 2010, Introductory Economic Theory. Sultan Chand & Sons
- Mishra & Puri, Recent edition 2014, Indian Economy, Himalaya Publishing House.
- Mithani D.M., 2010 New Edition, Macro-Economics. Himalaya Publishing House
- Sundaram K.P.M., 2010, Introduction to Economics. Ratan Prakashan

DISCIPLINE SPECIFIC ELECTIVE (DSE)

Course Code: HSCH –DSE 1101
Course Title: FOOD SCIENCE (T)
Nature of the Course: DSE (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the sources and functional properties of nutrients.
2. Know about food microbiology, sensory science, preservation techniques and food laws.

Unit I: Introduction to food science **10**

- Definition, importance and applications
- Basic terminology used in food science

Unit II: Basic food chemistry **20**

- Sources, chemistry and functional properties of Carbohydrates, Lipids and Proteins.
- Colloidal chemistry: Definition, classification, properties and applications of sols, gels, foams and emulsions.

Unit III: Basic food microbiology **15**

- Introduction to yeast, mold and bacteria - Characteristics and their role in preservation and spoilage of food.
- Hygiene and sanitation practices in food processing and waste disposal.

Unit IV: Preservation techniques, principles and their applications **15**

- High temperature, low temperature, removal of moisture, irradiation and additives.
- Food packaging and labeling: FSSAI, Codex

Unit V: Sensory science **10**

- Physiological basis of sensory evaluation and sensory attributes of food.
- Sensory evaluation: Assessment, subjective and objective.

Unit VI: Food Laws and Quality Assurance **10**

- National and International food laws – FSSAI, BIS, AGMARK, Codex and ISO: 22000, ISO: 9000, ISO: 14000.
- Quality Assurance procedures - GMP, GHP, HACCP

Course Code: HSCH – DSE 1102
Course Title: Course Title: FOOD SCIENCE (P)
Nature of the Course: DSE (Practical)
Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. i. Applications and factors affecting formation of Sols, gels, foams and emulsions | 10 |
| ii. Study of microscopic structure of different food starches and their gelatinization properties | 10 |
| 2. i. Slide preparation and identification of bacteria yeast and mold | 10 |
| ii. Assessment of hygienic practices of food handlers | 10 |

Course Code: HSCH –DSE 1103
Course Title: CHILDHOOD IN INDIA (T)
Nature of the Course: DSE (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Get knowledge of psycho-social dimensions and contemporary issues of childhood
2. Understand the overview of children and multiple contexts of childhood in India
3. Understand Contemporary issues of childhood in India

Unit I: Introduction to childhood in India **15**

- Children in India: An overview Social construction of childhood and family
- Folk theories about childhood and family
- Childhood in mythology, stories and films

Unit II: Multiple contexts of childhood in India **20**

- Childhood in families
- Growing up without the family
- Childhood in schools

- Children in extra- familial settings
- Belonging to a minority community

Unit III: Psycho- social dimensions of childhood

25

- Growing up in tribal family
- Childhood in selected family occupations: artists, farmers, weavers
- Growing up in rural setting
- Childhood in urban India
- Being a girl in India

Unit IV: Contemporary issues of childhood in India

20

- Language, religion and culture
- Poverty and disadvantage
- Caste and childhood
- Children on streets

Course Code: HSCH – DSE 1104

Course Title: CHILDHOOD IN INDIA (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

- | | |
|---|---|
| 1. Personal social experiences of childhood in families | 8 |
| 2. Beliefs and practices related to children in different communities | 8 |
| 3. Children’s experiences of ethnicity/class/caste/language | 8 |
| 4. Stories, folk songs, toys and games from diverse ethnic groups | 8 |
| 5. Depiction of childhood in media. | 8 |

RECOMMENDED READINGS

- Behera, D. K. (Ed.) (2007) Childhood in South Asia : New Delhi. Pearson- Longman
- Krishnan, L. (1998). Child rearing: An Indian perspective. In, A. K. Srivastava(Ed.), Child Development: An Indian perspective. Pp. 25-55. New Delhi: National Council for Education Research and Training.
- Sharma, D. (2003). Infancy and childhood in India. In, D. Sharma (Ed.), Childhood, family and sociocultural changes in India (13-47). New Delhi: Oxford.

Course Code: HSCH –DSE 1105
Course Title: INDIAN TEXTILE HERITAGE (T)
Nature of the Course: DSE (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge about traditional Indian woven textiles and costumes
2. Know about traditional Indian embroidered and dyed textiles
3. Gain knowledge on different techniques of care and storage of traditional textiles

Unit 1: Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours and products **50**

- Woven Textiles-Benaras Brocades , Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir, Assamese textiles
- Embroidered Textiles-Kanthas of Bengal, Kasuti of Karnataka, Phulkari of Punjab, Chikankari of Uttar Pradesh, Kashida of Kashmir, Gujarat embroideries
- Painted and Printed textiles –Kalamkaris of Andhra Pradesh, Dabu printing of Rajasthan , Ajarakh prints of Gujarat
- Dyed textiles –Bandhnis of Rajasthan and Gujarat, Ikats- Patola of Gujarat, Bandhas of Orissa, Telia Rumal

Unit 2: Conservation of Traditional Textiles **15**

- Factors influencing degradation of textiles
- Care and storage techniques

Unit 3: Status of Traditional Textiles in Modern India **15**

- Evolution and socio-economic significance of Khadi, Handloom and Handicraft sector
- Sustenance of traditional textile crafts
- Interventions by organizations

Course Code: HSCH – DSE 1106

Course Title: INDIAN TEXTILE HERITAGE (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

1. Traditional Embroideries	6
2. Tie and dye	6
3. Batik	6
4. Block printing	6
5. Portfolio and product development	6
6. Visit to craft/ Handloom center	10

Recommended Readings:

1. Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
2. Chattopadhaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi
3. Das, Shukla, 1992, Fabric Art- Heritage of India, Abhinav Publications, N Delhi
4. Chetia, S. 2006. The Assamese handloom and textile tradition, Digboi Mahila Mahavidyalaya, Digboi
5. Baruah, Pallavi. 2008. The art of Tie and Dye and batik, kaustabh prakashan, Dibrugarh
6. Kakoti, S. 2013. A text book of Clothing & Textiles, Om books publishers & distributors, Guwahati
7. Phukon, R. 2011. Indigenous Dyes and Home Dyeing, Purbanchal Prakash, Guwahati, Assam.
8. Phukon, R. 2013. Prakjitik Rong: Boyan Silpol Yet Prayog Podhoti, Purbanchal Prakash (Guwahati)

Course Code: HSCH –DSE 1107

Course Title: ENTREPRENEURSHIP DEVELOPMENT AND ENTERPRISE MANAGEMENT (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Develop achievement motivation and sharpening entrepreneurial traits and behaviour.
2. Gain Guidance on industrial opportunities, incentives, facilities and rules and regulations.
3. Get developing managerial and operational capabilities.
4. Create self-employment and generation of employment opportunity.

