Bachelor of Science (Prog.) Home Science
(Effective from Academic Year 2019-20)
Syllabus and Scheme of Examination for B.Sc. (Prog.) Home Science

B.Sc. (Prog.) Home Science
Three Year Full Time Programme
Choice Based Credit System

Syllabus applicable for students seeking admission in 2019 onwards

Department of Home Science
Faculty of Science
University of Delhi
2019

Approved in AC Meeting 15.07.2019
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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students’ experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.Sc. (Prog.) Home Science offers the students to gain the requisite knowledge, skills and aptitude in all the areas of Home Science. Home Science has adopted an ecological approach in its curriculum that engages the student through teaching, research and extension. 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. Interdisciplinary approach is used to prepare students in all five areas of Home science and can address and provide solutions in improving methods of living in communities to all age groups irrespective of gender.

The University of Delhi hopes the LOCF approach of the programme B.Sc. Prog. Home Science will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.
1. Introduction to B.Sc. (Prog.) Home Science

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 hallmark 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 (CBCS) curriculum has been drawn.

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.

2. Learning Outcome Based Approach to Curriculum Planning

2.1 Nature and Extent of the Programme in B.Sc. (Prog.) Home Science

The degree is awarded on the basis of demonstrated achievement of outcomes of knowledge, skill and community interventions and academic standards expected from Home Science. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their program of study.

2.2 Aims of Bachelor Degree Programme in B.Sc. (Prog.) Home Science

The aims of the B.Sc. (Prog.) Home Science are to:
- Enable students with knowledge, skills, attitudes and values to do community work in all areas of Home Science
- Ensure global competetitiveness and excellence in theory and practice
- Prepare the students for higher education
- Train the students to take science from lab to community to improve quality of life of people

3. Graduate Attributes in B.Sc. (Prog.) Home Science

Some of the characteristics attributes of B.Sc. (Prog.) Home Science include

- **Disciplinary Knowledge:** Students are able to demonstrate comprehensive knowledge and understanding of major concepts of the five Home Science disciplines (Food & Nutrition, Human Development & Childhood Studies, Fabric & Apparel Science, Development Communication & Extension, Resource Management & Design Application) with support of different allied subjects of Life Science, Physical Science and the Social Science.

- **Communication Skills:** Students are competent in public speaking, writing and interpersonal skills. Students are exposed to technical and soft skills. Communication is a core area in the discipline of Home Science.
• **Critical thinking:** Students develop critical sensitivity towards both community issues and process. They learn to do lateral thinking developing out of the box solution and effective problem solving skills to address community issues.

• **Cooperation/ team work:** Students have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.

• **Multicultural competence:** Students are confident of working in diverse socio-cultural contexts. They are able to effectively engage with multicultural groups and teams. They have sensitivities of cross cultural and ethnic diversity which they can apply to different settings.

• **Lifelong learning:** Students are capable of self-directed/ paced learning for the continued learning and holistic development for meeting their professional and personal needs in varying environment and changing contexts.

4. **Qualification Descriptors for Graduates in B.Sc. (Prog.) Home Science**

Following descriptors indicate the expectations from B.Sc. (Prog.) Home Science -
- Demonstrate systematic, extensive and coherent knowledge in all five disciplines of Home Science namely Food and Nutrition, Human Development and Childhood Studies, Development Communication and Extension, Resource Management and Design Application, and Fabric and Apparel Science.
- Ensure basic understanding of all five areas to be able to work in national development programs with multi-disciplinary acumen.
- Demonstrate skill in profession, community and extension in their specialization area.
- Enhance communication skills
- Demonstrate subject related skills for employment opportunities.

5. **Programme Learning Outcomes in B.Sc. (Prog.) Home Science**

Program outcomes for B.Sc. (Prog.) Home Science course
- Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities
- Understand the sciences and technologies that enhance the quality of life of people
• Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general
• Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development
• Take science from the laboratory to the people

6. Structure of B.Sc. (Prog.) Home Science

The B.Sc. (Prog.) Home Science programme will be of three years duration. Each year will be called an academic year and will be divided into two semesters, thus there will be a total of six semesters. Each semester will consist of sixteen weeks.

The programme includes Core Courses (CC) and elective courses. The CCs are all compulsory courses. There are two kinds of elective courses: Discipline-Specific Elective (DSE), and Skill Enhancement Course (SEC). In addition there are two Ability Enhancement Compulsory Courses (AECC). To acquire a degree in Home Science a student must study twelve CCs, six DSEs, four SECs and two AECCs. A student has to earn a minimum of 132 credits to get a degree in B.Sc. (Prog.) Home Science.

- Core Papers are 6 credits courses which comprise of theory classes 4 credits and practicals 2 credits, spread over semesters I, II, III and IV. There will be twelve CCs which are to be compulsorily studied to complete the requirements for a degree in B.Sc. (Prog.) Home Science.
- Discipline-Specific Elective courses are of 6 credits which comprise of theory classes 4 credits and practicals 2 credits. The programme offers 10 DSEs, of which the student must choose any three in each of the Semesters V and VI. A particular option of DSE course will be offered in V and VI semesters only if the minimum number of students opting for that course is 10.
- Skill Enhancement Courses are 4 credits courses which comprise of theory classes or theory and practical classes or only practicals. The students will undertake four SECs of four credits each in Semesters III, IV, V and VI, which they can choose from the list of SEC courses offered by their college. The Department of Home Science is offering 31 such courses.
The two compulsory AECCs: AE1 (Environmental Sciences) and AE2 (English communication) will be of four credits each (theory only). The student will take one each in Semesters I and II.

The teaching learning will involve theory classes 1 credit of one hour lecture per week while for practicals, 1 credit indicates a two hour session per week. The curriculum will be delivered through various methods including chalk and talk, power-point presentation, audio, video tools, e-learning/e-content, field trips/industry visits, seminars, workshops, projects and class discussions. The assessment broadly will comprise of internal assessment (25%) and End Semester examination (75%). The internal assessment will be through MCQs, tests, assignment, oral presentation, quizzes and worksheets. Each practical paper will be of 50 marks.

6.1 Credit Distribution for B.Sc. (Prog.) Home Science

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits (Th.+Pr.)</th>
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<tbody>
<tr>
<td>I</td>
<td>CC HP 101</td>
<td>Communication and Extension</td>
<td>4 +2</td>
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<tr>
<td></td>
<td>CC HP 102</td>
<td>Resource Management</td>
<td>4 +2</td>
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<tr>
<td></td>
<td>CC HP 103</td>
<td>Fashion Studies</td>
<td>4 +2</td>
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<tr>
<td>II</td>
<td>CC HP 201</td>
<td>Fundamentals of Nutrition and Food Science</td>
<td>4 +2</td>
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<td></td>
<td>CC HP 202</td>
<td>Life Span Development I</td>
<td>4 +2</td>
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<tr>
<td></td>
<td>CC HP 203</td>
<td>Fundamentals of Textiles</td>
<td>4 +2</td>
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<tr>
<td>III</td>
<td>CC HP 301</td>
<td>Physical Sciences</td>
<td>4 +2</td>
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<td>CC HP 302</td>
<td>Life Span Development II</td>
<td>4 +2</td>
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<td>CC HP 303</td>
<td>Nutrition for the Family</td>
<td>4 +2</td>
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<tr>
<td>IV</td>
<td>CC HP 401</td>
<td>Life Sciences</td>
<td>4 +2</td>
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<td></td>
<td>CC HP 402</td>
<td>Personal Finance and Consumer Studies</td>
<td>4 +2</td>
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<tr>
<td></td>
<td>CC HP 403</td>
<td>Communication Systems and Social Change</td>
<td>4 +2</td>
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## DISCIPLINE SPECIFIC ELECTIVE COURSES

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<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits (Th+Pr)</th>
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<tbody>
<tr>
<td>V</td>
<td>DSE HP 1A</td>
<td>Nutritional Biochemistry</td>
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<tr>
<td>DSE 1</td>
<td>DSE HP 2A</td>
<td>Children with Disabilities</td>
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<td>DSE 2</td>
<td>DSE HP 3A</td>
<td>Communication for Development</td>
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<tr>
<td>DSE 3</td>
<td>DSE HP 4A</td>
<td>Processes in Apparel Design</td>
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<tr>
<td>(Any three)</td>
<td>DSE HP 5A</td>
<td>Entrepreneurship Development</td>
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<tr>
<td>VI</td>
<td>DSE HP 1B</td>
<td>Public Nutrition and Dietetics</td>
<td>4+2</td>
</tr>
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<td>DSE 3</td>
<td>DSE HP 2B</td>
<td>Child Rights and Gender Empowerment</td>
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<tr>
<td>DSE 4</td>
<td>DSE HP 3B</td>
<td>Extension Management</td>
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<tr>
<td>DSE 5</td>
<td>DSE HP 4B</td>
<td>Traditional Indian Textiles</td>
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<tr>
<td>(Any three)</td>
<td>DSE HP 5B</td>
<td>Basics of Design Application</td>
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## SKILL ENHANCEMENT ELECTIVE COURSES

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits (4)</th>
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<td>SEC HP 1</td>
<td>Sociology of Working with Families and Communities</td>
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<td></td>
<td>SEC HP 2</td>
<td>Understanding Psychology</td>
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<td>SEC HP 3</td>
<td>Overview of Indian Economy</td>
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<td>SEC HP 4</td>
<td>Human Physiology</td>
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<td>Bakery Science</td>
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<td>Home Based Catering</td>
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<td>SEC HP 7</td>
<td>Nutrition and Fitness</td>
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<td>SEC HP 8</td>
<td>Early Childhood Care and Education</td>
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<td>SEC HP 9</td>
<td>Adolescents’ Relations and Well-Being</td>
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<td>SEC HP 10</td>
<td>Training for Development</td>
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<td>SEC HP 11</td>
<td>Advocacy and Behavior Change Communication</td>
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<td>Textile Design</td>
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<td>Computer Applications in Fashion Design</td>
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<td>SEC HP 14</td>
<td>Resource Management and Sustainable Development</td>
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<td>SEC HP 15</td>
<td>Autocad and Space Planning</td>
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<td>SEC HP 16</td>
<td>Social Media and Digital Communication</td>
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<td>SEC HP 17</td>
<td>Basics of Design</td>
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<td>SEC HP 18</td>
<td>Computer Applications in Communication and Media Design</td>
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<td>Information, Education and Communication Material for Development</td>
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<td>Computer Applications in Fashion Design</td>
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<td>Resource Management and Sustainable Development</td>
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<td>Activities and Resources for Child Development II</td>
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<td>Product Development in Textiles and Apparel</td>
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<td>Fashion Illustration</td>
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<td>SEC HP 30</td>
<td>NGO Management &amp; CSR</td>
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<td>Going About Research</td>
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<td>English/EVS</td>
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<td>English/EVS</td>
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<td>CC HP 203: Fundamentals of Textiles</td>
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<td>III</td>
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<td>CC HP 303: Nutrition for the Family</td>
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<td>CC HP 401: Life Sciences</td>
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<td>DSE III HP (1/2/3/4/5)B</td>
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6.2. Semester-wise Distribution of Courses

Total Credits 72 Core + 36 DSE + 16 SEC + 8 AECC = 132 Credits

7. Courses for Programme for B.Sc. Prog. Home Science

CORE COURSES (12 Courses) Total Credits 72
(6 Credits each Theory 4 Credits +Practical 2 Credits =6)

CC HP 101: Communication and Extension Theory 4 Credits +Practical 2 Credits
CC HP 102: Resource Management Theory 4 Credits +Practical 2 Credits
CC HP 103: Fashion Studies Theory 4 Credits +Practical 2 Credits
CC HP 201: Fundamentals of Nutrition and Food Science Theory 4 Credits +Practical 2 Credits
CC HP 202: Life Span Development I Theory 4 Credits +Practical 2 Credits
CC HP 203: Fundamentals of Textiles Theory 4 Credits +Practical 2 Credits
CC HP 301: Physical Sciences Theory 4 Credits +Practical 2 Credits
CC HP 302: Life Span Development II Theory 4 Credits +Practical 2 Credits
CC HP 303: Nutrition for the Family Theory 4 Credits +Practical 2 Credits
CC HP 401: Life Sciences Theory 4 Credits +Practical 2 Credits
CC HP 402: Personal Finance and Consumer Studies Theory 4 Credits +Practical 2 Credits
CC HP 403: Communication Systems and Social Change Theory 4 Credits +Practical 2 Credits

DISCIPLINE SPECIFIC ELECTIVE (6 Courses) Total Credits -36
(6 Credits Each – Theory 4 Credits +Practical 2 Credits)

DSE HP 1A: Nutritional Biochemistry Theory 4 Credits + Practical 2 Credits
DSE HP 1B: Public Nutrition and Dietetics Theory 4 Credits +Practical 2 Credits
DSE HP 2A: Children with Disabilities Theory 4 Credits + Practical 2 Credits
DSE HP 2B: Child Rights and Gender Empowerment Theory 4 Credits + Practical 2 Credits
DSE HP 3A: Communication for Development Theory 4 Credits + Practical 2 Credits
DSE HP 3B: Extension Management Theory 4 Credits + Practical 2 Credits
DSE HP 4A: Processes in Apparel Design Theory 4 Credits + Practical 2 Credits
DSE HP 4B: Traditional Indian Textiles Theory 4 Credits + Practical 2 Credits
DSE HP 5A: Entrepreneurship Development Theory 4 Credits + Practical 2 Credits
DSE HP 5B: Basics of Design Application Theory 4 Credits + Practical 2 Credits

SKILL ENHANCEMENT COURSES (4 Courses) Total Credits – 16
(4 Credits Each Theory 4 Credits or Theory 2 + Practical 2 Credit or Practical’s 4 Credits)

SEC HP 1: Sociology of Working with Families and Communities Theory 2 Credits + Practical 2 Credits
SEC HP 2: Understanding Psychology Theory 4 Credits
SEC HP 3: Overview of Indian Economy Theory 4 Credits
SEC HP 4: Human Physiology Theory 2 Credits + Practical 2 Credits
SEC HP 5: Bakery Science Practical 4 Credits
SEC HP 6: Home Based Catering Practical 4 Credits
SEC HP 7: Nutrition and Fitness Practical 4 Credits
SEC HP 8: Early Childhood Care and Education Practical 4 Credits
SEC HP 9: Adolescents’ Relations and Well-Being Practical 4 Credits
SEC HP 10: Training for Development Practical 4 Credits
SEC HP 11: Advocacy and Behavior Change Communication Practical 4 Credits
SEC HP 12: Textile Design Practical 4 Credits
SEC HP 13: Computer Applications in Fashion Design Practical 4 Credits
SEC HP 14: Resource Management and Sustainable Development Practical 4 Credits
SEC HP 15: Autocad and Space Planning Practical 4 Credits
SEC HP 16: Social Media and Digital Communication Practical 4 Credits
SEC HP 17: Basics of Design Theory 2 Credits + Practical 2 Credits
SEC HP 18: Computer Applications in Communication and Media Design Theory 2 Credits + Practical 2 Credits
SEC HP 19: Information, Education and Communication Material for Development Practical 4 credits
SEC HP 20: House Keeping Theory 2 Credits + Practical 2 Credits
SEC HP 21: Travel and Tourism Theory 2 Credits + Practical 2 Credits
SEC HP 22: Nutrition Health Communication Practical 4 credits
SEC HP 23: Biophysics Theory 2 Credits + Practical 2 Credits
SEC HP 24: Life Skills Education Theory 4 credits
SEC HP 25: Activities and Resources for Child Development – I Practical 4 credits
SEC HP 26: Activities and Resources for Child Development II Practical 4 credits
SEC HP 27: Product Development in Textiles and Apparel Practical 4 credits
SEC HP 28: Image Styling Practical 4 credits
SEC HP 29: Fashion Illustration Practical 4 credits
SEC HP 30: NGO Management & CSR Theory 4 credits
SEC HP 31: Going About Research Theory 2 Credits + Practical 2 Credits

Total Credits 72 Core + 36 DSE + 16 SEC + 8 AECC = 132 Credits
# CORE COURSES

**CC HP 101: COMMUNICATION AND EXTENSION**  
(CREDITS: THEORY-4, PRACTICAL-2)

## COURSE OBJECTIVES
- To develop the understanding of scope and concepts of human communication.
- To gain insight the elements, models and process of communication.
- To appraise the process of effective communication.
- To learn the concept of extension, its philosophy, principles and scope.

