

# PROPOSED SYLLABUS

Of

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

Choice Based Credit System

**Under Dibrugarh University**

**2019**

## **CORE COURSES (DSC)**

**Course Code: HSCH –DSC 1101**

**Course Title: HUMAN NUTRITION (T)**

**Nature of the Course: DSC (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 – (DSC) 1102**

**Course Title: HUMAN NUTRITION (P)**

**Nature of the Course: DSC (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 –DSC 1103**

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

**Nature of the Course: DSC (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**

- Definition, concepts & relevance of care
- Vulnerable periods in life that require care
- Principles & components of care

**Unit II: Well-being and Human Development** **20**

- Concept of well-being-- physical, psychological, spiritual
- Life crises and well-being
- Factors & experiences that promote well-being

**Unit III: Care & well-being at different stages of life** **25**

- Childhood years
- Adolescence

- Adulthood and old age
- Well-being of caregivers

**Unit IV: Policies, Services & Programs**

**15**

- School health programs
- Nutrition & health for all
- Counselling & yoga

**Course Code: HSCH – DSC 1104**

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

**Nature of the Course: DSC (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 –DSC 1105**  
**Course Title: GENDER AND SOCIAL JUSTICE (T)**

Nature of the Course: DSC (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 –DSC 1106**

**Course Title: CHILD RIGHTS AND SOCIAL ACTION (T)**

Nature of the Course: DSC (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 –DSC 1107**

**Course Title: ENTREPRENEURSHIP AND ENTERPRISE MANAGEMENT (T)**

**Nature of the Course: DSC (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 – DSC 1108**

**Course Title: ENTREPRENEURSHIP AND ENTERPRISE MANAGEMENT (P)**

**Nature of the Course: DSC (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 –DSC 1109**  
**Course Title: ADOLESCENT RELATIONSHIPS (T)**  
**Nature of the Course: DSC (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 – DSC 1110**  
**Course Title: ADOLESCENT RELATIONSHIPS (P)**  
**Nature of the Course: DSC (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 –DSC 1111**  
**Course Title: FACILITIES AND SERVICE MANAGEMENT (T)**

Nature of the Course: DSC (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 –DSC 1112

Course Title: **TRAINING AND DEVELOPMENT (T)**

Nature of the Course: DSC (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 –DSC 1113**

**Course Title: FASHION: DESIGN AND DEVELOPMENT (T)**

**Nature of the Course: DSC (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**

- Consumer groups- fashion leaders, followers
- Adoption process- Trickle-down theory, bottom up theory & trickle across theory

**Unit III: Development of fashion details 15**

- Necklines- high and low
- Collars – classification, stand and fall, shawl- flat & raised, shirt collar, peter-pan collar on deep open necklines
- Sleeves and cuffs- cap, leg-o-mutton, shirt maker and bishop, pet al & saddler
- Skirts- high and low waist, gathered, gored, pleated, flared with & without yokes
- Pockets- applied, in-seam & slashed
- Plackets – centralized, asymmetric and double breasted

**Unit IV: Fashion forecasting 15**

- Forecasting background
- Forecasting industry
- Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details, mood boards

**Unit V: Designing a successful garment 20**

- Role of a designer
- Facets of successful design, aesthetics
- Organization of a line
- Fabricating a line
- Cost of a garment

**Unit VI: Fashion centres and designers of the world 10**

- France, Italy, UK, Japan, NY
- India

**Course Code: HSCH – DSC 1114**

**Course Title: FASHION: DESIGN AND DEVELOPMENT (P)**

**Nature of the Course: DSC (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 template  | 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 –DSC 1115**

**Course Title: INTERIOR DESIGN (T)**

**Nature of the Course: DSC (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 – DSC 1116**  
**Course Title: INTERIOR DESIGN (P)**  
**Nature of the Course: DSC (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.

## **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 |

### **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

**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**

- Nutrition Care Process
- Therapeutic adaptations of the normal diet
- Progressive diets – clear fluid, full fluid, soft and regular

### **Unit II Etiology, clinical features and nutritional management of Infections and Fevers**

**12**

- Typhoid
- Tuberculosis
- HIV

**Unit III Etiology, clinical features and nutritional management of the following**  
**18**

GI Tract Disorders:

- o Diarrhoea
- o Constipation
- o Lactose intolerance
- o Celiac disease.

Liver: Infective Hepatitis

**Unit IV Etiology, clinical features and nutritional management of**  
**14**

Weight Imbalances-Overweight and obesity; Underweight

Eating disorder- anorexia nervosa and bulimia

**Unit V Etiology, clinical features, basic diagnosis and nutritional management of the**  
**Following**

**18**

Type 1 and Type 2 Diabetes Mellitus

Metabolic Syndrome

Hypertension and Coronary Heart Disease

**Unit VI Food allergy and food intolerance**

**8**

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 gather **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 block6
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., Ney 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**

- 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
- Principles & Methods of Grading and Sizing

<b>Unit II: Selection of Fabric &amp; Accessories</b>	<b>15</b>
<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	
<b>Unit III: Sourcing, Spec Sheets and procurement</b>	<b>15</b>
<input type="checkbox"/> Sourcing of Fashion materials	
<input type="checkbox"/> Preparation of specification sheet	
<input type="checkbox"/> Procurement of Fashion Materials	
<b>Unit IV: Fashion Promotion by Visual Merchandizing</b>	<b>10</b>

**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.