Unit I: Entrepreneurship Development 25

- Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship education model.
- Entrepreneur-their characteristics, types, gender issues, role demands and challenges.
- Entrepreneurial Motivation.
- Challenges faced by Women Entrepreneurs

Unit II: Enterprise Planning and Launching 20

- Types of enterprises classification based on capital, product, location, ownership pattern and process
- Sensing business opportunities and assessing market potential; market research
- Appraising of project and feasibility

Unit III: Enterprise Management and Networking 35

- Managing Production
 - Organizing Production; input-output cycle
 - Ensuring Quality
- Managing Marketing
 - Understanding markets and marketing
 - Functions of Marketing
 - 4Ps of Marketing(same as marketing mix)
- Financial Management

- Meaning of Finance
- Types and Sources of Finance
- Estimation of project cost
- Profit Assessment
- Networking of Enterprises

Course Code: HSCH – DSE 1108

Course Title: ENTREPRENEURSHIP DEVELOPMENT AND ENTERPRISE MANAGEMENT (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. SWOT analysis with respect to entrepreneurial competencies through case profiling of successful entrepreneurs and enterprises. | 10 |
| 2. Achievement Motivation lab-development of entrepreneurial competencies | 10 |
| 3. Survey of an institution facilitating entrepreneurship development in India. | 10 |
| 4. Preparation of business plan. | 10 |

RECOMMENDED READINGS

- Gundry Lisa K. & Kickul Jill R.,2007, Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications, Inc.
- Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company

Course Code: HSCH –DSE 1109

Course Title: THERAPEUTIC NUTRITION (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Received the train to provide dietary consultancy in various settings.
2. Enable to plan and prepare therapeutic diet.

Unit I Principles of nutrition care	10
<ul style="list-style-type: none"> <input type="checkbox"/> Nutrition Care Process <input type="checkbox"/> Therapeutic adaptations of the normal diet <input type="checkbox"/> Progressive diets – clear fluid, full fluid, soft and regular 	
Unit II Etiology, clinical features and nutritional management of Infections and Fevers	12
<ul style="list-style-type: none"> <input type="checkbox"/> Typhoid <input type="checkbox"/> Tuberculosis <input type="checkbox"/> HIV 	
Unit III Etiology, clinical features and nutritional management of the following	18
<ul style="list-style-type: none"> <input type="checkbox"/> GI Tract Disorders: <ul style="list-style-type: none"> o Diarrhoea o Constipation o Lactose intolerance o Celiac disease. <input type="checkbox"/> Liver: Infective Hepatitis 	
Unit IV Etiology, clinical features and nutritional management of	14
<ul style="list-style-type: none"> <input type="checkbox"/> Weight Imbalances-Overweight and obesity; Underweight <input type="checkbox"/> Eating disorder- anorexia nervosa and bulimia 	
Unit V Etiology, clinical features, basic diagnosis and nutritional management of the Following	18
<ul style="list-style-type: none"> <input type="checkbox"/> Type 1 and Type 2 Diabetes Mellitus <input type="checkbox"/> Metabolic Syndrome <input type="checkbox"/> Hypertension and Coronary Heart Disease 	
Unit VI Food allergy and food intolerance	8
<ul style="list-style-type: none"> <input type="checkbox"/> Etiology, clinical features, diagnosis and nutritional management 	

Course Code: HSCH – DSE 1110
Course Title: THERAPEUTIC NUTRITION (P)
Nature of the Course: DSE (Practical)
Total Credit: 2

PRACTICAL

Planning, preparation and service of diets for the following: Therapeutic Diets – Normal, Soft, Clear and full fluid

i. Fevers: acute and chronic	8
ii. Obesity	7
iii. Type 2 Diabetes	7
iv. Hypertension and CHD	8
v. Diet survey	10

RECOMMENDED READINGS

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). *Textbook of Nutrition and Dietetics*. Phoenix Publishing House Pvt. Ltd.
- Mahan L K and Escott Stump S (2013). *Krause's Food & Nutrition Therapy*, 13th ed. Saunders-Elsevier.
- Stacy Nix (2009). *William's Basic Nutrition and Diet Therapy*, 13th Edition. Elsevier Mosby.
- ICMR (1999). *Nutritive Value of Indian Foods*. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- Seth V and Singh K (2007). *Diet Planning through the Life Cycle Part II: Diet Therapy. A Practical Manual*, 4th edition. Elite Publishing House Pvt. Ltd.

Course Code: HSCH –DSE 1111
Course Title: CHILDHOOD DISABILITY AND SOCIAL ACTION (T)
Nature of the Course: DSE (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Appreciate the special needs of children with different disability and disorders.

2. Gain insight into the causes of disability and disorders in children and into their prevention and treatment.
3. Understand policies and laws related to disabilities.

Unit I: Understanding Disability and Inclusion **20**

- Defining and understanding disability
- Rights of persons with disability and UNCRPD
- Perspective on disability: Individual and social
- Attitudes towards disability- family, school, society and media

Unit II: Types of Disability **40**

- Identification, assessment and etiology with reference to:

I. Physical disabilities

II. Intellectual disability

III. Sensory disabilities- Visual and auditory

IV. Learning disability

V. Autism

Unit III: Disability and society **20**

- Overview of practices and provisioning related to addressing disability in India
- Prevention, therapy, education and management
- Families of children with disabilities
- Policy and laws

Course Code: HSCH – DSE 1112

Course Title: CHILDHOOD DISABILITY AND SOCIAL ACTION (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

1. Visits- Government and Private Institutions and Organisations (CGC, schools, NGO's, Hospitals)

12

- | | |
|---|----|
| 2. Observe the context | 3 |
| 3. Case profile of child with disability | 10 |
| 4. Program planning | 4 |
| 5. Planning developmentally appropriate material for children with disability | 3 |

6. Media Exploring sources of information about children and their families using print and audio visual media. 8

RECOMMENDED READINGS

- Chopra,G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra,G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Sharma, N. (Ed)(2010). *The Socail Ecology of Disability-Technical Series -3*Lady Irwin College. Delhi:Academic Excellence
- Mangal, S. K. (2007).*Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Jangira, N.K.(1997) “Special Educational Needs of Children and Young Adults: An Unfinished Agenda,” *Education and Children with Special Needs: From Segregation toInclusion*,Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. NY: Pearson.

Course Code: HSCH –DSE 1113

Course Title: GENDER, MEDIA AND SOCIETY (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to understand the gender issues of society.
2. Understand historical and contemporary perspectives in status of women.
3. Know the gender laws, media and perpetuation of gender stereotypes.

Unit I: Social construction of Gender 20

- Concept of gender
- Differences between sex and gender
- Patriarchal social order and status of women
- Socio Cultural practices influencing women's status development
- Shifts in Status of women – historical and contemporary perspectives
- Feminist theories and perspectives
- Role of Media in construction of gender

Unit II: Gender and Development 25

- Concept of Gender and Development – Indicators of human and gender development
- Approaches to women's participation in development
- Status, issues and challenges in context to violence against women,
- Gender differentials: Women and health, women and education, women's work and economic participation, women and leadership Legal provision for women's rights

Unit III: Gender and Media 20

- Social construction of gender reality by contemporary media
- Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative
- Mainstream media and gender
- Representation of women in media in political, cultural and social landscape
- Researching and analyzing media from a gender perspective: In broadcast, print, new media.
- Gender and ICTs

Unit IV: Gender, Law and Advocacy 15

- Human rights and Right to development
- Women, Human Rights and Women's right to access information
- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics

Course Code: HSCH – DSE 1114
Course Title: GENDER, MEDIA AND SOCIETY (P)
Nature of the Course: DSE (Practical)
Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. Analysis of gender differentials using development indicator | 10 |
| 2. Gender based analysis of media with special reference to portrayal of women. | 15 |
| 3. Case studies for programmes and campaign for women's development. | 15 |

RECOMMENDED READINGS

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

Course Code: HSCH –DSE 1115
Course Title: APPAREL PRODUCTION (T)
Nature of the Course: DSE (Theory)
Total Credit: 4 (L 48 +T 12)
LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to develop skills in apparel making.
2. Gain knowledge regarding garment construction.