## COURSE LEARNING OUTCOMES
- Develop understanding of scope and concepts of human communication.
- Comprehend the elements and process of effective communication.
- Grasp understanding about various communication methods and materials.
- Learn the concept of extension, its philosophy, principles and scope.

### THEORY CONTENT  
DURATION: 60 HRS (Credits 4)

#### UNIT I: Communication: Concepts
- Historical background, concept and nature
- Functions of Communication
- Types of Communication – Levels of communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and non-digital Communication
- Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organizations, Advertising and Public relations
- Scope of Communication for Social Change


#### UNIT II: Understanding Human Communication
- Culture and communication- Signs, symbols and codes in communication
- Postulates/Principles of Communication
- Elements of Communication and their characteristics
- Models of Communication
- Barriers in Communication


#### UNIT III: Communicating Effectively
- Concept, nature and relevance for communication process:
  - Empathy
  - Persuasion
UNIT IV: Communication for Extension
- Concept, nature and philosophy of Extension
- Principles of Extension
- Extension worker: Role, responsibilities and qualities
- Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope, Edgar Dale’s Cone of Experience
- Relationship between, Communication, Extension and Development
- Scope of C4D


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)
- Developing skills in planning and conducting small group communication.
- Review of media on selected issues
- Design and use of graphic media

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
- Lecture method, Videos, PowerPoint Presentations, Discussion, Quiz, and Games etc.

ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS
- Development Communication, Extension, SBCC, Human Communication, Process of Communication, Culture and Communication

### Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit. no</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop understanding of scope and concepts of human communication.</td>
<td>Classroom discussions, presentation, videos on Historical background, concept and nature, Functions of Communication, Types of Communication –Levels of communication transactions; Formal and informal communication; Verbal and Non-verbal Communication; Digital and non-digital Communication, Scope of Communication-Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Media Organizations, Advertising and Public relations, Scope of Communication for Social Change</td>
<td>Objective test, mind mapping, Video recording of participation in group discussions followed by reflection and lessons to be learnt</td>
</tr>
<tr>
<td>2</td>
<td>Comprehend the elements and process of effective communication.</td>
<td>Presentations, discussions on Culture and communication-Signs, symbols and codes in communication, Postulates/Principles of Communication, Elements of Communication and their characteristics, Models of</td>
<td>Presentations, analysis of videos and class test</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

- To enable students understand the fundamentals of resource management in changing scenario and available resources, their uses and conservation
- To understand the processes of management in a scientific manner in the judicious use of resources

COURSE LEARNING OUTCOMES

- Comprehend the fundamentals of resource management in changing scenario.
- Familiarize the students with the available resources, their uses and conservation
- Enable the students to utilize resources in a prudent manner
- Understand the processes of management in a scientific manner in the use of resources.

THEORY CONTENT DURATION: 60 HRS (Credits 4)
UNIT I: Introduction to Resource Management

- Concept, universality and scope of management
- Theories in Management
- Approaches in management
- Ethical: Ethical guides for managers/ Social responsibility and ethics with reference to organizational management
- Role of motivation in management: Values, Goals and Standards; Theories of motivation- Maslow’s hierarchy of needs & Herzberg’s theory


UNIT II: Resources

- Understanding resources
  - Meaning, classification and characteristics of resources
  - Factors affecting utilization of resources
  - Maximizing use of resources
  - Resource conservation
  - Family life cycle in context to the use of resources: Time, energy and money
- Management of Time, Energy and Cognitive resources
  - Time Management: Concept, tools and steps
  - Energy Management: Concept, body mechanics, fatigue, work simplification
  - Cognitive Resource Management: knowledge, memory, problem solving, judgement & skill


UNIT III: Functions of Management: An Overview

- Decision Making: Concept, types of decision & steps involved in decision making
- Planning: Nature and characteristics, classification of plans & steps in planning
- Organizing: Importance & process of organization
- Supervision: Types of supervision (Directing & guiding), factors of supervision
- Controlling: Types of control, steps in controlling, requirements of effective control
- Evaluation: Types of evaluation, importance of concurrent evaluation
- Application of management process in event planning and execution: concept of event management, classification of events, 5 C’s of events, stages in event management


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Resource conservation and optimization through reuse and recycle/green technologies (natural resources): Portfolio
- Identification and development of self as a resource:
  - Micro Lab and Who am I
  - SWOT analysis
  - Building decision making abilities through management games
- Preparation of time plans for self and family
- Work improvement using time and motion study
- Event planning, management and evaluation with reference to
  - Managerial process
  - Resource optimization - time, money, products, space, human capital

COMPULSORY READING


**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
- Lecture method
- Power point presentations

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

**KEYWORDS**
- Department of Resource Management & Design Application
- Management
- Resources

### Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT I</td>
<td>Comprehend the fundamentals of resource management in changing scenario.</td>
<td>Theory classes on Concept, theories of Management, approaches of management and motivation.</td>
<td>Class test focusing on definitions, short notes, match the following</td>
</tr>
<tr>
<td>UNIT II</td>
<td>To familiarize the students with the available resources, their uses and conservation</td>
<td>Discussion on resources, factors affecting utilization of resources, resource conservation, family life cycle, time management, energy management and cognitive resource management</td>
<td>Class test on definitions, multiple choice questions</td>
</tr>
<tr>
<td>UNIT III</td>
<td>Understand the processes of</td>
<td>Theory classes on decision making, planning, organizing.</td>
<td>Student presentations, case</td>
</tr>
</tbody>
</table>
management in a scientific manner in the use of resources. supervision, controlling, evaluation and event management study evaluation and quiz

PRACTICAL

To enable the students to utilize resources in a prudent manner

Practical example based teaching on resource conservation, management games, development of self as a resource, time management, time and motion study and event management

Continuous evaluation of each practical by evaluation task, quiz, individual and group activities of management games, execution of a class event, portfolio making, making finished products out of waste and work improvement exercise using time and motion study.

*Assessment tasks listed here are indicative and may vary

CC HP 103: FASHION STUDIES
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES

- To impart knowledge about functions and theories of clothing.
- To understand the basics of fashion and fashion industry.
- To develop sensitivity towards selection of garments and garment design.

COURSE LEARNING OUTCOMES

- Identify the role and functions of clothing and recognize the factors affecting selection and evaluation of clothing.
- Explain the concept of fashion, its terminology, sources and factors affecting it.
- Describe the global fashion industry and its leading designers.
- Classify and illustrate various components of garment.
- Apply the knowledge of elements and principles in design interpretation.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Importance of clothing 15
Clothing functions and theories of origin
Clothing terminology
Individuality and conformity, conspicuous consumption and emulation
Selection of clothes for different age groups and special needs
Selection and Evaluation of ready-made garments


UNIT II: Fundamentals of Fashion
- Terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion
- Fashion Adoption Process- Trickle-down theory, bottom up theory & trickle across theory


UNIT III: Fashion industry
- Structure and functioning of fashion industry
- Fashion centres and leading designers


UNIT IV: Study of garment components:
Classification and application of sleeves, cuffs, collars, necklines, plackets, pockets, yokes, trims and accessories


UNIT V: Design
- Elements and principles of design
Structural and applied design


**PRACTICAL CONTENT**

- Flat sketching and identification of garments components
- Identification of structural and applied design component in garments
- Interpretation of elements and principles of design concepts from print and visual mediums
- Market survey on different clothing brands to study the available styles, colours, materials and labels.
- Market survey on various trims and garment accessories

**COMPULSORY READING**


**ADDITIONAL RESOURCES**


**TEACHING LEARNING PROCESS**

Lectures, Power point presentation/videos, Group discussion

**ASSESSMENT METHOD**

Continuous evaluation system including pictorial quiz and MCQ’s, group discussion, written assignments/project, class test and end semester exams.

**KEYWORDS**

Clothing, Garments, Fashion, Forecast, Design
## Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Course learning outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify the role and functions of clothing and recognize the factors affecting selection and evaluation of clothing.</td>
<td>Interactive lecture along with power-point presentation on the various aspect of clothing and different terms used.</td>
<td>MCQ’s, match the following and pictorial quiz</td>
</tr>
<tr>
<td>2.</td>
<td>Explain the concept of fashion, its terminology, sources and factors affecting it.</td>
<td>Power point presentation and fashion videos used to give in-depth knowledge of fashion.</td>
<td>Class test</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the global fashion industry and its leading designers.</td>
<td>Lecture and group discussion to understand the global fashion industry</td>
<td>Student presentation/ project of any one fashion designer</td>
</tr>
<tr>
<td>4.</td>
<td>Classify and illustrate various components of garment.</td>
<td>Power point presentation used so that student can relate to garment component easily</td>
<td>Written assignment and pictorial quiz to identify different garment components</td>
</tr>
<tr>
<td>5.</td>
<td>Apply the knowledge of elements and principles in design interpretation.</td>
<td>Detailed discussion along with Power-point presentation used so that student can relate to elements and principles in design</td>
<td>Design analysis of different types of dresses with respect to elements and principles</td>
</tr>
</tbody>
</table>

* Assessment tasks listed here are indicative and may vary
CC HP 201: FUNDAMENTALS OF NUTRITION AND FOOD SCIENCE  
(CREDITS: THEORY-4, PRACTICAL-2)  

COURSE OBJECTIVES  
● To understand the relationship between food, nutrition and health.  
● To understand the functions of food, basic concepts of food groups and balanced diet.  
● To describe the functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/deficiency of nutrients.  
● To learn about various methods of cooking and to understand the selection, nutritional contribution of and effect of cooking on different food groups.  
● To describe ways of reducing nutrient losses during cooking and methods of enhancement of nutritional quality of foods.  
● To be able to prepare dishes using principles of food science.  

COURSE LEARNING OUTCOMES  
● Comprehend relationship between food, nutrition and health.  
● Understand the functions of food, basic concepts of food groups and balanced diet.  
● Understand the selection, nutritional contribution and changes during cooking of the commonly consumed foods.  
● Understand functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/deficiency of nutrients.  
● Develop understanding about the methods of preparing food.  
● Understand the concept of nutrient losses during pre-preparation and preparation of food.  

THEORY CONTENT DURATION: 60 HRS (Credits 4)  

UNIT I: Basic concepts in food and nutrition 5  
● 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:  
  · Carbohydrates, lipids and proteins
UNIT III: Food Groups

- Selection, nutritional contribution and changes during cooking of the following food groups:
  - Cereals
  - Pulses
  - Fruits and vegetables
UNIT IV: Methods of Cooking and Preventing Nutrient Losses

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

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Weights and measures; preparing market order and table settings.
- Food preparation, understanding the principles involved, nutritional quality and portion size.  
  - Beverages: Hot tea/coffee, Milk shake/ lassi, fruit based beverages.
  - Cereals: Boiled rice, pulao, chapatti, parantho, 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.

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
● Lecture methods
● Power point presentations
● Demonstrations

ASSESSMENT METHODS
● Tests
● Projects
● Continuous Evaluation
● Examination as per University of Delhi norms

KEYWORDS
● Department of Food and Nutrition
● Food Groups
Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will gain knowledge about basic concepts in Food and Nutrition</td>
<td>Detailed discussion on basic terms used in food and nutrition with examples. Interactive session on relationship between food, nutrition, health and disease. Discussion about physiological, social and psychological functions of food.</td>
<td>Class test focusing on short notes and definitions.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will acquire basic knowledge of various nutrients</td>
<td>Theory classes on functions, dietary sources and clinical manifestations of deficiency/excess of the Carbohydrates, Proteins, Lipids, Water Soluble Vitamins, Fat Soluble Vitamins, Major and Trace Minerals with the help of diagrams and images.</td>
<td>Quiz, Assignment and MCQs.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will be able to gather detailed information on the selection, nutritional contribution and changes during cooking of the commonly consumed foods.</td>
<td>Interactive lectures on structures, classification, nutritive value, composition, selection, physio-chemical properties, changes during cooking of commonly consumed foods with the help of diagrams and visual aids.</td>
<td>Market survey report about various foods available in the market and student presentations.</td>
</tr>
<tr>
<td>4.</td>
<td>Students will be acquainted with various methods of preparing food and concept of nutrient losses during pre-preparation and preparation of food.</td>
<td>Detailed discussion on objectives of cooking food, dry heat methods, moist heat methods, fat as medium of cooking and microwave cooking, their advantages, disadvantages, effect of cooking on nutrients, minimizing nutrient losses during pre-preparation and preparation of food.</td>
<td>Class test, project on various methods of cooking, Quiz.</td>
</tr>
</tbody>
</table>
*Assessment tasks listed here are indicative and may vary

CC HP 202: LIFE SPAN DEVELOPMENT I
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
● To develop an understanding about the discipline of Lifespan Development
● To acquire a detailed understanding of developmental milestones and domains from
  conception to middle childhood
● To gain insight on context specific cultural practices of development in children and
  explore the role of family and community in the life of children

COURSE LEARNING OUTCOMES
● The students will be able to develop an understanding about the discipline of Lifespan
  Development.
● The students will acquire a detailed understanding of developmental milestones and
  domains from conception to middle childhood.
● Students will understand salient features of child development by using primary and
  secondary methods of data collection.
● The students will gain insight about the depiction of children through the use of secondary
  sources.

THEORY CONTENT DURATION: 060 HRS (Credits 4)

UNIT I: Understanding Human Development 20
● Definitions, scope and multidisciplinary nature of Human Development
● Contexts, stages and domains of development
● Principles of Growth and Development: Norms and Milestones
● Conception, pregnancy and birth
● Influences on pregnancy


UNIT II: Early Childhood Years 22
● Capacities of neonate
● Development in Infancy and Preschool
  - Physical-motor development
  - Cognitive and language development
  - Socio-emotional development; Family, Preschool and Play
UNIT III: Middle Childhood Years

- Physical-motor development
- Cognitive and language development
- Socio-emotional development; School, Peers and Media
- Moral development


COMPULSORY READING


ADDITIONAL RESOURCES

- Journal of Developmental Psychology

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Methods of child study and their use:
  - Interview
  - Observations
  - Checklist
- Plan and develop activities to facilitate development in different domains
- Use of secondary sources to understand the depiction of children
- Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)

READINGS


**TEACHING LEARNING PROCESS**
- Classroom lectures
- Audio visual resources (films, documentaries)
- Workshop/talks
- Power point presentations
- Field visits
- Research and newspaper articles

**ASSESSMENT METHODS**
- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

**KEY WORDS**
- Human development
- Pregnancy, conception and prenatal period
- Cultural practices
- Neonate, infancy, preschool and middle childhood years

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course learning outcomes</th>
<th>Teaching &amp; learning activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student will be able to develop an understanding about the discipline of Life span development.</td>
<td>Classroom lectures, Power-point presentation, Discussions</td>
<td>Assignment</td>
</tr>
<tr>
<td>2.</td>
<td>The student will acquire a detailed understanding of developmental milestones and domains from conception to middle childhood.</td>
<td>Classroom lectures, Audio- Video resources, Power-point presentation</td>
<td>Worksheet, Activity planning for specific domains, Multiple choice questions</td>
</tr>
<tr>
<td>3.</td>
<td>The student will be able to understand the salient features of child development</td>
<td>Classroom lectures, Discussions</td>
<td>Short presentations by students, Assignments</td>
</tr>
</tbody>
</table>
by developing skills of using the various methods of primary and secondary data collection.

<table>
<thead>
<tr>
<th>Developing tools</th>
<th>Pamphlet/Poster making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Video resources</td>
<td>Audio-visual resources</td>
</tr>
<tr>
<td>Psychometric Tests</td>
<td>Research, followed by discussion Mapping the day of a child</td>
</tr>
</tbody>
</table>

4. The student will gain insight on depiction of children through use of secondary resources

*Assessment tasks listed here are indicative and may vary

**CC HP 203: FUNDAMENTALS OF TEXTILES**
**(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**
- To impart the knowledge of textiles fibres and yarns in terms of their production, properties and application
- To equip the students with an in-depth information regarding the various fabric construction
- To provide comprehensive knowledge about the concepts of dyeing, printing and finishing of textiles.

**COURSE LEARNING OUTCOMES**
- Describe textile fibres in terms of their production and properties
- Understand various production techniques and properties of yarns
- Develop understanding about fabrics, production techniques, properties and uses
- Understand the basic dyeing, printing and finishing techniques

**THEORY CONTENT**  
**DURATION: 60 HRS (Credits 4)**

**UNIT I: Textile fibres and their properties**  
16
- Molecular structure of fibres
- Primary and secondary properties of textile fibres with reference to their effect on fibre characteristics
- Classification of fibres
- Origin, production and properties of various fibres: Natural-cotton, linen, wool, silk. Man-made-rayon, polyester, polyamide (nylon 6,6) acrylics, elastomeric fibres

UNIT II: Yarns

- Basic principle of yarn making: Mechanical spinning (cotton system, wool system, worsted system), Chemical spinning (wet, dry and melt)
- Types of yarns: Staple, Filament, Simple, complex
- Properties of yarns: Yarn numbering systems and twist
- Textured yarns: Classification, manufacture and properties
- Blends: Types of blends and purpose of bending


UNIT III: Fabric construction

- Weaving: Parts and functions of the loom
- Weaves: Classification, construction, characteristics and usage
- Knitting: Classification, construction, characteristics and usage
- Non woven and felts—construction, properties and usage


UNIT IV: Dyeing, Printing and Finishing

- Basics of dyeing
- Printing methods and style
- Finishes


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Fibre Identification tests – Visual, burning, microscopic and chemical
- Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn
- Thread count and balance
- Dimensional stability
- Weaves- Identification and their design interpretation on graph
• Fabric Weight
• Fabric analysis of light, medium & heavy weight fabrics (five each)
  ▪ Fibre type
  ▪ Yarn type
  ▪ Weave
  ▪ GSM
  ▪ End use
  ▪ Trade name
• Tie and Dye: Different methods

COMPULSORY READING
• Sekhri S., (2013) Textbook of Fabric Science: Fundamentals to Finishing, PHI Learning, Delhi

ADDITIONAL RESOURCES
• Tortora, G. Phyllis, Understanding Textiles, McMillan Co. USA.

TEACHING LEARNING PROCESS
• Lectures, Power Point presentations
• Experiential learning through demonstrations

ASSESSMENT METHODS
• As per University of Delhi norms
• Continuous evaluation of practicals/Skill courses on pre-decided key
• Internal Assessment methods - quiz, identification tests, assignments
• End semester exams for theory and practical
• Feedback given to students for improving

KEYWORDS
### Facilitating the achievement of course learning objectives

<table>
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<tbody>
<tr>
<td>1.</td>
<td>Students will be able to describe textile fibres in terms of their production and properties</td>
<td>Discussions on the classification of fibers and their molecular structure, primary and secondary properties, origin and production.</td>
<td>Quiz, match the following, diagrammatic presentations of molecular structure.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will be able to understand various production techniques and properties of yarns</td>
<td>Interactive lectures on the various types of yarns, their properties and methods of yarn production.</td>
<td>Quiz, match the following, MCQ and students presentation.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will be able to develop understanding about fabrics, production techniques, properties and uses</td>
<td>Detailed discussions on fabric construction along with demonstration of samples: weaving, knitting and non-woven.</td>
<td>Diagrammatic representation of weaving, knitting and non-woven. Class test on definitions and production steps of Non-woven fabric and fabric identification</td>
</tr>
<tr>
<td>4.</td>
<td>Students will be able to understand the basic dyeing, printing and finishing techniques</td>
<td>Discussion on basics of dyeing, various styles and methods of printing and types of finishes applied to the fabrics.</td>
<td>Quiz, match the following, MCQ and students presentation.</td>
</tr>
</tbody>
</table>

* Assessment tasks listed here are indicative and may vary*
CC HP 301: PHYSICAL SCIENCES
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
● To develop basic understanding of different chemical and physical concepts and to relate them with everyday life.
● To enhance their skills in handling different equipment.

COURSE LEARNING OUTCOMES
● The students study about different chemicals/compounds, their reactions, applications in everyday life and their health hazards.
● They acquire the ability to correlate structures of compounds with their properties and functions.
● The experiments help better understanding of basic principles of volumetric analysis, qualitative analysis, the equipments used and improves their experimental skills.
● Students develop understanding of the basic principles, theories and laws of physics and correlating them with real life situations.
● Understands the basic precautions to be taken when working with electrical appliances and acquire skills to handle them cautiously.
● They acquire ability to demonstrate basic experimental skills, handling different equipment and understand their working principles.
● Students apply this basic knowledge to different fields of home science.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

Section A: Chemistry

UNIT I: Solutions and Household Chemicals 14
● Types of solutions, different ways of expressing concentration of solutions
● Colloids and its properties, types of colloids, colloids in daily life
● Chemicals in foods- preservatives and colourants
● Antiseptics and disinfectants
● Soaps and detergents
Reference 1 chapter 26; Reference 2 chapter 32; Reference 7 chapter 2; Authentic web pages related to topics

UNIT II: Acids, Bases, Salts and Redox reactions 10
● Acids and bases, their definitions (Arrhenius, Lewis and Bronsted), examples
● Neutralization reaction, salts, their types with simple equations and examples
● pH and pH scale, buffer solutions
● Applications in everyday life
● Concept of oxidation and reduction
● Oxidizing and reducing agents
● Applications in daily life like combustion, corrosion etc
Reference 2 chapter 32

UNIT III: Organic Chemistry
6
● Carbon and its tetravalency, catenation, tendency to form multiple bonds,
● Classification of organic compounds, homologous series, functional groups
● IUPAC nomenclature of alkanes, alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, esters, nitro compounds and amines
Reference 1 chapter 8

Section B: Physics

UNIT IV: Mechanics and electricity
15
● Measurements of Physical Quantities- Units and dimensions
● Different types of motions, Laws of motions and examples
● Gravity and Gravitation, variation of g with height and depth
● Work, Power and Energy
● Concept of current, voltage and resistance- Ohm’s Law
● Conductors and Insulators of electricity and their applications
● Household wiring- safety features- fuse, MCB and earthing
● Efficient transmission of electric power
● Solar energy, Wind energy
Reference 5 chapter 1,2, 4,5,7; Reference 3 chapter 4

UNIT V: Heat and Optics
13
● Temperature and its measurements
● Calorimetry, change of state with applications
● Heat Transfer- modes and examples
● Refraction, Reflection, Dispersion and Diffusion of light
● Lighting fixtures- Fluorescent tube, Incandescent lamp, CFL, LED
● Normal Vision, Defects of vision
● Lasers- Properties and Applications
Reference 4 chapter 6, Reference 3 chapter 6, 16; Reference 6 chapter 9, 10

UNIT VI: Consumer Awareness
2
● Guarantee and warranty of electrical household equipments
● Precautions while using equipments and servicing of equipment like refrigerator, AC and washing machine
Reference 3 chapter 19

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

Chemistry
• Preparation of standard solutions
• Determination of pH of different solutions
• Volumetric analysis
• Titration of strong acid vs strong base (Acid-base titration)
• Titration of strong acid vs weak base (Acid-base titration)
• Titration of weak acid vs strong base (Acid-base titration)
• Titration of potassium permanganate vs Mohr’s salt (Redox titration)
• Detection of functional groups- Acids, Alcohols, Aldehydes and Ketones

Physics
• Determination of the volume of the given body using Vernier Callipers e.g. biscuits
• To determine the correct weight of a body using a balance
• To verify principle of moments and to determine the weight of unknown body using a lever
• Comparison of thermometric scales of temperature using graph method
• Determination of focal length of double convex lens by one pin method
• To determine the magnifying power of telescope by linear method
• Setting up of two way lighting circuit and calculation of cost of electricity consumed
• Repair and testing of electric iron and fuse
• To verify the Ohm’s Law and determine the resistance of conductor by graph method
• Determination of ‘g’ by simple pendulum method

COMPULSORY READING

ADDITIONAL RESOURCES


**TEACHING LEARNING PROCESS**
- Power point presentation
- Experiential learning through demonstrations
- Practical learning through experiments
- Classroom teaching and discussions

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

**KEYWORDS**
- Physical Science
- Organic Chemistry
- Solutions and household chemicals
- Mechanics and Electricity
- Heat and Optics

<table>
<thead>
<tr>
<th>Unit No</th>
<th>Course Learning Outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION A CHEMISTRY</td>
<td>Students will understand the basic concepts of solutions and ways to express concentrations of these solutions. They will acquire</td>
<td>Interactive theory classes and experiments</td>
<td>MCQ’s and numericals</td>
</tr>
<tr>
<td></td>
<td>Knowledge of some basic household chemicals.</td>
<td>Discussions and experiments</td>
<td>Class tests</td>
</tr>
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</tr>
<tr>
<td>2.</td>
<td>Students will have knowledge about acid-bases and redox reactions in daily life</td>
<td>Theory classes and qualitative analysis by experiments</td>
<td>Assignments and class tests</td>
</tr>
<tr>
<td>3.</td>
<td>Students will have a better understanding of organic chemistry and its importance in different fields like medicine, textile tec.</td>
<td>Theory classes and qualitative analysis by experiments</td>
<td>Assignments and class tests</td>
</tr>
</tbody>
</table>

**SECTION B  PHYSICS**

<table>
<thead>
<tr>
<th></th>
<th>Knowledge of the basic concepts of mechanics and electricity. They will study about the system of units and inter conversion from one system to another. They will acquire knowledge of different types of motions, gravitation, electricity and the household safety features.</th>
<th>Theory class on the topics and hand on experiments in the practical class.</th>
<th>Multiple choice questions, class tests and interactive discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Students will gain knowledge of the basic concepts of mechanics and electricity. They will study about the system of units and inter conversion from one system to another. They will acquire knowledge of different types of motions, gravitation, electricity and the household safety features.</td>
<td>Theory class on the topics and hand on experiments in the practical class.</td>
<td>Multiple choice questions, class tests and interactive discussions</td>
</tr>
<tr>
<td>5.</td>
<td>Students will have the broad perspective of the heat and light energy. They will be acquainted of the different types of heat transfer, applications of heat transfer in daily life, lighting fixtures, defects of vision and principle and applications of lasers</td>
<td>Detailed discussion on the basic concepts with the help of visual aids.</td>
<td>Students presentations and class tests</td>
</tr>
<tr>
<td>6.</td>
<td>Students will acquire knowledge of the warranty and guarantee of household equipment and the precautions to be taken care of while handling electrical appliances.</td>
<td>Interactive and detailed discussions.</td>
<td>Class tests and discussions</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*
CC HP 302: LIFE SPAN DEVELOPMENT II
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
● To learn about the various changes that takes place in different domains of development during adolescence, young, middle and late adulthood
● To learn about different techniques, tools of data collection and psychometric measurement

COURSE LEARNING OUTCOMES
● The students will learn about the various changes that takes place in different domains of development during adolescence.
● The students will learn about the diverse changes that they experienced in different development domains during young adulthood.
● They will acquire an understanding about the various transformations that takes place in different domains of development during middle and late adulthood.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Adolescence 24
● Definition and theoretical perspective
● Physical and physiological changes
● Cognitive and language development
● Socio-emotional and moral development

UNIT II: Young Adulthood 18
● Transition from adolescence to adulthood
● Developmental tasks of adulthood
● Socio-emotional development: Relationships, Marriage and Parenting
● Cognition and creativity: Work, Vocation and leisure
UNIT III: Middle and Late Adulthood 18
● Developmental tasks of middle and late adulthood
● Physical and physiological changes and aging
● Diversity in roles and relationships
● Parenting and grand parenting growing children
● Cultural perspective on aging and death