Unit I: Introduction to pattern making

20

- Importance of taking body measurements
- Importance of patterns and pattern information

- Methods of pattern making
- Rules of pattern making
- Principles of pattern making

Unit II: Preparatory steps for garment construction **20**

- Fabric grain
- Preparatory steps- preshrinking, straightening and truing
- Layouts for patterns- general guidelines, basic layouts- lengthwise, partial lengthwise, crosswise, double fold, open, combination fold
- Pinning, marking and cutting
- Layouts for fabrics- Unidirectional, bold and large prints, plaids, stripes and checks, various widths of fabrics

Unit III: Seams and finishing of raw edges **15**

- Types of seams- Plain and its finishing, flat, ridge, decorative
- Additional seam techniques: clipping, notching, grading, trimming, easing, under stitching, stay stitching, trimming a corner.
- Crossway strips-importance and applications
- Finishing of hemlines

Unit IV: Study of garment components: application and construction **15**

- Classification and application of sleeves, cuffs, collars, necklines, plackets, pockets, yokes, trims and accessories

UNIT V: Design & Fit **10**

- Designing for different figure types
- Fit: Fitting area, fitting guidelines, fitting procedure

Course Code: HSCH – DSE 1116

Course Title: APPAREL PRODUCTION (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

1. Development and identification of seams, plackets, fasteners, edge finishing (binding, facing), pleats and gathers 8
2. Development of bodice, skirt and various sleeves and collars for self **10**

- | | |
|--|---|
| 3. Develop style variations in adult bodice using dart manipulation on half scale standard block | 6 |
| 4. Adaptation of basic skirt block into style variations (Half scale) | 4 |
| 5. Construction of skirt for self | 6 |
| 6. Construction of skirt top/ kurta for self | 6 |

RECOMMENDED READINGS

- Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., New York.
- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America
- Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, Fitting and Pattern Alteration : A Multimethod Approach, Fairchild Publications, New York.

Course Code: HSCH –DSE 1117

Course Title: PHYSIOLOGY AND PROMOTIVE HEALTH (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the Functions and Physiology of Different organs of Human Body.
2. Enable to understand the concept of Physiology and promotive health.

Unit I: Physiology

50

Cardio- Respiratory Physiology

- Blood -Composition and function, Anemia, Jaundice
- Blood circulations (systemic, pulmonary, coronary and portal)
- Cardiac cycle, Cardiac output, Blood pressure
- Structure of lungs and its function
- Lung volume and Capacities

Gastrointestinal Physiology

- Structure of stomach, liver, gallbladder, pancreas and their functions

- Composition, function and regulation of GI secretions

Neuro- Endocrine Physiology

- Organization of nervous system
- Actions and disorders of Pituitary, Thyroid and Parathyroid, Adrenal and Pancreatic hormones

Renal and Reproductive Physiology

- Structure of kidney and its function
- Physiology of Menstruation and Menopause
- Physiology of Pregnancy and lactation

Unit II : Promotive Health

30

Concept of health , Disease and its Prevention

- WHO definition of Health, Basic concept of Disease and Disease transmission, Definition of Public Health and Disease Prevention, Concept of Immunization and Immunization Schedule , Communicable Diseases

- Causative organism, Mode of transmission and Prevention and Control of Tuberculosis , Enteric Fever, Dengue fever, HIV/AIIDS

Non Communicable Diseases

- General risk factors and Prevention of Diabetes, Hypertension and Cancer

Mental Health

- Psychosis, Neurosis, Drug abuse and Alcoholism

Maternal Health

- Antenatal Care, Family Planning and contraception

Course Code: HSCH – DSE 1118

Course Title: PHYSIOLOGY AND PROMOTIVE HEALTH (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

1. Case study of Iron deficiency Anemia, investigations and diagnosis. Blood indices / Visit to a DOTS center 10
2. Measurement of Blood pressure by using sphygmomanometer. 3
3. Demonstration of normal chest X ray 3

4. Demonstration of Reflex action	3
5. Demonstration of procedures of clinical examination to see for pallor , jaundice , edema and dehydration and their importance.	3
6. Latest imaging techniques like USG, CT, MRI the basic procedures	5
7. Basic First aid procedures, CPR, Burns	3
8. Preparation of a project on Antenatal Care for women or Preparation of a project on various contraceptive devices and understanding their basic mechanism of action.	10

RECOMMENDED READINGS

- Ganong WF (2003). *Review of Medical Physiology*, 21st ed. McGraw Hill.
- J.E. Park and K. Park (2009). *Park's Textbook of Preventive and Social Medicine*, 20th edition. M/s Banarsi Das Bhanot, Jabalpur.
- Ross and Wilson(1973). *Foundation of Anatomy and Physiology*, Medical Division of Longman Group Ltd.
- Yash Pal Bedi (1980). *A Handbook of Social and Preventive Medicine*, Atma Ram and Sons.

Course Code: HSCH –DSE 1119

Course Title: ADVERTISING AND PUBLIC RELATIONS (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Acquaint with public relation tools and techniques in advertising.
2. Develop knowledge on media planning and advertising.

Unit I: Advertising

20

- Definition, types, origin and role
- Types of advertisements and their impacts
- Media for Advertising
- Ethical and legal aspects in advertising. Apex bodies in advertising

Unit II: Advertising and media

20

- Advertising agencies: Organizational structure and functions
- Audience segmentation and advertising
- Media planning and advertising

Unit III: Public Relations (PR) 20

- Definition, origin, growth, importance
- Growth of PR in India
- Relationship between PR, Marketing, Publicity and Advertising
- Public Relations and Corporate Image Building

Unit IV: PR Tools and Techniques 20

- PR Tools and Techniques
- Functions of PR organizations
- Ethical and legal aspects in PR. Apex bodies in PR

Course Code: HSCH – DSE 1120

Course Title: ADVERTISING AND PUBLIC RELATIONS (P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. Analyzing advertisements in different media. | 10 |
| 2. Developing advertisements for print media | 15 |
| 3. Analyzing and practicing public relations tools and techniques | 15 |

RECOMMENDED READINGS

- Aggarwal, B.V. and Gupta, V.S. (2002) *Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company.
- Cutlip and Centre (1982). *Effective Public Relatio*. Newyork: Prentice Hall
- Jethwani, Verma, Sarkar(1994). *Public Relations: Concept, Strategies, Tools*. New Delhi: Sterling Press

Course Code: HSCH –DSE 1121

Course Title: BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to develop an understanding to the application of colours and art of principles in design, composition of traditional and contemporary art, and architecture of interior design.

Unit: I Introduction to foundation of art and design **20**

- Objectives of design: Beauty, Functionalism and Expressiveness
- Types of Design: Structural and decorative (Naturalistic, stylized, abstract and geometric; Modern and traditional design)

Unit II Introduction to Elements and Principles of Design **20**

- Elements of design: Line, Shape and form, Space, Pattern, Texture, Light, Color
- Principles of design: Balance, Harmony, Scale, Proportion, Rhythm, Emphasis

Unit: III Introduction to components of Interior Design **20**

- Surface in Interior: wall finishes, floor finishes, ceiling finishes
- Types of Furniture and furnishings
- Types of accessories

Unit: IV Introduction to Hospitality Industry **20**

- Importance & functions of housekeeping department in hospitality industry
- Functions and management of Food Service Department
- Introduction to front office department and personal management
- The functions of linen room and laundry
- Introduction to travel and tourism

Course Code: HSCH – DSE 1122

Course Title: BASICS OF INTERIOR DESIGN AND HOSPITALITY MANAGEMENT

(P)

Nature of the Course: DSE (Practical)