Berk, L.E. (2007). Development through the lifespan. Delhi: Pearson Education. Chapter 15, pg 500-528, Chapter 16, pg 530-560, Chapter 17, pg 562-600, Chapter 18, pg 602-636, Chapter 19, pg 638 onwards

COMPULSORY READING

ADDITIONAL RESOURCES
● Journal of Developmental Psychology
PRACTICAL CONTENT

DURATION: 60 HRS (Credits 2)

- Methods of study and their use: - Reviewing Interview and Observation - Questionnaire - Case study - Sociometry
- Case profile to study adolescence/ young adulthood/ late adulthood
- Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
- Psychological tests: Thematic Apperception Test (TAT), WAIS (Wechsler Adult Intelligence Scale), Test assessing SELF CONCEPT

READINGS

TEACHING LEARNING PROCESS
- Power point presentations
- Lecture methods
- Audio Visual methods

ASSESSMENT METHODS
- Test
- Classroom assignments
- Written assignments
- Long essay
- Power point presentations

KEYWORDS
- Physical and physiological development
- Social and emotional development
- Cognitive, language and moral development
- Developmental tasks
- Adolescence, young, middle and late adulthood

Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>

42
<table>
<thead>
<tr>
<th></th>
<th>The students will learn about the various changes that takes place in different domains of development during adolescence</th>
<th>Class room lecture and powerpoint presentation</th>
<th>Multiple Choice Question/Subjective Test, Open Book Test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The students will learn about the diverse changes that they experienced in different development domains during young adulthood</td>
<td>Use of audio/video resources available online, Discussion and lecture method</td>
<td>Group discussion based on their understanding of adulthood and young adulthood, project on the experiences of young adults on the challenges they face in their life.</td>
</tr>
<tr>
<td>3</td>
<td>They will acquire an understanding about the various transformations that takes place in different domains of development during middle and late adulthood</td>
<td>Lecture and interactive classes, powerpoint presentation, pictorial representation</td>
<td>Assignment, Short presentations by students in group, discussion, class test</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**CC HP 303: NUTRITION FOR THE FAMILY**  
*(CREDITS: THEORY-4, PRACTICAL-2)*

**COURSE OBJECTIVES**
- To understand principles of planning a nutritionally balanced diet.
- To apply knowledge of nutrition for planning meals as per individual needs.

**COURSE LEARNING OUTCOMES**
- Understand the principles of planning of nutritionally adequate meals for the family.
- Apply knowledge of principles of nutrition in exercising food choices consonant with good health.
- Develop understanding about the nutritional needs and concerns of an individual from childhood to adult years.

**THEORY CONTENT**  
**DURATION: 60 HRS** *(Credits 4)*

**UNIT I: Basic Concepts of Meal Planning**  
16
- Rich sources of nutrients, Concept of food groups and balanced diet
- Food exchange list
- Nutrient requirements and recommendations- Concept and uses of RDA
- Factors affecting meal planning and food related behaviour.
- Dietary guidelines for Indians and food pyramid


**UNIT II: Nutrition During the Adult Years**

Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices:
- Adult
- Pregnant woman
- Lactating mother
- Elderly


**UNIT III: Nutrition during Childhood**

Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices
- Infants
- Preschool children
- School children
- Adolescents


**PRACTICAL CONTENT**

**DURATION: 60 HRS (Credits 2)**

**UNIT I: Introduction to Meal Planning**
- Use of IFCT book
- Use of food exchange list
UNIT II: Planning and Preparation of Diets and Dishes for

- Young adult
- Pregnant and Lactating woman
- Preschool child
- School age child and adolescents
- Elderly

UNIT III: Planning Complementary Foods for Infants

COMPULSORY READING


ADDITIONAL RESOURCES


TEACHING LEARNING PROCESS

- Lecture, Power point presentation
- Quiz, Demonstration

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical

KEYWORDS

- Basic concepts of meal planning
- Nutrition during the adult years
- Nutrition during childhood
Introduction to meal planning
Planning and preparation of diets and dishes

Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will understand the basic concept of meal planning using food exchange list,</td>
<td>Lecture, power point presentation</td>
<td>Quiz, Class test focusing on MCQ’S and short answers,</td>
</tr>
<tr>
<td></td>
<td>food groups and balanced diet, nutrient requirements, Dietary guidelines for Indians</td>
<td></td>
<td>assignments</td>
</tr>
<tr>
<td></td>
<td>and food pyramid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students will gain an understanding on the physiological changes, nutrient requirements,</td>
<td>Lecture, power point presentation, discussion</td>
<td>Class test, assignments (notes or presentations),</td>
</tr>
<tr>
<td></td>
<td>nutritional guidelines and concerns during the various stages of adult years like</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pregnancy, lactation and old age</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Students will acquire knowledge on Growth and development, growth reference/ standards,</td>
<td>Lecture, power point presentation, discussion</td>
<td>Detailed presentations by students on each of these life stages.</td>
</tr>
<tr>
<td></td>
<td>nutritional requirements and concerns for Infants, Preschool and school children,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>adolescents</td>
<td></td>
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</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

CC HP 401: LIFE SCIENCES
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
- The students would be able to understand diversity of plant and animal kingdom along with basic concept of cell and tissue.
- The students would be able to understand the concept of propagation and get hands on experience to propagate plants by artificial methods of vegetative propagation with underlying mechanisms of plant physiology.
- The students would understand the concepts of genetics and learn about the various hereditary diseases along with recent trends in biotechnology.

COURSE LEARNING OUTCOMES
- Students would be able to identify the unique characteristics of animal and plant diversity. They would also acquire understanding of fundamentals of cell biology and human genetics.
- Students would be able to understand the concept and develop plant propagation skills, management of Kitchen Garden etc.
- Students would learn basic concepts of important physiological processes of plants and role of micro-organisms in soil fertility.
Students would be equipped to control/prevent parasitic diseases and acquire pest management skills.

Students would acquire basic understanding of various aspects of biotechnology, awareness in regard to application of biotechnology in animal husbandry and human welfare with ethical and social issues.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

SECTION A BOTANY

UNIT I: Introduction to Plant Kingdom 7
- Classification of Plant Kingdom
- Angiospermic plants (Flower with details of its parts)
- Formation of fruit, seed and embryo
- Structure of monocot and dicot seed and seed germination

UNIT II: Anatomy of Plants 8
- Plant cell - structure of chloroplast and cell wall of flowering plants
- Types of plant tissue - meristematic and permanent tissue
  - Simple tissue - parenchyma, collenchyma, sclerenchyma and stomata
  - Complex tissue - xylem and phloem

UNIT III: Propagation of Plants – Seed and Vegetation 7
- Seed Propagation
- Cuttings – stem, leaf and root
- Layering
- Grafting

UNIT IV: Physiology 6
- Important physiological processes (Diffusion, Osmosis and plasmolysis)
- Brief account of transpiration, photosynthesis and respiration in plants
- Role of microorganisms in soil fertility (Nitrogen cycle)

UNIT V: Garden 2
- Kitchen garden

SECTION B - ZOOLOGY

UNIT I: Animal Diversity and Cell Biology 8
- Classification of animal kingdom
- Chordates up to 5 major classes, characteristics with examples
- Non-chordates up to phyla, characteristics with examples
- Cell theory, electron microscopic structure and function of a cell
- Cell division and its significance
UNIT II: Parasitology and Economic Entomology

- Parasites and human diseases
- Plasmodium, Giardia, Entamoeba, Taenia, Ascaris
- Economic importance and control of common household pests e.g. cockroach, housefly, mosquitoes and termites.
- Identification and control of important stored grain pests.

UNIT III: Biotechnology

- Introduction to Stem cell technology
- Cloning Transgenic animal and their importance
- Recent trends in Biotechnology

UNIT IV: Human Genetics and Diseases

- Basics of Genetics
- Genetic disease: Thalassemia, Sickle Cell Anemia, Down’s syndrome and Phenylketonuria (PKU)
- Sex linked inheritance
- Importance of Genetic counseling

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

SECTION A- BOTANY

- Study of permanent slides of dicot stem, monocot stem, dicot and monocot root, dorsi-ventral leaf and iso-bilateral leaf.
- Propagation of plants by seed and vegetative methods
- Preparation of temporary mounts (a) onion peel, (b) Epidermis of Rhoeo
- Physiology experiments: (a) Photosynthesis (b) Transpiration
- Floral description of few angiospermic families

SECTION B- ZOOLOGY

- Identification and classification of representative of animal kingdom (2-3 specimens from each class/ phylum)
- Identification and classification of common animals
- Study of cells – neurons, blood cells, squamous epithelial cells
- Pedigree Chart preparation and analysis

COMPULSORY READING


**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
Lecture Method, PowerPoint Presentations, Discussion, Audio Visual aids, Field Trips etc.

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

**KEYWORDS**
Life Science, Diversity of life, Cytology, Genetics, Organic Agriculture, Horticulture, Plant Science, Biotechnology, Transgenics, Cloning, Genetic Counselling

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning activities</th>
<th>Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will gain understanding of plant diversity and specific knowledge about angiosperms</td>
<td>Classroom lectures, discussions along with practical classes on anatomical and specimen observation.</td>
<td>MCQs, Test, Practical performance in identification of specimen observation and related viva-voce.</td>
</tr>
<tr>
<td>2</td>
<td>Students will acquire knowledge of cell biology and plant tissue</td>
<td>Classroom lectures, discussions along with practical on identification</td>
<td>MCQs, Test, practical performance assessment through slide</td>
</tr>
<tr>
<td></td>
<td>Students will gain fundamental knowledge of plant propagation including seed and other vegetative structures.</td>
<td>Classroom lectures, discussions along with practical classes on grafting and layering process.</td>
<td>MCQs, Test, Practical performance assessment in grafting, layering and related viva-voce.</td>
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</tr>
<tr>
<td>3</td>
<td>Students will gain knowledge on fundamentals of plant physiological process such as soil fertility, transpiration, photosynthesis, and respiration including osmosis and diffusion.</td>
<td>Classroom lectures, discussions along with demonstration of photosynthesis and respiration process in practical.</td>
<td>MCQs, Test, Practical performance in drawing inferences from practical demonstrations and related viva-voce.</td>
</tr>
<tr>
<td>4</td>
<td>Student will acquire knowledge to develop kitchen garden.</td>
<td>Classroom lectures, discussions along with identification kitchen garden species</td>
<td>MCQs, Test on kitchen garden species and garden maintenance.</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**CC HP 402: PERSONAL FINANCE AND CONSUMER STUDIES**
*(CREDITS: THEORY-4, PRACTICAL-2)*

**COURSE OBJECTIVES**
- To familiarize the students with the changing socio-economic environment and consumer behavior
- To strengthen the financial management practices of the students for wise consumer behavior
- To have an overview of the consumer problems, consumer movement and consumer protection

**COURSE LEARNING OUTCOMES**
- Gain knowledge of income, saving and investment management in the changing socio-economic environment.
- Understand the role of consumer in the economy, consumer problems, education and empowerment.
- Comprehend issues related to consumer protection, legislative measures and redressal mechanisms.
- Gain practical knowledge of critically evaluating and designing various consumer aids.
- Have a practical understanding of various existing redressal mechanisms.
- Understand the schemes and services offered by banks and post offices and learn to fill various bank and personal income tax forms.
- Learn to undertake food adulteration tests through lab analysis.

**THEORY CONTENT**

**DURATION: 60 HRS (Credits 4)**

**UNIT I: Income and Expenditure**

- Household Income – Types, Sources, Supplementation of family income
- Income management – significance of budgeting, steps of making a budget, controlling through household accounts and evaluation
- Factors influencing expenditure pattern
- Family savings and investments- need, principles, channels of investment, tax implications
- Consumer credit- need, sources
- Personal finance management

Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd. Chapter -6 (Family Income, Pg 53-69), Chapter -7 (Family budgets, Pg 70-86), Chapter -8 (Family expenditure pattern, Pg 87-97), Chapter -9 (Savings: Need; types and determining factors, Pg 98-116), Chapter-10 (Investment: Objectives and sound principles, Pg 117-122), Chapter-11 (Investment channels for financial assets, Pg 123-148), Chapter-12 (Investment through insurance: Life insurance policies, Pg 149-163), Chapter-13 (Investment channels for physical assets, Pg 164-172), Chapter-14 (Investor protection, Pg 173-176), Chapter-15 (family credit, Pg 177-194).

**UNIT II: Consumer in India: Consumer problems and education**

- Definition of a consumer
- Role of consumers in the economy, National Income, Per Capita Income
- Types of consumer problems – products and service related, Causes and remedies
- Guidelines for wise buying practices
- Consumer education and empowerment, sustainable consumption
- Changing nature of the business world –e-commerce, e-business

UNIT III: Consumer Protection

- Consumer protection, Consumer rights and responsibilities
- Consumer organizations – origin, functioning, role and types
- Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 (COPRA), Alternative redressal mechanisms
- Standardization and quality control measures


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Understanding and designing standardization marks.
- Evaluation and designing of informative and attractive labels of different type of food products.
- Evaluation and designing of advertisements in the print media including products, services and social ads.
- Case study of banks and post offices to understand their services and products.
- Learning to fill different bank forms.
- Analysis of consumer redressal through case study approach.
- Survey on consumer issues.
- Food adulteration tests.
- Personal Income Tax calculation.

COMPULSORY READING


ADDITIONAL RESOURCES


**TEACHING LEARNING PROCESS**
- Power point presentations
- Case study approach
- Lecture and discussion
- Experiential learning through demonstration

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

**KEYWORDS**
- Department of Resource Management & Design Application
- Household income
- Income management
- Expenditure patterns
- Personal Finance
- Consumer credit
- Consumer education and empowerment
- Consumer rights and responsibilities
- Consumer Protection Act (COPRA)
- Standardization marks
- Food adulteration

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Gain knowledge of income, saving and investment management in the changing socio-economic environment</td>
<td>Discussion with examples on meaning and types of family income, factors influencing expenditure pattern, principles of sound investment, and saving</td>
<td>Quiz, MCQs, Class test, students presentations</td>
</tr>
<tr>
<td>II</td>
<td>Understand the role of consumer in the economy, consumer problems, education and empowerment</td>
<td>Interactive lecture on definition, role of consumer, consumer problems and remedies, guidelines for wise buying practices, consumer education and empowerment.</td>
<td>Quiz, MCQs, Class test</td>
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</tr>
<tr>
<td>III</td>
<td>Comprehend issues related to consumer protection, legislative measures and redressal mechanisms</td>
<td>Discussion with examples on consumer protection, rights, responsibilities, legislative measures with special emphasis on COPRA.</td>
<td>Quiz, MCQs, Class test</td>
</tr>
<tr>
<td>Practical</td>
<td>Gain practical knowledge of critically evaluating and designing various consumer aids</td>
<td>Discussion on salient features and need of a good advertisement and label.</td>
<td>Evaluation and designing of advertisements and labels as consumer aids.</td>
</tr>
<tr>
<td>Practical</td>
<td>Have a practical understanding of various existing redressal mechanisms</td>
<td>Discussion on existing redressal mechanisms for consumers with special emphasis on COPRA.</td>
<td>Case studies</td>
</tr>
<tr>
<td>Practical</td>
<td>Understand the schemes and services offered by banks and post offices and learn to fill various bank and personal income tax forms</td>
<td>Deliberations on types of banks, services offered by banks and post offices, types of bank forms and income tax forms.</td>
<td>Case studies, filling of bank and personal income tax forms.</td>
</tr>
</tbody>
</table>

and investment channels.
Practical
Learn to undertake food adulteration tests through lab analysis

Demonstration of food adulteration tests for common food items.