Total Credit: 2

PRACTICAL

1. Making drawing sheet on the following	4
a) Types of lines	
b) Patterns	
c) Textures	
d) Color	
2. Designs-Types	4
3. Making Accessories: Application of elements and principles of design in creating	3
4. Visit to Architect Offices/ Interior Designs/ Sites/ ongoing completed projects	10
Exhibitions/House design by project.	
5. Demonstration on flower arrangement in relation to hospitality industry	3
6. Demonstration on Napkin folding	3
7. Demonstration on Table setting in Restaurants & Banquettes.	3
8. Visit to hotels for providing exposure to various departments of hotels to documents records functions or Collect information regarding places of tourist interest from various states of India.	10

RECOMMENDED READINGS

- Andrews,S. (1982),”Hotel Front Office Training Manual”. Tata McGraw Hill Publishing Co. Ltd, New Delhi.
- Andrews,S. (2000), “Food and Beverage Management,” Tata McGraw Hill Publishing Co. Ltd, New Delhi..
- A.K.Bhatia, (1983), Tourism Development: Principles and Practices, 2nd Edition, Stealing Publishing Co., (Unit I-VII, IX), New Delhi.
- Andrew Sudhir (1985), Hotel Housekeeping- training manual. Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
- Botter and Lockart (1961), Design for you, John Willey & Sons Inc. New York

- Bhatt Pranav and Goenka Shanita (1990), The Foundation of Art and Design, Lakhani book Depot, Bombay.
- Birrel, Verla Leone, (1967), Color and Design: A Basic Text (Vol.I & II) Digest Submitted in requirement for the degree of education in Teacher college Columbia University.
- Craig Hazel and Rush Ole (1962), Homes with Character, Boston: D.C. Health and Co., U.K.
- Duncan, Miller (1949), Interior Decoration, London, The Publications, New York,
- Faulkner Sarah and Faulkner Ray (1960), Inside Today's Homes, Holt Rinchart and Winston Inc., New York.
- Gilliat Mary (1981),The Decorating Book, Dorling Kinderley Limited, London.
- Goldstein H. and Goldstein V. (1967), Art in Everyday Life, Oxford & IBH Publishing Co., New Delhi
- Gravas Maitland (1951), The art of Color and Design (2nd Edition), McGraw Hill books Comp. Ltd., New York.
- Halse Altert O. (1978), The Use of Color in Interior (2nd Ed.), McGraw Hill books Comp. Ltd., New York.
- Rutt, Anna Hong (1949), Home Furnishing, John Willey and Sons Inc., New York.
- Gandotra, V.; Shukul, M. and Jaiswal, N. (2010), Introduction to Interior Design and Decoration, Dominant Publishers and Distributors, Delhi.
- Seetharaman P, and Pannu, P (2005), Interior Design & Decoration, CBS Publishers & Distribution, New Delhi.

Course Code: HSCH –DSE 1123

Course Title: COMMERCIAL CLOTHING (T)

Nature of the Course: DSE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to acquaint with the paper pattern, drafting and garment construction.
2. Provide basic skills regarding commercial clothing.
3. Acquaint with the importance and selection of apparel fabrics for male and female.

Unit I: Introduction to Commercial Clothing

40

<input type="checkbox"/> Principles & Components of Clothing Construction - Anthropometric measurements and Taking accurate body measurement - Requirement for good garment construction - Types of needles and threads - Sewing problems - Drafting and its importance	
<input type="checkbox"/> Principles & Methods of Grading and Sizing Unit II: Selection of Fabric & Accessories	15
<input type="checkbox"/> Selection of appropriate apparel fabrics for girls, women, boys and men’s wear <input type="checkbox"/> Use of accessories and trimmings in clothing	
Unit III: Sourcing, Spec Sheets and procurement	15
<input type="checkbox"/> Sourcing of Fashion materials <input type="checkbox"/> Preparation of specification sheet <input type="checkbox"/> Procurement of Fashion Materials	
Unit IV: Fashion Promotion by Visual Merchandizing	10

Course Code: HSCH – DSE 1124
Course Title: COMMERCIAL CLOTHING (P)
Nature of the Course: DSE (Practical)
Total Credit: 2

PRACTICAL

1. Drafting and Construction of:	35
- Kameez	
- Salwaar	
- Churidar	
- Trousers	
2. Different methods of sizing and grading	5

RECOMMENDED READINGS

- Armstrong, H.J., 2009, Pattern Making for Fashion Design, Harper Collins Publishers Inc., Ney York.

- Stamper, A.A., S. H. Sharp and L.B. Donnell, 1986, Evaluating Apparel Quality, Fairchild Publications, America
- Burns leslie , Nancy B. 1997, The Business of Fashion- Designing Manufacturing and Marketing, Fairchild publications. USA.**

****Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

SKILL ENHANCEMENT COURSES (SEC)

Course Code: HSCH –SEC 1101

Course Title: HOME BASED CATERING (T)

Nature of the Course: SEC (Theory)

Total Credit: 2 (L 20 +T 10)

LECTURES: 30

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to understand the factors affecting menu planning.
2. Gain knowledge regarding food service industry.

Unit I. Introduction to Food Service **5**

- Factors contributing to the growth of food service industry
- Kinds of food service establishments

Unit II. Food Production **15**

- Menu planning: Importance of menu, factors affecting menu planning, menu planning for different kinds of food service units
- Food Purchase and Storage

Quantity Food production: Standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control

Hygiene and Sanitation

Unit III. Resources

8

Money

Manpower

Time

Facilities and equipment

Utilities

Unit IV. Planning of A Food Service Unit

12

Preliminary Planning

Survey of types of units, identifying clientele, menu, operations and delivery

Planning the set up:

a) Identifying resources

b) Developing Project plan

c) Determining investments

d) Project Proposal

RECOMMENDED READINGS:

West B Bessie & Wood Levelle (1988) Food Service in Institutions 6th Edition Revised By Hargar FV, Shuggart SG, & Palgne Palacio June, Macmillian Publishing Company New York.

Sethi Mohini (2005) Institution Food Management New Age International Publishers

Knight J B & Kotschevar LH (2000) Quantity Food Production Planning & Management 3rd edition John Wiley & Sons

Philip E Thangam (2008) Modern Cookery for teaching and Trade Part I & II Orient Longmam

Taneja S and Gupta SL (2001) Enterpreneurship development, Galgotia Publishing

Course Code: HSCH –SEC 1102

Course Title: MATERNAL AND CHILD NUTRITION (T)

Nature of the Course: SEC (Theory)

Total Credit: 2 (L 20 +T 10)

LECTURES: 30

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge on issues related to maternal health and nutritional status.
2. Understand the issues related to child's health, nutrition morbidity, mortality etc.
3. Acquaint with maternal and child nutrition policies and programmes.

Unit I

12

- Nutritional needs during pregnancy, common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension), relationship between maternal diet and birth outcome.
- Maternal health and nutritional status, maternal mortality and issues relating to maternal health.

Unit II

8

- Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight, Breastfeeding biology, Breastfeeding support and counselling

Unit III

15

- Infant and young child feeding and care - Current feeding practices and nutritional concerns, guidelines for infant and young child feeding, Breast feeding, weaning and complementary feeding.
- Assessment and management of moderate and severe malnutrition among children, Micronutrient malnutrition among preschool children
- Child health and morbidity, neonatal, infant and child mortality, IMR and U5MR; link between mortality and malnutrition;

Unit IV

5

Overview of maternal and child nutrition policies and programmes.

RECOMMENDED READINGS

- Wadhwa A and Sharma S (2003). Nutrition in the Community-A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
- Park K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.

□ Bamji MS, Krishnaswamy K and Brahmam GNV (Eds) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.

□ National Guidelines on Infant and Young Child Feeding (2006). Ministry of Women and Child Development, Government of India.