Conducting food adulteration tests

*Assessment tasks listed here are indicative and may vary.

CC HP 403: COMMUNICATION SYSTEMS AND SOCIAL CHANGE
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
- To gain an insight on the various communication systems.
- To highlight the nature and scope of media (traditional, mass and new) for social change.

COURSE LEARNING OUTCOMES
- Understanding of various communication systems.
- Appreciate nuances of various communication transactions for effective communication.
- Understand role culture in communication.
- Gain insight into the range and scope of traditional media, mass media, ICTs and New Media especially for social change.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Understanding Self
- Awareness of self in communication
- Intrapersonal Communication
- Self-concept and self esteem
- Enhancing self confidence

UNIT II: Interpersonal Communication
- Concept, types and functions of interpersonal communication
- Dyadic, small and large group communication
- Stages in human relationship development
- Small group communication: types, networks and functions
- Theories of small group communication

UNIT III: Organizational, Public and Intercultural Communication
- Organizational communication: concept, types, functions and networks
- Public communication- concept, networks and techniques
- Intercultural communication- concept, stages and barriers
Relationship between culture and communication

UNIT IV: Mass Communication and Mass Media 12
- Mass Communication- concept, significance, functions and elements
- Theories and models of mass communication
- Mass Media- characteristics and significance of print, electronic and web based media
- Print Media: types, nature, characteristics, reach, access.
- Radio: types, nature, characteristics, reach, access.
- Television and cinema: types, nature, characteristics, reach, access.
- New Media: types, characteristics, reach and access.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)
- Exercises for understanding Self: Johari window, SWOT analysis
- Understanding culture through traditional media
- Audience analysis- readership, listenership and viewership studies
- Content analysis of mass media

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

**KEYWORDS**
- Development Communication, Extension, SBCC, Communication systems, Mass media, Communication and Culture, Self Concept

**Facilitating the achievement of Course Learning Objectives**

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be sensitized to the importance of Self in communication, learn strategies to enhance self-esteem and build confidence.</td>
<td>Interactive lectures on the role of Self in effective communication with exercises to enhance self-confidence and build self-esteem.</td>
<td>SWOT analysis and self-introspection. Drawing the Johari Window to understand the various selves.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will be acquainted with the concept, types and functions of dyadic and group communication, learn the theories, networks in small group communication and stages of human relationship development</td>
<td>Theory lectures on Interpersonal communication with class exercises on types and networks of group communication. Group discussion on human relationship development.</td>
<td>Diagrammatic representation of networks in group communication. Quiz on theories of group communication.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will be aware of other levels of communication namely organisational, public and intercultural.</td>
<td>Detailed discussion on organisational, public and intercultural communication. Film shows to establish relationship between culture and communication.</td>
<td>Quiz on different levels of communication and student presentations on culture and communication.</td>
</tr>
<tr>
<td></td>
<td>Students will have a broad perspective of Mass communication and mainstream Mass media.</td>
<td>Power point presentation on models and theories of mass communication. Detailed discussion on print, radio, T.V and new media.</td>
<td>Multiple choice questions on models and theories with report writing on various mass media.</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*
DISCIPLINE SPECIFIC ELECTIVE
DSE HP 1A: NUTRITIONAL BIOCHEMISTRY
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
● To acquire knowledge on basic concepts of biochemistry.
● To understand the role of major nutrients and physiologically important biomolecules.

COURSE LEARNING OUTCOMES
• Develop an understanding of the principles of biochemistry.
• Understand chemistry of major nutrients and physiologically important biomolecules.
• Understand the biological processes and systems as applicable to nutrition.
• Apply the knowledge acquired to human nutrition and dietetics.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Introduction to Biochemistry
● Definition, objectives, scope and inter-relationship between biochemistry and other biological sciences


UNIT II: Carbohydrates
● Definitions, classification, structure and general properties of:
● Monosaccharides-glucose, fructose, galactose, ribose
● Disaccharides – maltose, lactose, sucrose
● Polysaccharides – dextrin, starch, glycogen


UNIT III: Lipids
● Definitions and classification of lipids
● Types and properties of fatty acids
● Composition and properties of fats
● Significance of acid value, iodine value and saponification value

UNIT IV: Proteins 12
- Definition, classification, structure of amino acids
- Essential and non-essential amino acids
- Definition, classification, elementary knowledge of structure of proteins
- Introduction to Enzymes, Active site, Co-enzymes, Prosthetic groups, Enzyme Inhibition (Competitive and Non-competitive)

UNIT V: Digestion and absorption 8
- Carbohydrates
- Proteins
- Fats

UNIT VI: Vitamins and Minerals 18
- Fat soluble vitamins (Structure and biochemical role) – A, D
- Water soluble vitamins (Structure and biochemical role) – B¹, B², niacin, pyridoxine, folic acid, B¹² and C
- Biological role and occurrence of inorganic elements – iron, calcium, phosphorous, iodine, selenium and zinc

PRACTICAL CONTENT

- Qualitative tests for mono, di and polysaccharides and their identification in unknown mixtures.
- Quantitative estimation of glucose, sucrose and lactose by titrimetric method.
- Qualitative tests for amino acids.
- Estimation of calcium using EDTA by titration.
- Estimation of ascorbic acid using 2,6 dichlorophenol indophenol method in the given solution.

DURATION: 60 HRS (Credits 2)
COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
● Power point presentations
● Handouts

ASSESSMENT METHODS
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● End semester exams for theory and practical
● Feedback given to students for improving

KEYWORDS
● Department of Food and Nutrition
● Structures
● Enzymes
● Digestion
● Vitamins
● Minerals

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course learning outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be acquainted with the historical perspectives leading to the development of biochemistry discipline</td>
<td>Interactive and discussion classes on the major discoveries in biochemistry, milestones achieved till date and the course of development of biochemistry field.</td>
<td>Quiz, identification of scientists through photographs with their discoveries and inventions.</td>
</tr>
<tr>
<td></td>
<td>Students will have gained knowledge on various types of carbohydrates, their structures and importance.</td>
<td>Theory classes on different types of carbohydrates and their structures using power point presentations.</td>
<td>Class test focusing on structures of carbohydrates.</td>
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<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>2.</td>
<td>Students will have acquired knowledge on composition of fatty acids, classification of lipids and major properties of fats.</td>
<td>Theory classes on structures of fatty acids and lipids, classification of lipids and their properties.</td>
<td>Assignment on studied fatty acids and lipids.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will have gathered detailed information on amino acids, structure of proteins and properties of enzymes.</td>
<td>Theory lectures on structure and properties of amino acids. Detailed discussion on structural-functional relationship of proteins and enzyme properties using charts, graphs and visual aids.</td>
<td>Class tests focusing on structures, multiple choice questions and graph analysis of enzyme kinetics.</td>
</tr>
<tr>
<td>4.</td>
<td>Students will have a deeper understanding of digestion and absorption of major nutrients in human beings.</td>
<td>Interactive lectures on various enzymes and processes involved in digestion and absorption of carbohydrates, proteins and fats.</td>
<td>Quiz and identification of enzymes involved in digestion and absorption.</td>
</tr>
<tr>
<td>5.</td>
<td>Students will have detailed information on structure and role of vitamins and the biochemical importance of minerals in the diet.</td>
<td>Theory classes on structure and role of major vitamins using charts and diagrams. Discussion on the importance of intake of minerals.</td>
<td>Assignment on function of vitamins and their structures.</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary.

**DSE HP 1B: PUBLIC NUTRITION AND DIETETICS**  
**(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**
- To understand concept and scope of public nutrition
- To inculcate the importance and skill of assessment of nutritional status among students
- To familiarize students with the common public health problems
- To make the students aware about the national programmes and policies to combat the public health problems
- To appraise the students on nutrition care and diet therapy about the common NCDs
COURSE LEARNING OUTCOMES

- Understand the principles of public nutrition and develop comprehension about multifaceted nature of nutritional problems.
- Understanding assessment, prevention and management of common nutritional deficiencies.
- Creating awareness about National Nutrition Policy and Programmes for the management of nutritional problems.
- Understand the nutrition care and principles of diet therapy.
- Understand modification of the normal diet for therapeutic purposes.
- Understand the concept of dietary management in some common disorders/ diseases.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Concept and scope of public nutrition

UNIT II: Assessment of nutritional status: methods and application
Direct methods – anthropometry, biochemical and clinical examination
Indirect methods – dietary surveys, vital statistics

UNIT III: Common nutritional deficiencies and National Nutrition Policy and Programmes
Etiology, clinical features, prevention and management of nutritional deficiencies
- PEM, MAM, SAM
- Micronutrient deficiencies such as Vitamin A deficiency, Thiamine deficiency, Riboflavin Deficiency, Niacin deficiency, Vitamin C deficiency, Vitamin D deficiency, Calcium Deficiency.
- Nutritional Anemia, Iodine Deficiency Disorders
- Fluorosis
- Lathyrisms

UNIT IV: Introduction to Nutrition Care and Diet Therapy

- Nutritional assessment of hospital patients.
- Basic concepts of diet therapy
- Therapeutic modifications of the normal diet


UNIT V: Common diseases/disorders

Etiology, clinical features and nutritional management of:
- Febrile disorders and HIV-AIDS
- Diarrhoea, constipation
- Underweight, overweight and obesity
- Diabetes and Cardiovascular diseases


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Assessment of nutritional status: 24 hour dietary recall, anthropometry, clinical assessment.
- Development of low cost nutritious recipes for population groups vulnerable to nutritional deficiencies.
- Planning and preparation of diets/dishes for individuals suffering from:
  - Febrile disorders
  - Diarrhoea and constipation
  - Underweight, overweight/obesity
  - Diabetes and Cardiovascular diseases.

COMPULSORY READING


**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
● Power point presentations
● Experiential learning through demonstrations
● Field visits/ hospital visits
● Discussion

**ASSESSMENT METHODS**
● Continuous evaluation of all assignment in practicals
● Class assessment methods like assignment and quiz as per University norms
● End semester exams

**KEYWORDS**
● Public Nutrition
● Nutrition care
● Dietetics
Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Course Learning outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the basics and principles of public nutrition; Identify various fields with which it is related to – being an interdisciplinary subject; develop a comprehension about versatile nutritional problems, affecting the Indian population (in age-groups, gender, socio-economic group), under the broad umbrella of public nutrition.</td>
<td>Theory classes on principles of public nutrition; recognizing different areas with which it is associated (directly / indirectly) the comprehension about multi-faceted nutritional problems with examples</td>
<td>Exploring publication on public nutrition by students; group discussion among the students to indicate that public nutrition is a multifaceted subject; Students make presentations on multi-faceted nutritional problems, Class test.</td>
</tr>
<tr>
<td>2</td>
<td>Understanding nutritional assessment; types of nutritional assessment (direct and indirect); parameters to find out the nutritional status under direct and indirect assessment; understanding the importance of standardization of tools and techniques for nutritional assessment (with special reference to anthropometric measurements), and methods to do the same. A student will learn how to assess nutritional status of an individual.</td>
<td>Theory class on importance, types and methods of assessment of nutritional status. Use of various parameters to generate data like BMI, WHR, MUAC, birth rate, death rate, morbidity/mortality etc. in the population. Pictorial presentation of assessment of anthropometric measurements,</td>
<td>Diagrammatic representation of assessment of nutritional status using audio-visual aids and power point presentations by the students; class test focusing on relevant topics, definitions, classifications and various parameters under these.</td>
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<tr>
<td></td>
<td>Making students familiar with various micronutrient deficiencies and the national public health problems (their causes, prevalence, signs &amp; symptoms); government programmes for their prevention and management; making awareness about National Nutrition Policy</td>
<td>Relating malnutrition as the cause of various nutritional deficiencies, national nutritional problems; comparing national prevalence data with the international one; pictorial representation of symptoms of various nutritional problems, Introduce existing and newly launched National Nutrition Policy and Programmes for the management of nutritional problems (by using latest books and publications), success stories of various programs can be shared.</td>
<td>Topic writing and power point presentation on different nutritional problems, National nutrition programmes (depicting the causes, prevalence and signs and symptoms); poster making competition, quiz on National Nutrition Policy and Programmes, Presentation by students in the form of ppt, street play, games etc on management of nutritional problems. Regularly, browsing various government websites to stay updated with the latest information on these topics.</td>
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</table>

clinical symptoms, dietary surveys and understanding the concept to find out indices like birth rate, morbidity, mortality etc. Demonstration of different techniques of assessment methods.
<table>
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<tr>
<th></th>
<th>Students will be acquainted with nutrition care and principles of diet therapy. They will also gain understanding on modification of the normal diet for therapeutic purposes and various modes of feeding.</th>
<th>Detailed lectures on the basic concepts of diet therapy and how a normal diet can be adapted into a therapeutic one. Practical example-based teaching on for therapeutic diets and the related modification required.</th>
<th>Presentation on case studies of patients for different disease conditions needing therapeutic dietary modifications; discussing various conditions wherein different modes of feeding are used.</th>
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<tr>
<th></th>
<th>Students will comprehend the concept of dietary management in some common disorders/diseases.</th>
<th>Practical examples based teaching to understand the etiology, clinical features and nutritional management of some common disorders/diseases.</th>
<th>Identification of international or national dietary recommendation for patients with specific disease condition. Quiz, Class test focusing on specific nutrient requirement and dietary modifications for each disease condition.</th>
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<td>5</td>
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</table>

*Assessment tasks listed here are indicative and may vary*

**DSE HP 2A: CHILDREN WITH DISABILITIES (CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES**

- To understand rights based approach to disabilities and to learn about the RPwD Act.
- To study about the major types of disabilities, their causes and preventive measures; and to acquire skills in early detection of childhood disabilities and early intervention.
- To learn simple skills for inclusion of children with disabilities in classrooms and to know about barriers which persons with disability face.

**COURSE LEARNING OUTCOMES**

- Students will know the various models and approaches to understand disabilities.
- Students will understand prevention and detection of disabilities.
- Students will acquire knowledge of etiology of disabilities.
- Students will learn simple skills of early intervention and inclusion.

**THEORY CONTENT DURATION: 60 HRS (Credits 4)**

**UNIT I: Introduction to Childhood Disabilities**
- Defining disabilities
- Models of disability
- Classifying disabilities
- Social construction of disability
- Demography


**UNIT II: Common Childhood Disabilities**
- Prevention of disabilities
- Identification, Assessment and etiology with reference to
  - Locomotor disability
  - Visual disability
  - Auditory and speech disability
  - Intellectual disability
  - Autism
  - Learning Disability


**UNIT III: Children with Disabilities and Society**
- Families of children with disability
- Educational practices- Special education and inclusion
Policy and laws – UNCRPD, RPwD

COMPULSORY READING


ADDITIONAL RESOURCES

- Journal of Disabilities and Impairments

PRACTICAL CONTENT

DURATION: 60 HRS (Credits 2)

• Visits to organizations working with children with disabilities.
• Observations of Children with Disabilities/ Case profile of child with disability
• Interactions with persons with disability to know the challenges faced by them
• Generating awareness in community about disabilities
• Planning developmentally appropriate material for children with disabilities.
• Exploring audio-visual sources with reference to children with disabilities and their families.
• Select psychometric tests (Ravens Progressive Matrices, Portage, Tests for detecting Learning Disabilities, Disability Screening Schedule).

READINGS


TEACHING LEARNING PROCESSES

• Class room lectures
• Audio- visual resources (films, documentaries)
• Workshops/ Talks
• Power point presentation
• Field visits
• Research and newspaper articles

ASSESSMENT METHODS

• Test
• Classroom assignments
• Written assignments
• Long essay
• Power point presentations

KEYWORDS

• Disabilities
• Detection and prevention
• Inclusion
• Special education
**Facilitating the achievement of Course Learning Objectives**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course learning outcomes</th>
<th>Teaching &amp; learning activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will know the various models and approaches to understand disabilities.</td>
<td>Classroom lectures, Power-point presentation, Discussions</td>
<td>Assignment, Survey of views of general public</td>
</tr>
<tr>
<td>2.</td>
<td>Students will understand prevention and detection of disabilities.</td>
<td>Classroom lectures, Audio-Video resources, Power-point presentation</td>
<td>Quiz, Test</td>
</tr>
<tr>
<td>3.</td>
<td>Students will acquire knowledge of etiology of disabilities.</td>
<td>Classroom lectures and discussions, Presentations, Tests like DSS, Portage Audio-Video resources, Workshops</td>
<td>Presentations by students, Assignments, Questionnaire/Interviews</td>
</tr>
<tr>
<td>4.</td>
<td>Students will learn simple skills of early intervention and inclusion.</td>
<td>Classroom lectures, Discussions, Presentations, Audio-Video resources, Workshops</td>
<td>Assignments, Preparing teaching learning aids for CWD, Documenting adaptations for CWD in inclusive set ups</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**DSE HP 2B: CHILD RIGHTS AND GENDER EMPOWERMENT**

(CREDITS: THEORY-4, PRACTICAL-2)

**COURSE OBJECTIVES**

- To gain an understanding of child rights and situation of children in difficult circumstances.
- To understand the concept of gender equity and empowerment.
- To gain knowledge about relevant legislations, policies and programmes.

**COURSE LEARNING OUTCOMES**

- The students will develop an understanding of rights of children in India.
- The students will gain insights about the status of children in difficult circumstances.
- The students will develop an understanding of biological, social and cultural determinants of sex and gender.
The students will gain knowledge of key issues and concerns of girl child and women in India.

<table>
<thead>
<tr>
<th>THEORY</th>
<th>CONTENT</th>
<th>DURATION: 60 HRS (Credits 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT I: Understanding Child Rights</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>● Meaning of Child Rights and Convention on the Rights of the of Child</td>
<td></td>
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<tr>
<td>● Disadvantage and exclusion</td>
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<tr>
<td>● Demographic profile of the child in India</td>
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<tr>
<td>● Protection and promotion of child rights: Laws and policies</td>
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</tr>
</tbody>
</table>

Chapter 1, pg 1-23, Chapter 2, pg 25-43

UNIT II: Children in Difficult Circumstances | 15 |
| ● Street children, working children and homeless children |
| ● Child abuse |
| ● Child trafficking |
| ● Children in conflict with law |

Chapter 4, pg 77-95, Chapter 5, pg 101-131, Chapter 7, pg 165-179

UNIT III: Conceptualizing Gender and Gender Empowerment | 30 |
| ● Defining terms – sex, gender, masculinity, femininity |
| ● Socialization for gender – gender roles and stereotypes |
| ● Patriarchy and social institutions |
| ● Perspective on feminism |
| ● Demographic profile |
| ● Issues and concerns related to girls and women in India |
| ● Media and Gender |
| ● Laws and policies and programmes for girls and women in India |

NewDelhi: Oxford University Press
COMPULSORY READING


ADDITIONAL RESOURCES

- Indian Journal of Social Work

PRACTICAL CONTENT

DURATION: 60 HRS (Credits 2)

- Understanding child rights and gender in diverse social groups through visits to relevant organizations.
- Interaction with children in difficult circumstances.
- Understanding gender realities in different social groups.
- Exploring the concept of child rights and gender through audio-visual sources and workshops.

READINGS

1. **Films / Documentaries**
   - Traffic Signal
     Director: Madhur Bhandarkar
     https://www.youtube.com/watch?v=jIpIhqdQHVI
   - Laxmi
     Director: Nagesh Kuknoor
     https://www.youtube.com/watch?v=leSbSGWJxEQ&t=1s
   - Unlimited girls
     Director: Paromita Vohra
   - Skin deep
     Director: Reena Mohan
     https://www.youtube.com/watch?v=drrB7LGbvCs
● Dor
Director: Nagesh Kaknoor
https://www.youtube.com/watch?v=DAG_T9nU6Tk

● Salaam Bombay
Director: Mira Nair
https://www.youtube.com/watch?v=bvokHYSKre4

2. Television/ Media
● Ammu and Aman (Child Rights)
https://www.youtube.com/watch?v=843luSEd29M
https://www.youtube.com/watch?v=8kd0uM_al2s
https://www.youtube.com/watch?v=veo2klo2LFk
https://www.youtube.com/watch?v=Ac1VPnwrp_A
https://www.youtube.com/watch?v=ooSZ705Cn4

● Satyamev Jayate
https://www.youtube.com/watch?v=u1vASMbEEQc
https://www.youtube.com/watch?v=u04wbREE4U
https://www.youtube.com/watch?v=o8dgY8aqGnA
https://www.youtube.com/watch?v=nUvM4XjT_vk
https://www.youtube.com/watch?v=pxa7GBVetZA

● Ted Talk
https://www.youtube.com/watch?v=laBJFSAxVgY
https://www.youtube.com/watch?v=laBJFSAxVgY
https://www.youtube.com/watch?v=uKphbP8OUI
https://www.youtube.com/watch?v=_M74FoRd-0o
https://www.youtube.com/watch?v=6oOevLDtPjo

TEACHING LEARNING PROCESS
● Class room lectures
● Audio- visual resources : films, documentaries etc
● Workshops/ Talks
● Power point presentations
● Field visits
● Research and newspaper articles

ASSESSEMENT METHODS
● Test
● Classroom assignments
● Written assignments
● Long essay
● Power point presentations

KEYWORDS
● Child Rights
● Children in Difficult Circumstances
Gender

Gender Empowerment

Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Will develop an understanding of rights of children in India.</td>
<td>Classroom lecture and powerpoint presentations</td>
<td>Written assignment</td>
</tr>
<tr>
<td>2</td>
<td>Will gain insights about the status of children in difficult circumstances.</td>
<td>Use of audio visual resources, classroom lecture on children in difficult circumstances</td>
<td>Written assignment</td>
</tr>
<tr>
<td>3</td>
<td>Will develop an understanding of biological, social and cultural determinants of sex and gender</td>
<td>Classroom lecture and discussion</td>
<td>Group presentation and written assignment</td>
</tr>
<tr>
<td>4</td>
<td>Will gain knowledge of key issues and concerns of girl child and women in India.</td>
<td>Discussion and Classroom lecture</td>
<td>Group presentation by students</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary

DSE HP 3A: COMMUNICATION FOR DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
- To understand the concept of development and development indicators
- To gain insights into the concept of Development Communication, philosophy, theories and approaches
- To examine the role of various media in development communication
- To know the process of development reporting and development journalism
- To understand the process and techniques of SBCC

COURSE LEARNING OUTCOMES
- Understand the concepts of development and development indicators
- Gain insights into the concept of Development Communication, philosophy, theories and approaches
- Examine the role of various media and nuances of development reporting
- Understand the process and techniques of SBCC
UNIT I: Concept of Development
- Concept of development, Development goals, Characteristics of developing countries
- Indices as a measure of human development, poverty, gender related development
- Classification of countries based on development indices


UNIT II: Development Communication
- Development Communication- concept, genesis, characteristics and philosophy
- Types of communication and characteristics of Development Communication
- Approaches to Development Communication


UNIT III: Media and Development Communication
- Role of Traditional Media in Development Communication
- Community Media: Types, Role in Development Communication, Difference from Mainstream Media
- Role of Radio and Television for development communication
- Cinema’s role in promoting social change.
- Scope of ICTs & New Media in development communication.
- Success stories and Innovations in Development Communication


UNIT IV: Development Journalism
- Definition, types of journalism, need for Development journalism
- News reporting: definition of news, ingredients and qualities of news, news value, types of news reports, structure of news reports
Press theories: Normative: Authoritarian, Libertarian, Social Responsibility, Democratic
Participant theory

Development reporting - roles and responsibilities of a development reporter, ethics in
reporting, specialized skills required and issues in development reporting
Section II, V. Page 61-165.
Page 161-188.

UNIT V: SBCC and Advocacy

Concept and relevance of SBCC: SBCC and Advocacy
Approaches to SBCC, types and steps of advocacy
SBCC- Strategy design and implementation.
Appraisal of communication action plan for SBCC
Role of SBCC in promoting health, environmental sustainability, peace and human rights
Monitoring & Evaluation of SBCC interventions
Page 65-80.

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

Analysis of development indicators - national and international perspectives
Critical analysis of selected development communication initiatives
Analysis of media for Development Communication
Designing media for Development Communication

COMPULSORY READING


ADDITIONAL RESOURCES

Learning.

TEACHING LEARNING PROCESS
● Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● End semester exams for theory and practical
● Feedback given to students for improving

KEYWORDS
Development Communication, Extension, SBCC, Development Journalism, Traditional media, Community media

Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit. no</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the concepts of Development and Development indicators</td>
<td>Classroom discussions, presentation , videos on Concept of development, Development goals, Characteristics of developing countries, Indices as a measure of human development, poverty, gender related development, Classification of countries based on development indices</td>
<td>Essay Writing, Mind Mapping</td>
</tr>
<tr>
<td>2</td>
<td>Gain insights into the concept of Development Communication, philosophy, theories and approaches</td>
<td>Presentations, discussions and sharing of case studies for understanding the Development Communication- concept, genesis, characteristics and philosophy, Types of communication and characteristics of Development Communication, Approaches to Development Communication, Models of</td>
<td>Group presentations, class test , quiz</td>
</tr>
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<tbody>
<tr>
<td></td>
<td>Examine the role of various media and nuances of development reporting</td>
</tr>
<tr>
<td></td>
<td>Assignments, quiz/open book test</td>
</tr>
<tr>
<td></td>
<td>Understand the process and techniques of SBCC</td>
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<tr>
<td></td>
<td>Assignment, quiz and designing of SBCC campaign template</td>
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<tr>
<td>Sustainability, peace and human rights, Monitoring &amp; Evaluation of SBCC interventions</td>
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</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**DSE HP 3B: EXTENSION MANAGEMENT**  
*(CREDITS: THEORY-4, PRACTICAL-2)*

**COURSE OBJECTIVES**
- To learn about concept and scope of extension in national development.  
- To understand the principles and process of program design and management.  
- To develop skills for using participatory approaches in programme management.  
- To develop sound knowledge for various development schemes and programs.

**COURSE LEARNING OUTCOMES**
- Learn about concept and scope of extension in national development.  
- Understand the principles and process of program design and management.  
- Develop skills for using participatory approaches in programme management.  
- Develop sound knowledge for various development schemes and programs.

**THEORY CONTENT DURATION: 60 HRS (Credits 4)**

**UNIT I: Extension: Concept and principles 15**
- Extension: concept, goals, philosophy, history and scope  
- Types of extension and approaches to Extension  
- Principles of Andragogy  
- Principles of extension  
- Relationship between communication and extension - role of extension in development


**UNIT II: Participation, Leadership and Methods of Extension 15**
- Stakeholders in development  
- People’s participation and social mobilization in development, levels of participation  
- Participatory Learning and Action –concept, principles, classification of tools and techniques  
- Leadership in extension-functions, types of leaders and leadership styles  
- Diffusion of innovation and adoption- concept, theory and application  
- Methods of community contact in Extension - classification, characteristics and selection

UNIT III: Programme Management
- Project cycle - goals, objectives, indicators, outputs and outcomes
- Principles of extension program management
- Models of extension program management
- Difference between monitoring and evaluation, participatory monitoring and evaluation


UNIT IV: Development Programmes
- Development issues and goals - national and international perspectives, Sustainable Development Goals
- Contemporary National Development Programmes (related to education, employment, income, health and nutrition, digitalization and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes and communication support.