Course Code: HSCH –SEC 1103

Course Title: CAD IN TEXTILES AND APPAREL (P)

Nature of the Course: SEC (Practical)

Total Credit: 2

LECTURES: 30

PRACTICAL

Unit 1: Basics of Design Software **10**

- CorelDraw
- Adobe Photoshop

Unit 2: CAD in Apparel Design **10**

- Basics of TukaCAD/Tukatech software
- Basics of Pattern making
- Grading
- Layouts
- Marker making

Unit 3: CAD in Textile Design **12**

- Colour graphics and colour harmonies
- Motif Development
- Placements
- Usage in Textile Design (weaves, prints, embroidery)

Unit 4: Fashion Details through CAD **8**

- Technical drawings of fashion details
- Mood Boards/Theme Boards

Course Code: HSCH –SEC 1104

Course Title: UNDERSTANDING PSYCHOLOGY (T)

Nature of the Course: SEC (Theory)

Total Credit: 2 (L 20 +T 10)

LECTURES: 30

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to understand the concept and sub-fields of psychology.
2. Understand about learning strategies.

Unit I: Introduction **10**

- Concept and definition of psychology: Perspectives on behavior.
- Major subfields of psychology; Psychology in modern India;
- Biological basis of human behavior.

Unit II: Perception: **10**

- Perceptual processing, Role of attention in perception, Perceptual organization.
- Perception of depth, distance and movement; Illusions.

Unit III: Learning: **10**

Classical conditioning, operant conditioning, observational learning; Learning strategies; Learning in a digital world

Unit IV: Memory: **10**

- Models of memory: Levels of
- processing, Parallel Distributed Processing model,
- Information processing, Reconstructive nature of memory; Forgetting, Improving memory

RECOMMENDED READINGS:

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). Fundamentals of Educational Psychology. Pearson

Course Code: HSCH –SEC 1105
Course Title: NUTRITION HEALTH COMMUNICATION (T)
Nature of the Course: SEC (Theory)
Total Credit: 2 (L 20 +T 10)
LECTURES: 30

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to understand the concepts and theories of communication in nutrition.
2. Gain knowledge regarding nutrition health programs.

Unit I: Concepts and Theories of Communication in Nutrition – Health **10**

- Definitions of concepts
- Formal – non-formal communication, Participatory communication
- Theories of NHC
- History, need and relevance of NHC in India

Unit II: The Components and Processes of NHC **10**

- Concept of Behavior Change Communication (BCC) from imparting information to focusing on changing practices.
- Components of BCC: Sender, Message, Channel, Receiver
- Various types of communication – interpersonal, mass media, visual, verbal/ non-verbal.
- Features of successful BCC
- Market Research and Social Marketing

Unit III: Programs and Experiences of NHC global and Indian perspective **10**

- NHC in developed and developing nations: some examples
- Evolution of NHC in India: traditional folk media to modern methods of communication.
- Traditional folk media in Gujarat and its influence on NHC.
- Communication for urban and rural environment; for target specific audience.

Unit IV: Nutrition - Health – Communication in Government Programs and NGOs **10**

- Evolution of NHC/ IEC in Government nutrition health programs - shift in focus from knowledge gain to change in practices.
- Overview of NHC/IEC in government programs (Activities, strengths and limitations) –
a. NHC in ICDS

b. Nutritional counseling in micronutrient deficiency control programs: control of IDA, IDD, VAD.

- Strengths and limitations of NHC imparted in NGO programs

Learning Activities

1. Visit to an ongoing NHC program in ICDS: one rural, one urban. (eg: *matru mandal* meeting or *mahila mandal* meeting or nutrition week celebration .
2. Visit to a health centre (ANC clinic run by Government health department and observe quality of counseling imparted to pregnant women (especially awareness of anemia, importance of IFA). [All the above will be assessed by the students for the plus and minus points from the NHC perspective].
3. Visit to Mamta Day (one rural one urban) and observe quality of counseling being given to pregnant and lactating women, mothers of preschool children, use of Mamta card and other aspects.
4. To visit an NGO either rural or urban and observe one NHC program implemented for women, school children or adolescence (For all the above observation appropriate observation check lists will be made and used)
5. Improving the NHC-To conduct brief interviews with service providers in all the above programs and to compare the observations, discuss the strength and weakness of the NHC activities carried out.
6. Based on the above observations and interviews
 - a. To design and plan NHC sessions on a specific nutrition topic for any vulnerable group: children, adolescents, women taking into account all components of NHC.
 - b. Submit the visual, the script of the session: Hindi / Gujarati , the communication strategy and evaluation plan.
 - c. To implement one NHC session in the field and evaluate it as per guidelines provided.

RECOMMENDED READINGS

- Field guide to designing communication strategy, WHO publication-2007.
- Behaviour change consortium summary(1999-2003) www1.od.nih.gov/behaviourchange
- Communication strategy to conserve/improve Public Health., John Hopkins University-Centre for Communication programmes.
- Michael Favin and Marcia Griffiths 1999, Nutrition tool kit-09-Communication for Behaviour change in Nutrition projects. Human Development Network-The World Bank- 1999

- Harvard Institute of International Development (1981) Nutrition Education in Developing Countries, New York: Oelgeschlager Gunn and Hain Publishers Inc.
- Hubley J (1993) Communicating Health. London: Teaching Aids at Low Cost, London, UK.
- Academy for Educational Development (1988). Communication for Child Survival, AED, USA.
- Facts for Life (1990). A Communication Challenge. UNICEF / WHO / UNESCO / UNFPA, UK.

Course Code: HSCH –SEC 1106

Course Title: LIFE SKILLS EDUCATION (T)

Nature of the Course: SEC (Theory)

Total Credit: 2 (L 20 +T 10)

LECTURES: 30

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to understand the concept of life skills and components for planning & organizing life skills programs.
2. Gain knowledge regarding the importance of communication in imparting life skills education.

Unit 1: Concept and Meaning of life skills 8

- Definitions and concept of life skills and life skills education.
- Importance in daily living; Criteria for using life skills.
- Evolution of Life Skills
- Core Life Skills- classification and concept
- Theoretical perspectives and models to understand life skills education.

Unit 2: Components for Planning & Organizing Life Skills Programs 24

A. Understanding group characteristics and needs

- Life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas.
- Focusing on cultural practices that govern everyday life.
- Analyzing the gender nuances that exist within the group.

Self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills, etc.

B. Importance of communication in imparting life skills education

Concept and Importance of communication

Aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)

C. Core Approaches and Strategies to Implement Life Skills Program

Understanding and developing self-skills/potential: self-awareness, self-esteem self-confidence, creative thinking, interpersonal skills, etc.

Use of participatory techniques and methods: Individual exercises, Group activities, games etc.

Communicating with the audience: receiving feedback, handling questions, etc.

D. Organizing a Life Skills Program

Planning a need based viable life skills program (select components)

Determining the purpose, collecting materials, organizing content.

Getting prepared for the presentation: psychological level

Delivering the presentation

E. Life Skills Assessment

Scales and quantitative techniques

Qualitative approaches

Unit 3: Life Skills and Youth Development

8

Adolescence and Youth- Definitions, Conception- socio cultural perspectives

Youth demographics and role in society

Challenges of adolescence and youth development

Formal and Non formal approaches to youth development

Positive Youth Development

Learning Experiences

Students may be given several in house experiences to observe and evaluate existing life skills programs. They may also get experiences to interact with experts in the discipline through panel discussions and similar organized experiences.