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)
- Analysis of development programmes
- Evaluate strategies used by development agencies for implementation of development programmes
- Develop skills in planning and using individual and small group methods in extension

COMPULSORY READING

ADDITIONAL RESOURCES

**TEACHING LEARNING PROCESS**
- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

**KEYWORDS**
Development Communication, Extension, SBCC, participation, Extension methods, Development Programmes, Sustainable Development Programmes

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching Learning Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT I</strong></td>
<td>Learn about concept and scope of extension in national development</td>
<td>Extension: Concept and principles · Extension: concept, goals, philosophy, history and scope · Types of extension and approaches to Extension · Principles of Andragogy · Principles of extension · Relationship between communication and extension - role of extension in development</td>
<td>Quiz. Test, MCQs</td>
</tr>
<tr>
<td>Unit II</td>
<td>Develop skills for using participatory approaches in programme management</td>
<td>Participation, Leadership and Methods of Extension · Stakeholders in development · People’s participation and social mobilization in development, levels of participation · Participatory Learning and Action – concept, principles, classification of tools</td>
<td>Group presentations on PLA Techniques, MCQs</td>
</tr>
<tr>
<td>Unit III</td>
<td>Understand the principles and process of program design and management</td>
<td>Programme Management</td>
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<tr>
<td></td>
<td>· Leadership in extension-functions, types of leaders and leadership styles</td>
<td>· Project cycle- goals, objectives, indicators, outputs and outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Diffusion of innovation and adoption-concept, theory and application</td>
<td>· Principles of extension program management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Methods of community contact in Extension - classification, characteristics and selection</td>
<td>· Models of extension program management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Difference between monitoring and evaluation, participatory monitoring and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

|          | Develop sound knowledge for various development schemes and programs        | Development Programmes |
|          |                                                                           | · Development issues and goals- national and international perspectives, Sustainable Development Goals |
|          |                                                                           | · Contemporary National Development Programmes (related to education, employment, income, health and nutrition, digitalization and women) – objectives, target groups, salient features, monitoring and evaluation, outcomes and communication support. |

*Assessment tasks listed here are indicative and may vary

**DSE HP 4A: PROCESSES IN APPAREL DESIGN**  
(CREDITS: THEORY-4, PRACTICAL-2)

**COURSE OBJECTIVES**
- To enable the students to have a basic concepts of pattern making and skills for general and special layouts
To inculcate in students the basic skills in stitching and garment construction
To teach the students the fundamentals of fit and enable them to design for different figure types

**COURSE LEARNING OUTCOMES**

- Acquire skills in pattern making and garment construction
- Explain the preparatory steps involved in garment construction
- Apply basics of sewing, sewing machine, tools and techniques and various seams and seaming techniques
- Recognize the concept of fit and acquire designing skills for different figure types

<table>
<thead>
<tr>
<th>THEORY</th>
<th>CONTENT</th>
<th>DURATION: 60 HRS (Credits 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT I: Introduction to pattern making</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Measurement on body and dress form: importance, precautions, landmarks and procedure of taking measurements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance of patterns and pattern information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of pattern making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT II: Preparatory steps for garment construction** | 14 |
| Fabric types: weights and widths | |
| Supporting materials: interfacing, lining, underlining and interlining | |
| Preparatory steps- preshrinking, straightening and truing | |
| Layouts for patterns- general guidelines, basic layouts- lengthwise, partial lengthwise, crosswise, double fold, open, combination fold | |
| Layouts for special fabrics- Unidirectional, bold and large prints, plaids, stripes and checks | |
| Pinning, marking and cutting | |

**UNIT III: Seams and finishing of raw edges** | 18 |
| Sewing machine and components of sewing machine | |
| Sewing needles and threads, stitches | |
| Relationship between needle, thread, stitch length and fabric weight | |
| Seam defects and remedies | |
| Types of seams- Plain and its finishing, flat, ridge, decorative | |
| Additional seam techniques: clipping, notching, grading, trimming, easing, understitching, stay stitching, trimming a corner. | |
• Edge treatment of straight and curved edges – self finish, crossway strips-importance
• and applications, bias binding, bias facing, casing and finishing with trims
• Shaping methods, dart and dart equivalents

Reader's Digest (Eds.). 2002, New Complete Guide to Sewing, Reader’s Digest Association
(Canada) Ltd. Montreal. Chapter 3, pg. 84-91; Chapter 4, pg 138-145

UNIT IV: Design & Fit
• Figure types – Triangular, Inverted triangular, Hourglass, Rectangular
• Designing for different figure types
• Factors affecting fit, Recognizing correct fit
• Fitting area, fitting guidelines, fitting procedure

Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, Fitting and Pattern Alteration: A
Multimethod Approach, Fairchild Publications, New York. Chapter 1 & 2 pg. 2-62; Chapter 4 pg
64-98

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)
• Development of bodice, skirt and various sleeves and collars for self
• Develop style variations in adult bodice using dart manipulation on standard block
• Adaptation of basic skirt block into style variations
• Introduction to sewing machine and basic sewing exercises
• Development and identification of seams, plackets, fasteners,
• Edge finishing (binding, facing), pleats and gathers
• Construction of skirt for self
• Construction of skirt top/ kurta for self

COMPULSORY READING
New York.
• Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, Fitting and Pattern Alteration: A
Publications, America

ADDITIONAL RESOURCES
• Jennifer Lynne & Matthews-Fairbanks, 2018, Pattern Design: Fundamentals, Fairbanks
Publishing LLC.

TEACHING LEARNING PROCESS
• Theory content to be taught through lecture method supported with power point presentations
• Practical to be taught through demonstrations and construction of samples with focus on application of knowledge gained in theory classes.

ASSESSMENT METHODS
• Students would be evaluated for theoretical learning through class assignments given twice for a semester taught. Pictorial quiz /MCQ’s would also be used to assess the level of basic understanding.
• Practical learning would be continuously evaluated through marking of samples/products created by the student.

KEYWORDS
Apparel, Design, Pattern, Garment construction

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire skills in pattern making and garment construction</td>
<td>Interactive lecture along with power-point presentation on methods of pattern making. Detailed discussion along with demonstration to explain procedure of taking body measurements.</td>
<td>Pictorial quiz /MCQ’s to assess the level of basic understanding</td>
</tr>
<tr>
<td>2</td>
<td>Explain the preparatory steps involved in garment construction</td>
<td>Demonstrative lecture for practical understanding of the various steps involved.</td>
<td>Class test focusing on short notes and definitions</td>
</tr>
<tr>
<td>3</td>
<td>Apply basics of sewing, sewing machine, tools and techniques and various seams and seaming techniques</td>
<td>Demonstrative lecture along with power-point for better understanding of basics of sewing.</td>
<td>Pictorial quiz /MCQ’s to assess the level of understanding</td>
</tr>
</tbody>
</table>
Recognize the concept of fit and acquire designing skills for different figure types. Detailed discussion along with demonstration to explain essentials of fitting and designing for different figure types. Student presentations on designing for different figure types.

*D Assessment tasks listed here are indicative and may vary*

**DSE HP 4B: TRADITIONAL INDIAN TEXTILES**  
(CREDITS: THEORY-4, PRACTICAL-2)

**COURSE OBJECTIVES**
- To study the traditional textile arts in their historical perspective, the impact of modernization and their contemporary status
- To create awareness about the khadi, handloom and handicraft sectors and measures undertaken by organisations for their sustenance
- To impart knowledge of fundamentals of textile storage and conservation

**COURSE LEARNING OUTCOMES**
- Explain history, construction and design of select traditional woven fabrics
- Recognise and identify embroidered fabrics of different states in terms of construction and designs
- Describe our heritage of varied dyed, painted and printed fabrics
- Provide an insight into the evolution and socio-economic significance of khadi, handloom and handicraft sectors
- Discuss sustenance of traditional textile crafts and interventions by organisations
- Analyse the textile arts in their historical perspective, the impact of modernisation and their contemporary status
- Classify conservation techniques and recognise signs of deterioration of textiles
- Carry out care and conservation of traditional textiles

**THEORY CONTENT DURATION: 60 HRS (Credits 4)**

**UNIT I: Study of Textile Crafts of India: with reference to history, production centers, techniques, designs, colours and products**
- Woven Textiles-Banaras Brocades, Jamdanis and Baluchars of Bengal, Kani Shawls of Kashmir
- Embroidered Textiles-Kanthes 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, Ajrakh printings of Gujarat
Dyed textiles – Bandhns of Rajasthan and Gujarat, Ikats- Patola of Gujarat,


UNIT II: Status of Traditional Textiles in Modern India

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


UNIT III: Conservation of Textiles

- Types of Conservation- Preventive and Curative
- Factors affecting deterioration of textiles
- Care and storage of textiles

Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Tie and dye using various techniques in double colour dyeing on cellulosic and protein fabrics
- Batik on cotton fabric
- Block printing and screen printing using pigments on cotton fabric
- Embroidery stitches of traditional embroideries
- Conservation techniques
- Portfolio on Traditional textile crafts-
  ❖ Woven Textiles
  ❖ Painted/printed textiles
  ❖ Embroidered textiles
- Product development
- Visit to craft centres - Documentation Report of any one craft

COMPULSORY READING

- Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
- Chattopadhaya, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, N Delhi

ADDITIONAL RESOURCES

- Craft Documentaries on Youtube
- Desai Chelna, 1988, Ikats Textiles of India, Chronicle Books, India
- Pandit Savitri, 1951, Indian Embroidery- Its Variegated Charm, Pandit Publisher, Baroda

TEACHING LEARNING PROCESS
Lectures, Demonstrations, Power point presentations, Visits to craft centers, exhibitions, museums, Use of traditional textile artefacts as teaching aids

ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS
Textile Heritage, Traditional Embroiderries, Printed fabrics, Natural dyes, Ikat, Tie Dye, Brocades, Khadi, Handloom, Craft clusters, Textile Conservation, Block printing

Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course learning outcome</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be able to explain history, construction and design of selected traditional woven fabrics</td>
<td>Theory classes on etymology, origin, manufacturing techniques, colour, design and layouts used in traditional woven fabrics with the help of power point presentations, videos, sample fabrics, visual aids.</td>
<td>Quiz and MCQs</td>
</tr>
<tr>
<td></td>
<td>Students will recognise and identify embroidered fabrics of different states in terms of construction and designs</td>
<td>Interactive lectures on etymology, origin, raw material, embroidery stitches and workmanship, design, colour, traditional articles made with embroideries of different states with help of power point, photographs, samples and demonstration.</td>
<td>Assignment in the form of MCQs and short answer type questions.</td>
</tr>
<tr>
<td></td>
<td>Students will describe our heritage of varied dyed, painted and printed fabrics</td>
<td>Theory classes on etymology, origin, raw material, manufacturing techniques, colour and patterning of select dyed, painted and printed fabrics with the help of power point presentations, videos, sample</td>
<td>Test in form of definitions, short answer type questions</td>
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<td></td>
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<td>fabrics, photographs. Visit to Crafts Museum.</td>
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<tr>
<td></td>
<td>Students will be able to provide an insight into the evolution and socio-economic significance of khadi, handloom and handicraft sectors</td>
<td>Interactive lectures on khadi and handloom industry with help of power point presentations, videos. Group discussion on socio-economic significance of Khadi, handloom and handicraft sectors</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Quiz and short answer type questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be able to discuss sustenance of traditional textile crafts and interventions by organisations</td>
<td>Interactive lectures and discussion on interventions by organisations for sustenance of textile crafts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation by students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be able to analyse the textile arts in their historical perspective, the impact of modernisation and their contemporary status</td>
<td>Detailed discussions on impact of modernisation and contemporary status of textile crafts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment in form of short answer type questions</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students will classify conservation techniques and recognise signs of deterioration of textiles</td>
<td>Theory classes on classification of conservation techniques and factors causing deterioration of textiles with the help of power point and visual aids.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be able to carry out care and conservation of traditional textiles</td>
<td>Interactive lectures on care and conservation techniques using power point, demonstrations, samples, and visit to museum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test in form of MCQs</td>
<td></td>
</tr>
</tbody>
</table>

* Assessment tasks listed here are indicative and may vary*
DSE HP 5A: ENTREPRENEURSHIP DEVELOPMENT
(CREDITS: THEORY-4, PRACTICAL-2)

COURSE OBJECTIVES
● To understand the meaning and concept of entrepreneurship and its ecosystem
● To sensitize and orient students towards identifying entrepreneurial opportunities and market potential
● To impart knowledge for setting up an enterprise and its management

COURSE LEARNING OUTCOMES
● Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India.
● Appreciate the role of entrepreneurial motivation and creativity in innovation.
● Develop skills in project identification, formulation and appraisal.
● Gain insight into setting up of an enterprise and its management.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Entrepreneurship Development
● Entrepreneurship- concept, significance, stages, growth process, entrepreneurship development in India, entrepreneurship education model, barriers
● Entrepreneur- characteristics, competencies, types, styles, gender issues, role demands and challenges
● Entrepreneurial Ecosystem: Domains (accessible markets, availability of finance, conducive culture, quality human capital, progressive policy framework, and a range of institutional support)
● Creativity and Innovation
● Entrepreneurial Motivation


UNIT II: Enterprise Planning and Launching
● Types of enterprises, classification based on capital, product, location, ownership pattern and process

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● Project Identification: Idea generation, sensing business opportunities, feasibility study
● Project Formulation: Project report & its components, writing a business proposal
● Project Appraisal: Technical, marketing, financial, legal and environmental


UNIT III: Enterprise Management (with specific reference to start ups and micro enterprises)
● Production Management - Organizing production; input-output cycle - ensuring quality
● Marketing Management- Understanding markets and marketing: types, functions & marketing mix
● Financial Management –Concept, types and sources of finance, financial ratios & projections
● Human resource management – Concept, significance, practices, challenges
● Network analysis
● Business ethics


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)
● SWOC analysis of successful entrepreneurs and enterprises through case profiling.
● Achievement Motivation lab-Development of entrepreneurial competencies.
● Survey of an institution facilitating entrepreneurship development in India.
● Calculations of financial Indices.
● Design and development of marketing mix for a business venture.
● Preparation and appraisal of a business plan.