Visiting and observing Life skills education programme

- Critique formal and non-formal life skills programmes
- Evaluate approaches and activities of life skills education for different target groups

RECOMMENDED READINGS

- Agochiya D. 2010, life competencies for adolescents. Training manual for facilitators, teachers and parents. Sage Publications.
- Dakar Framework for Action,(2000).Education for All: Meeting our Collective Commitments, Dakar, Senegal
- Peace Corps, OPATS.2001, Life Skills Manual.
- Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5th eds), PHI Learning Pvt. Ltd.
- National Aids Control Organization, 2008, Adolescence Education Programme, Life Skills Development.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Url: multimedia.peacecorps.gov/.../pdf/.../M0063_lifeskillscomplete.pdf
- Url: www.nacoonline.org/.../AEP%20-%20Teachers%20Workbook.pdf

Course Code: HSCH –SEC 1107

Course Title: NGO MANAGEMENT & CSR (T)

Nature of the Course: SEC (Theory)

Total Credit: 2 (L 20 +T 10)

LECTURES: 30

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to acquire the knowledge about concept of NGO and GO.
2. Gain knowledge regarding NGO management.

Unit 1 Concept of NGO

10

- Meaning of NGO and GO

- Difference between Government Organizations and NGO
- Characteristics of good NGO
- Structure of NGO
- Functions of NGO
- Historical Perspective of NGO
- Advantages of NGO
- Present status of NGO
- Contribution of NGO in the Development

Role of Development Communicator in developing NGO

Unit 2 Starting of NGO 10

- Steps for starting NGO
- Registration of NGO
- Selection of Personnel
- Training of Personnel
- Proposal writing under NGO
- Identifying Funding agencies
- Resource Mobilization
- Planning, Implementation and Evaluation strategy under NGO
- Documentation
- PR in NGO

Unit 3: NGO Management 10

- Organizational types and structures
- Managing people and teams in NGOs
- NGO management competencies
- Applying NGO principles and values
- Accountability and impact assessment for NGOs

Unit 4: Problems of NGO 10

- Training
- Recruitment
- Funding

- Resource Mobilization
- Documentation

Learning Experiences

1. Visit of Local NGO
2. Studying the Annual report of NGOs
3. Studying the ongoing Activities
4. Studying the problems

RECOMMENDED READINGS

- S. Chandra, Guidelines for NGO Management in India (2003), Published by Kanishka Distributors, New Delhi
- D. Lewis, Management of Non Governmental Development Organization (2001), Second Edition, Published by Routledge, Newyork.
- A. Abraham, Formation and Management of NGOs (2003), Third Edition, Published by Universal Law Publishing Co. Pvt Ltd., New Delhi.
- Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India , New Delhi, Sage Publication.
- Aggarwal, S.2008, Corporate Social Responsibility in India, Sage publication Pvt. Ltd.

GENERIC ELECTIVES (GE)

Course Code: HSCH –GE 1101

Course Title: HUMAN NUTRITION (T)

Nature of the Course: GE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the physiological, psychological and social functions of food.
2. Gain knowledge on deficiency and excess consumption of nutrients on health.
3. Acquaint with nutrition during life cycle.

Unit I: Basic Concepts in Nutrition **20**

- 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

Unit II: Nutrients **30**

Energy- Functions, sources and concept of energy balance.

Functions, Recommended Dietary Allowances, dietary sources, effects of deficiency and/ or excess consumption on health of the following nutrients:

- Carbohydrates and dietary fibre,
- Lipids
- Proteins
- Fat soluble vitamins-A, D,E and K
- Water soluble vitamins – Thiamin, Riboflavin, Niacin, Pyridoxine, Folate, Vitamin B12 and Vitamin C
- Minerals – Calcium, Iron, Zinc and Iodine

Unit III: Nutrition during Lifecycle **30**

Physiological considerations and nutritional concerns for the following life stages:

- Adult man / woman
- Preschool children
- Adolescent children
- Pregnant woman
- Nursing woman and infant

Course Code: HSCH – GE 1102

Course Title: HUMAN NUTRITION (P)

Nature of the Course: GE (Practical)

Total Credit: 2

PRACTICAL

1. Identifying Rich Sources of Nutrients **10**

- Energy ,Protein, Iron, Calcium, Fiber, Vitamin A, Ascorbic acid

2. Introduction to Meal Planning **30**

- Basic food groups
- Use of food exchange list for planning nutritious diets /Snacks for
 - Adult man / woman of different activity levels
 - Pre school children
 - Adolescent children
 - Pregnant woman
 - Nursing woman

RECOMMENDED READINGS

- Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition. Sixth Edition, McGraw Hill.
- Srilakshmi B (2012). *Nutrition Science*. 4th Revised Edition, New Age International Publishers.
- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- ICMR(2010) Recommended Dietary Allowances for Indians. Published by National Institute of Nutrition, Hyderabad.
- Chadha R and Mathur P eds. (2015). Nutrition : A Lifecycle Approach. Orient Blackswan, New Delhi.
- Seth V and Singh K (2006). *Diet Planning through the Life Cycle: Part 1 Normal Nutrition. A Practical Manual*. Elite Publishing House Pvt. Ltd. New Delhi.
- Gopalan C, Rama Sastri BV, Balasubramanian SC (1989) *Nutritive Value of Indian Foods*. National Institute of Nutrition, ICMR, Hyderabad.

Course Code: HSCH –GE 1103

Course Title: CARE AND WELL-BEING IN HUMAN DEVELOPMENT (T)

Nature of the Course: GE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Acquaint of basic concept on vulnerable periods in life.
2. Gain knowledge regarding care and well-being at different stages of life.
3. Understand about policies, services and programs for well being of human life.

Unit I: Care and Human Development	20
<input type="checkbox"/> Definition, concepts & relevance of care	
<input type="checkbox"/> Vulnerable periods in life that require care	
<input type="checkbox"/> Principles & components of care	
Unit II: Well-being and Human Development	20
<input type="checkbox"/> Concept of well-being-- physical, psychological, spiritual	
<input type="checkbox"/> Life crises and well-being	
<input type="checkbox"/> Factors & experiences that promote well-being	
Unit III: Care & well-being at different stages of life	25
<input type="checkbox"/> Childhood years	
<input type="checkbox"/> Adolescence	
<input type="checkbox"/> Adulthood and old age	
<input type="checkbox"/> Well-being of caregivers	
Unit IV: Policies, Services & Programs	15
<input type="checkbox"/> School health programs	
<input type="checkbox"/> Nutrition & health for all	
<input type="checkbox"/> Counselling & yoga	

Course Code: HSCH – GE 1104

Course Title: CARE AND WELL-BEING IN HUMAN DEVELOPMENT (P)

Nature of the Course: GE (Practical)

Total Credit: 2

PRACTICAL

1. Observations of children (1 infant, 1 toddler) to understand their care needs	10
2. Interview of a mother of a school-going child to understand her perspective of care and child’s well-being	
5	
3. Interaction with two adolescents (male, female) to explore their perspectives on well-being	5
4. Visit to a senior citizens’ home to study their care and well-being	10
5. Lecture/workshop by a counselor on significance of counseling or participation in yoga/ self development session	10

RECOMMENDED READINGS

- IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.
- Santrock, J.W. (2007). Life Span Development (3rd ed.). New Delhi: Tata McGraw-Hill.
- Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.
- Sriram, R. (2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.
- Singhi, P. (1999). Child health & well-being: Psychosocial care within & beyond hospital walls. In T.S. Saraswathi (Ed.). Culture, socialization and human development. New Delhi: Sage.

Course Code: HSCH –GE 1105

Course Title: **GENDER AND SOCIAL JUSTICE (T)**

Nature of the Course: GE (Theory)

Total Credit: 6 (L 60 +T 15)

LECTURES: 75

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

- 1. Enable to understand the gender issues.**
- 2. Know the gender laws, media and perpetuation of gender stereotypes.**
- 3. Know the policies & programs for female children and women.**

Unit I: Understanding Gender

30

- Sex and gender
- Masculinity and femininity
- Biological & cultural determinants of being male & female

Unit II: Social Construction of Gender

30

- Socialization for gender
- Gender roles, stereotypes and identity
- Influences on gender: mythology, literature, work, media, popular culture, caste

Unit III: The girl Child and Women in India **30**

- Demographic profile
- Status of health, nutrition & education
- Female feticide, infanticide and violence against women

Unit IV: Gender Justice **30**

- Women's movement in India
- Laws, policies & programs for female children and women

RECOMMENDED READINGS:

- Menon, N. (2008). Sexualities: Issues in contemporary Indian feminism. New Delhi: Sage.
- Mohanty, M. (2008). Class, caste and gender. New Delhi: Sage.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials publications.

Course Code: HSCH –GE 1106
Course Title: **CHILD RIGHTS AND SOCIAL ACTION (T)**
Nature of the Course: GE (Theory)
Total Credit: 6 (L 60 +T 15)
LECTURES: 75

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge on child rights and social action.
2. Gain knowledge about various vulnerable groups.

Unit I: Introduction to Child Rights **30**

- Definitions of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Role of family, community & child herself in protecting rights

Unit II: Vulnerable Groups: Causes and Consequences **45**

- Street and working, destitute, homeless, institutionalized children

- Living with: chronic illness, HIV/AIDS, disabilities
- Affected by war, conflict, riots, disasters
- Victims of child-trafficking, abuse, dysfunctional families
- Children in conflict with law

Unit III: Framework for Social Action

45

- Role of state in protection of child rights
- Laws for children- Indian & international
- Constitutional provisions in India
- National policies and programs
- Institutional & non-institutional services

RECOMMENDED READINGS

- Bajpai, A.(2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.
- Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.
- Virani,). (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin
- Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.

Course Code: HSCH –GE 1107

Course Title: ENTREPRENEURSHIP AND ENTERPRISE MANAGEMENT (T)

Nature of the Course: GE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Develop achievement motivation and sharpening entrepreneurial traits and behaviour.
2. Get Guidance on industrial opportunities, incentives, facilities, rules and regulations.
3. Developing managerial and operational capabilities.
4. Create self-employment and generation of employment opportunity.

Unit I: Entrepreneurship Development**20**

- Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship education model.
- Entrepreneur-their characteristics, types, gender issues, role demands and challenges.
- Entrepreneurial Motivation.
- Challenges faced by Women Entrepreneurs

Unit II: Enterprise Planning and Launching**25**

- Types of enterprises classification based on capital, product, location, ownership pattern and process
- Sensing business opportunities and assessing market potential; market research
- Appraising of project and feasibility

Unit III: Enterprise Management and Networking**35**

- Managing Production
 - Organizing Production; input-output cycle
 - Ensuring Quality
- Managing Marketing
 - Understanding markets and marketing
 - Functions of Marketing
 - 4Ps of Marketing(same as marketing mix)
- Financial Management
 - Meaning of Finance
 - Types and Sources of Finance
 - Estimation of project cost
 - Profit Assessment
- Networking of Enterprises

Course Code: HSCH – GE 1108

Course Title: ENTREPRENEURSHIP AND ENTERPRISE MANAGEMENT (P)

Nature of the Course: GE (Practical)

Total Credit: 2

PRACTICAL

- | | |
|---|----|
| 1. SWOT analysis with respect to entrepreneurial competencies through case profiling of successful entrepreneurs and enterprises. | 10 |
| 2. Achievement Motivation lab-development of entrepreneurial competencies | 10 |
| 3. Survey of an institution facilitating entrepreneurship development in India. | 10 |
| 4. Preparation of business plan. | 10 |

RECOMMENDED READINGS

- Gundry Lisa K. & Kickul Jill R.2007, Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications, Inc.
- Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company

Course Code: HSCH –GE 1109

Course Title: ADOLESCENT RELATIONSHIPS (T)

Nature of the Course: GE (Theory)

Total Credit: 4 (L 48 +T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Understand the adolescence stages.
2. Analyze the adolescents' relationships with peers and family.

Unit I: Understanding adolescence

30

- Definitions, social construction of adolescence
- Significant physical, physiological & hormonal changes in puberty

- Ecological and cultural influences on adolescence
- Processes in identity formation: social identities, gender & well being

Unit II: Adolescent Relationships: Role in building social capital **25**

- Family relationships: in nuclear, extended & joint families
- Peer relationships: identity formation, knowing one's strengths & weaknesses
- Relationships beyond the family and peers

Unit III: Adolescent Well-being **25**

- Indicators of well-being: physical, socio-emotional, spiritual
- Relationships and well-being
- Social ecology and experiences that promote well-being

Course Code: HSCH – GE 1110

Course Title: ADOLESCENT RELATIONSHIPS (P)

Nature of the Course: GE (Practical)

Total Credit: 2

PRACTICAL

- | | |
|--|---|
| 1. Class room exercise on peer relationships | 5 |
| 2. Understanding self as a male/female adolescent: exercise on self-reflection | 5 |
| 3. Writing a brief biography of relationship with a close friend | 5 |
| 4. Relations with parents and siblings- separate interviews | 5 |
| 5. Analysis of different forms of media to understand interpersonal relationships | 5 |
| 6. Workshops- managing emotions with reference to relationships and to learn crisis management | |
| 10 | |
| 7. Methods of promoting well-being- yoga, self-development resources, counseling | 5 |

RECOMMENDED READINGS

- Erikson, E.H. (1968). Identity, youth and crisis. New York: Norton.
- Manthei, R. (1997). Counselling: The skills of finding solutions to problems. London: Routledge.
- Sharma, N. (2009). Understanding Adolescence, New Delhi: National Book Trust.
- Rice, F. P. (2007). Adolescent: Development, Relationships and Culture.
- Santrock, J. W. (2010). Life Span Development: A Topical Approach, New Delhi: Tata McGraw Hill.

Course Code: HSCH –GE 1111
Course Title: **FACILITIES AND SERVICE MANAGEMENT (T)**

Nature of the Course: GE (Theory)

Total Credit: 6 (L 60+T 15)

LECTURES: 75

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding concept and strategy of facilities and service management.
2. Enable to understand the hospitality and housekeeping services.

Unit I: Concept of Facilities and Service Management **30**

- Nature, classification and characteristics of facilities and services
- Care and maintenance of different surfaces (walls, floors, tables / work counters, ceilings, accessories, furnishings, etc.), and materials (metal, wood, stone, masonry, plastic, leather, fabrics, etc.)

Unit II: Hospitality and housekeeping services **40**

- operations, electrical and mechanical services, landscaping and gardening
- logistics and transportation (distribution services - inventory management, logistics, supply chain management systems, reverse logistics)
- information security management systems, health services, educational or professional services

Unit III: Strategy for Facilities & Services Management **50**

- Strategy for Facilities & Services
- Six Sigma applied in facilities and services management
- Service quality management and control - internal audits - social accountability
- Occupational health & safety system
- Hygiene practices - hazard analysis and critical control point
- Environment management systems - environmental impact assessment (EIA)
- Project - Case study management of services in an organisation (Interactive)

RECOMMENDED READINGS

- Construction Products in India- The issues, the potential and the way ahead by CCPS (Confederation of Construction and Services).

Household Materials –A Manual for Care and Maintenance by Sarla Manchanda, Savitri Ramamurthy, Sushma Goel and Archana Kumar.

Course Code: HSCH –GE 1112
Course Title: **TRAINING AND DEVELOPMENT (T)**

Nature of the Course: GE (Theory)

Total Credit: 6 (L 60+T 15)

LECTURES: 75

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding concept and principles of organizational training.
2. Enable to understand the training methodology and evaluation of training.

Unit I: Conceptual framework

20

- Concept and principles of organisational training and development needs.
- Training and Development systems for inter-personal skills
- Training styles- co-training, RRA, PRA, ELC, field sessions and instruments

Unit II: Developing Training Programme

40

- Skills of an effective trainer
- Assessing Training need,
- Developing content as per TNA
- Principles and use of audio-visual aids in training;
- Computer aided instruction;
- Developing training aids.

Unit III: Training methodology

40

- Overview of training methodologies: logic and process of learning,
- Lecture, talk, discussion
- Case-study
- Programme learning
- Action learning, syndicate work
- In basket exercises

- Demonstration and practice monitoring; coaching
- Self diagnostic skills, experience learning, discovery learning, brain storming
- Counselling, training needs, training in the empirical domain
- Job rotation, team building
- Audio-visual techniques
- Concept and principles of evaluation

Unit IV: Evaluation of Training

20

- Concept, principles of training evaluation
- Models of training evaluation
- Training partnerships
- Training and the law, training and its views as a feedback mechanism

RECOMMENDED READINGS

- Prior, John, (1997) *Handbook of Training and Development*, Bombay: Jaico
- Rolf, P., and Pareek Udai. (1979) *Training and Development*. New York: Harper and Row
- Trevelove, Steve (1995) *Handbook of Training and Development*, Blackwell: Business

Course Code: HSCH –GE 1113

Course Title: FASHION: DESIGN AND DEVELOPMENT (T)

Nature of the Course: GE (Theory)

Total Credit: 4 (L 48+T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Gain knowledge regarding fashion study.
2. Gain knowledge regarding specific skills related to garment designing.
3. Enable to acquaint with the development of fashion details.

Unit I: Fashion study

10

- Timeline of clothing of draped style of early civilization up to stitched style of 21st century
- Indian costume- Vedic and Mughal

Unit II: Adoption of fashion	10
<input type="checkbox"/> Consumer groups- fashion leaders, followers <input type="checkbox"/> Adoption process- Trickle-down theory, bottom up theory & trickle across theory	
Unit III: Development of fashion details	15
<input type="checkbox"/> Necklines- high and low <input type="checkbox"/> Collars – classification, stand and fall, shawl- flat & raised, shirt collar, peter-pan collar on deep open necklines <input type="checkbox"/> Sleeves and cuffs- cap, leg-o-mutton, shirt maker and bishop, pet al & saddler <input type="checkbox"/> Skirts- high and low waist, gathered, gored, pleated, flared with & without yokes <input type="checkbox"/> Pockets- applied, in-seam & slashed <input type="checkbox"/> Plackets – centralized, asymmetric and double breasted	
Unit IV: Fashion forecasting	15
<input type="checkbox"/> Forecasting background <input type="checkbox"/> Forecasting industry <input type="checkbox"/> Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details, mood boards	
Unit V: Designing a successful garment	20
<input type="checkbox"/> Role of a designer <input type="checkbox"/> Facets of successful design, aesthetics <input type="checkbox"/> Organization of a line <input type="checkbox"/> Fabricating a line <input type="checkbox"/> Cost of a garment	
Unit VI: Fashion centres and designers of the world	10
<input type="checkbox"/> France, Italy, UK, Japan, NY <input type="checkbox"/> India	

Course Code: HSCH – GE 1114

Course Title: FASHION: DESIGN AND DEVELOPMENT (P)

Nature of the Course: GE (Practical)

Total Credit: 2

PRACTICAL

1. Technical drawing of fashion details: skirts, bodices, sleeves, necklines, collars, accessories.	10
2. Applied and in- seam pockets	5
3. Style reading and Development of paper patterns of various collars and sleeves	10

4. Design variations in bodice through dart manipulation 10
5. Design variations in skirt on half scale templates 5

RECOMMENDED READINGS

- Armstrong, H.J. (2009), Pattern Making for Fashion Design, Harper Collins Publishers, INC, New York.
- Fringes, G.S. (1999), Fashion from Concept to Consumer, 6th edition, NJ, Prentice Hall.
- Jarnow, J. Dickerson Kitty G (1987), Inside the Fashion Business, New Jersey, Merrill, Prentice Hall.
- Mc. Kelvey, K., Muslow, J., Fashion Forecasting (2008) Wiley Blackwell
- Tate, S.L. and Edwards, M.S.(1982) The Complete Book of Fashion Design, New York, Harper & Row Publication.

Course Code: HSCH –GE 1115

Course Title: INTERIOR DESIGN (T)

Nature of the Course: GE (Theory)

Total Credit: 4 (L 48+T 12)

LECTURES: 60

COURSE OBJECTIVE: Upon completion of this course the student should be able to -

1. Enable to develop an understanding to the application of colour and art principles in design, composition of traditional and contemporary art, and architecture of interior design.

Unit I: Design Fundamentals

40

- Objectives of Art & Interior Design.
- Types of Design: Structural & Decorative.
- Elements of Content: Space, Point, Line, Shape, Form, Texture, Light & Color.
- Elements of Order: Scale, Similarity, Proximity, Sequence, Trends, Themes, Geometrical Organization.
- Principles of Composition – Rhythm, Balance, Proportion, Emphasis, Unity, (Variety, Simplicity/Economy, Suitability).
- Composition of a Drawing – Harmony, Clarity, Adequacy.
- Colour dimensions, systems, theories and harmonies
- Design Drawing – Drawing as a language to explore & communicate Ideas.

Unit II: Furniture & Furnishings: Historical Perspectives & Contemporary Trends

40

- Architectural Styles –based on themes and main periods, like post Renaissance and modern style.

- Contemporary Trends in Interior Design with respect to furniture, furnishings & accessories.
- Furniture – Types, Construction, Selection and purchase, Arrangement, Care and maintenance
- Furnishings – selection, care and maintenance of fabrics used for -
 - o Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
 - o Floor coverings
- Accessories – Uses, Classification, Design, Selection & Arrangement.
- Traditional and Modern Surface Finishes – types and uses
- o Furniture
- o Wall
- o Floor
- o Ceilings
- o Roofing
- Lighting applications (Energy efficient lighting design – number and type of lamps and luminaires for efficiency in lighting).
- Accessories – Uses, Classification, Design, Selection & Arrangement.

Course Code: HSCH – GE 1116

Course Title: INTERIOR DESIGN (P)

Nature of the Course: GE (Practical)

Total Credit: 2

PRACTICAL

- Drawing

Introduction to drawing instruments & tools (manual & computer tools)	10
- Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional.	
- Lettering.	
- Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional	
- Rendering for different surfaces such as trees, brick, grass, water, wood, stone, earth, concrete using	
10	
- Water Colors.
- Stubbing.
- Pencil Colors.

- Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Color-Color Wheel, Dimension & Harmonies of Color. **10**
- Floor plans with rendering (Theme based- Manual/Computer aided)
- Elevation & perspective plans with rendering (Manual/Computer aided)
- Furniture & furnishing plans of specific areas- Critical Analysis
- Preparation of portfolio on any one of the following **10**
 - Wall coverings & decorations (pictures, etc)
 - Floor coverings & decorations.
 - Window & door treatments.
 - Lighting systems.
 - Artifacts (sculptures, ceramics/terracotta, handicrafts, flower arrangements, etc.)
 - Fittings and fixtures.
 - Wood and its substitutes.

RECOMMENDED READINGS

- Lawrence M, (1987), Interior Decoration, New Jersey: Chartwell Books.
- Riley & Bayen., (2003), The Elements of Design, Mitchell Beazley

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