COMPULSORY READING

**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
● Lecture method
● Power point presentations
● Experiential learning through case studies & demonstrations

**ASSESSMENT METHODS**
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● End semester exams for theory and practical
● Feedback given to students for improving

**KEYWORDS**
● Department of Resource Management & Design Application
● Entrepreneurship Development
● Entrepreneurs

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course learning outcomes</th>
<th>Teaching &amp; learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Understand the concepts of an entrepreneur, entrepreneurship and entrepreneurial ecosystem in context of India. Appreciate role of entrepreneurial motivation and creativity in innovation.</td>
<td>Interactive Lecture on the basic concepts of entrepreneurship, entrepreneurs their barriers &amp; challenges, entrepreneurial motivation, concept of creativity and innovation,</td>
<td>Discussion, Class test</td>
</tr>
</tbody>
</table>

Facilitating achievement of course learning objectives
### DSE HP 5B: BASICS OF DESIGN APPLICATION
(CREDITS: THEORY-4, PRACTICAL-2)

#### COURSE OBJECTIVES
- To enable students to understand the basic concepts of design applicable to interior spaces
- To learn application of different materials and finishes for interior design
- To develop proficiency in presentation of design drawings for creating aesthetic and sustainable interior and exterior spaces

#### COURSE LEARNING OUTCOMES
- Comprehend the methods of design with focus on interiors
- Understand use of different materials and finishes to create aesthetic & sustainable interior design
- Proficiency in working and presentation drawings to be used as a design professional

#### THEORY CONTENT

<table>
<thead>
<tr>
<th>UNIT I: Design Fundamentals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of design</td>
<td></td>
</tr>
<tr>
<td>Types of design: structural &amp; decorative</td>
<td></td>
</tr>
<tr>
<td>Elements of content: space, point, line, shape, form, texture, light &amp; colour</td>
<td></td>
</tr>
</tbody>
</table>

DURATION: 60 HRS (Credits 4)
• Elements of order: scale, similarity, proximity, sequence, trends, themes & geometrical organization
• Principles of composition – rhythm, balance, proportion, emphasis, unity, (variety, simplicity/economy, suitability)
• Colour & its application
  ○ Dimensions of colour
  ○ Importance of colour & its role in creation of the design
  ○ Colour systems: colour schemes
  ○ Colour trends
• Design drawing – drawing as a language to explore & communicate ideas

Chapter 1: Pg 6-8, Chapter 2: Pg11-17, Chapter 3: Pg26 – 46, Chapter 4: Pg47-80, Chapter 5: Pg83 – 97, Chapter 6: Pg98-118

**UNIT II: History of Design**

• History of interior design – including periods like Mughal architecture, Colonial style, Renaissance.
• Architectural styles – based on themes and main periods, like post Renaissance and modern styles
• Vernacular design
• Sustainable design

Chapter 8: Pg 148-165, Chapter 11: Pg213-227


**UNIT III: Furniture & Furnishings**

• Furniture – types, construction, selection and purchase, arrangement, care and maintenance
• Material selection for furniture and furnishings and its application for:
  ○ Reuse
  ○ Recycle
  ○ Refurbish
• Contemporary trends in interior design with respect to furniture, furnishings & accessories
• Furnishings – selection, care and maintenance of fabrics used for:
  ○ Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.

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○ Floor coverings
  ● Traditional and modern surface finishes – types and uses:
  ○ Wall
  ○ Floor
  ○ Ceilings
  ○ Roofing
  ● Lighting applications:
  ○ Energy efficient lighting
  ○ Types of lamps and luminaires
  ● Accessories – uses, classification, design, selection & arrangement


Chapter 7: Pg 119-147, Chapter 9: Pg 169-186, Chapter 10: Pg 187-212, Chapter 13: Pg 255-269

**PRACTICAL CONTENT**

**DURATION: 60 HRS (Credits 2)**

● Drawing - Introduction to drawing instruments & tools (manual & computer tools)
● Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional.
● Lettering.
● Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional.
● Rendering of different surfaces such as trees, floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with Water Colours, Stabbing, Pencil Colours.
● Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Colour- Colour Wheel, Dimension & Harmonies of Colour.
● 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
● Measuring light in different residential areas and compare with existing standards.
● Preparation of portfolio based on historical designs & market review of furniture and furnishing materials (upholstery, curtains and draperies, bed & table linen)

✔ 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.
COMPULSORY READING


ADDITIONAL RESOURCES


TEACHING LEARNING PROCESS

- Power-point presentations
- Experiential learning through demonstrations

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- End semester exams for theory and practical
- Feedback given to students for improving

KEYWORDS

- Elements and Principles of Design
- Colour
- Furniture and furnishings

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning outcome</th>
<th>Teaching and Learning Activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Comprehend the methods of design with focus on interiors.</td>
<td>Theory lectures concept of design – types, elements and principles of designs.</td>
<td>Class tests focussing on short notes and definitions.</td>
</tr>
<tr>
<td>II &amp; III</td>
<td>Understand use of different materials and finishes to create aesthetic &amp; sustainable interior design</td>
<td>Interactive lectures on history of furniture, different materials and finishes for wall, floors and ceiling and types of furnishings. Focus on creating interiors by using the concept of 3</td>
<td>Diagrammatic representations of historical furniture and portfolio on various materials and finishes</td>
</tr>
</tbody>
</table>

Facilitating achievement of course learning objectives
| III | Proficiency in working and presentation drawings to be used as a design professional | Discussion and demonstration concerning different aspects of interior design – furniture, furnishings; with special emphasis on placement, dimensions, finishes, lighting and accessories. | Drawing floor plans and elevation plans with focus on details like use of colours, materials and finishes. |

*Assessment tasks listed here are indicative and may vary*
SKILL ENHANCEMENT COURSES

SEC HP 01: SOCIOLOGY OF WORKING WITH FAMILIES AND COMMUNITIES
(CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES
● To orient the students to understand the practical dimension of society and culture.
● In depth understanding of the family relationship and its changing roles and responsibilities.
● Empower students to deal with socio economic problems of India.

COURSE LEARNING OUTCOMES
● To gain knowledge about various dimensions of society and culture.
● In-depth understanding of the family changing roles and responsibilities.
● Educate students to deal with socio economic problems of India.

THEORY CONTENT DURATION: 30 HRS (Credits 2)

UNIT I: Family, Society and Culture 10
● Various dimensions of family, society and culture
● Customs, belief and folklore in everyday life
● Cultural plurality, practices and ethnic identity
● Social groups
● Poverty and deprivation
● Role of media

UNIT II: Social Stratification and Its Implication 10
● Social mobility and social change
● Forms of social stratification and their interrelationships: class, caste, gender, ethnicity, race and occupation
● Ethnographic approaches to study caste groups; weavers and artisan communities

UNIT III: Emergence of New Ideological Orientation 10
● Conflicts and consensus in society
● Changing gender spaces in family, work and its implication on the individual and society across cultures
● Experiences of exclusion on the individual: Caste, minority, disability, violence, immigration and religion


COMPULSORY READING


ADDITIONAL RESOURCES

● Journal of Contribution to Indian Society

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

● To visit an art gallery/ culture-specific area like “Delhi haat” and use observation technique to get an understanding of various dimensions of specific societies, their social and cultural norms (for example- work culture, the role of gender, art forms and the foods).
● To visit any religious place of to comprehend (through non-participant observation) the rituals, beliefs, practices, norms, and taboos of the particular setting.
● Construct and conduct an interview schedule (structured/semi-structured) to understand the exclusion dynamics (based on caste/ minority/ gender/disability/ immigration or religion) in an individual life.
● Review of diverse Indian socio-cultural context through Audio-Visual aids and Print media.
● Make a poster to highlight the newly evolved and persisted stereotypes related to a particular gender in the family, workplace and largely in the Indian society.
● Organize a talk/ workshop to comprehend how to use ethnography as a research method.
● Ethnography of a community to understand the intersection of various social structural variables ( caste, class, region, language, ethnicity, religion) in their family and work processes by doing the following steps:
  ♦ Prepare tools to collect data
  ♦ Collect ethnographic data from the field
  ♦ Report writing
READINGS

TEACHING LEARNING PROCESS
● Class room lectures
● Audio- visual resources : films, documentaries etc
● Workshops/ Talks
● Power point presentations
● Field visits
● Research and newspaper articles

ASSESSMENT METHODS
Quiz, Assignments, Observation analysis, activity planning, Checklist planning, Presentations

KEYWORDS
● Family
● Society
● Culture
● Community
● Sociology of working with families and communities

Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>S.no</th>
<th>Course learning outcomes</th>
<th>Teaching &amp; learning activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To orient the students in understanding the practical dimension of society and culture. In depth understanding of the family relationship, and its changing roles and responsibilities. Empower students to deal with socio economic problems of India ●</td>
<td>Discussion on the various dimensions of the family, society, social groups poverty and deprivation in order to have in-depth understanding of the concepts with the help of visual aids. In-depth understanding of the cultural diversity will be covered to learn about various components of culture, customs, belief system and folklore in everyday life.</td>
<td>Case study method, documentary movies, newspaper article review, objective questions and written test will be conducted to execute the learning outcome.</td>
</tr>
</tbody>
</table>
### Course Objectives

- To develop a basic understanding of the discipline of Psychology
- To develop an appreciation of the relevance of Psychology in the study of Human Development
- To become conversant with conceptual models of human behavior

### Course Learning Outcomes

- The students will acquire understanding of fundamental psychological processes in human beings
- The students will demonstrate understanding of psychology as a discipline and its core concepts
- The student will have a grasp of selected models of behavior, perception, memory and motivation

<table>
<thead>
<tr>
<th>Theory Content</th>
<th>Duration: 60 HRS (Credits 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*
UNIT I: Introduction
● Psychology as a discipline
● Perspectives on behavior
● Scope and major subfields of psychology
● Biological, social and cultural basis of behavior
● Psychology in modern India; Social Psychology
● Psychological disorders and Psychological test

UNIT II: Learning
● Classical conditioning
● Operant conditioning
● Learning strategies; Learning in a digital world
● Application of theories in everyday life

UNIT III: Perception and Memory
● Perceptual processes, role of attention in perception
● Attention
● Perceptual organization; perception of depth, distance and movement; illusions
● Models of memory: Levels of processing, Parallel Distributed Processing model
● Information processing, Reconstructive nature of memory; Forgetting, Improving memory

UNIT IV: Cognition, Emotion and Motivation
● Role of cognition in emotion and motivation
● Components of emotions
● Intrinsic and extrinsic motivation
● Mental health
COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
● Power point presentations
● Audio Visual Methods
● Lecture Methods

ASSESSMENT METHODS
● Test
● Classroom assignments
● Written assignments
● Long essay
● Power point presentations

KEYWORDS
● Psychology
● Perception
● Learning
● Memory
● Behaviour

Facilitating the achievement of course learning objectives

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<tbody>
<tr>
<td>1.</td>
<td>The students will acquire understanding of fundamental psychological processes in human beings</td>
<td>Interactive classroom lectures Discussions</td>
<td>Essay type questions Group presentations by students</td>
</tr>
<tr>
<td>2.</td>
<td>The students will demonstrate an understanding of</td>
<td>Interactive classroom lectures Audio- Video resources</td>
<td>Multiple Choice Quiz Term Papers</td>
</tr>
</tbody>
</table>
psychology as a discipline and its core concepts

3. The student will have a grasp of selected models of behavior, perception, memory and motivation
Interactive Classroom lectures Discussions Audio- Video resources Presentations by students- Individual Assignment

*Assessment tasks listed here are indicative and may vary

SEC HP 03: OVERVIEW OF INDIAN ECONOMY
(CREDITS: THEORY-4)

COURSE OBJECTIVES
- Understand the major economic problems of India and their implications in society.
- To gain knowledge about various development policy measures adopted in the country

COURSE LEARNING OUTCOMES
- Apprehend the basic concepts of economics and their utilization in day to day life.
- To gain an understanding of National Income in India, working of the banking structure and monetary and fiscal policy and the balance of payment situation in India.
- Comprehend the major economic problems of India and their implications in society.
- Understand various development policy measures adopted in the country.

THEORY CONTENT DURATION: 60 HRS (Credits 4)

UNIT I: Micro Economics
- Definition, scope of Economics
- Central problems of an economy
- Wants – Classification and Characteristics
- 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, capital and Entrepreneurship
UNIT II: Macro Economics

- National Income estimates
- Types of Markets
- Money
  - Types & functions of money
  - Value of money – quantity theory, Measurement of the value of money
  - Index number
  - Inflation
- Types & functions of Banks
- Revenue, Taxation and International trade, Balance of payment problems in India


UNIT III: Indian Economic Environment

- Indian Economy: Changing structure, Economic planning & NITI Aayog
- Growth and Development indicators
- Importance of Indian agriculture, industries and tertiary sector
- Constraints on growth: Issues of population, income distribution, poverty, unemployment, inequality and migration, food security, health, education, gender and environment
- Current developmental policies of the Government of India


COMPULSORY READING


ADDITIONAL RESOURCES


TEACHING LEARNING PROCESS

- Lecture method
- Power-Point presentations
- Debate and Discussions
**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
- Department of Resource Management & Design Application
- Micro Economics
- Macro Economics
- Indian Economic Environment

### Facilitating achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>UNIT I</td>
<td>Apprehend the basic concepts of economics and their utilization in day to day life.</td>
<td>Theory classes on concept of economics, wants, utility, demand, consumer surplus, engels law of consumption, supply and factors of production</td>
<td>Class test focusing on definitions, short notes, match the following</td>
</tr>
<tr>
<td>UNIT II</td>
<td>To gain an understanding of National Income in India, working of the banking structure and monetary and fiscal policy and the balance of payment situation in India.</td>
<td>Interactive presentation and discussion on national income, types of markets, money, banking, revenue, taxation and international trade</td>
<td>Class test on definitions, multiple choice questions, students presentation, debate</td>
</tr>
<tr>
<td>UNIT III</td>
<td>Comprehend the major economic problems of India and their implications in society. Understand various development policy measures adopted in the country.</td>
<td>Theory classes on Indian Economy, growth and developmental indicators, current developmental policies and constraints on growth</td>
<td>Student presentations, case study evaluation quiz and, debate</td>
</tr>
</tbody>
</table>
*Assessment tasks listed here are indicative and may vary

SEC HP 04: HUMAN PHYSIOLOGY
(CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES
● To learn about the functional organisation of the human body.
● To understand the normal functioning of the organ systems and their interactions.
● To understand and interpret common medical diagnostic tests and reports.

COURSE LEARNING OUTCOMES
● Understand the current state of knowledge about the functional organization of the human body.
● Develop insight of normal functioning of all the organ systems of the body and their interactions.
● Correlate physiology with various disorders and their pathogenesis.
● Understand and interpret common medical diagnostic tests and reports.

THEORY CONTENT DURATION: 30 HRS (Credits 2)

UNIT I: 5
● Introduction to Human Body: Organs, tissues and cell, cell structure, cellular organelles and their functions.
● Blood and Lymphatic System:
  ❖ Composition and Functions of Blood and its components.
  ❖ Overview of lymphatic system
  ❖ Structure and functions of lymph node and lymphatic duct
● Immunity: (Innate, acquired, humoral and cell mediated immunity)

UNIT II: 12
● Cardiovascular System:
  ❖ Structure of heart, circulations (systemic, pulmonary and portal)
  ❖ Cardiac Output (definition and factors affecting)
  ❖ Blood Pressure (definition and factors affecting)
● Respiratory System:
  ❖ General overview of the respiratory passage, structure and functions
  ❖ Structure of lungs and its functions
● Digestive System:
  ❖ Overview of the Gastrointestinal tract, organization and functions
  ❖ Structure and functions of: Stomach, Liver, Gallbladder, Pancreas and Intestines.
UNIT III:

- Excretory System:
  - Structure and functions of Kidney and Nephron
- Endocrine System:
  - Overview of Endocrine System, Feedback mechanism/cascade
  - Structure and functions of Pituitary, Thyroid and Endocrine part of Pancreas
- Reproductive System:
  - Overview of Reproductive System both male and female
  - Structure and functions of the Uterus, ovaries and testes.
  - Physiology of menstruation and menopause

Section IV Chapter 20, 21, 22, 23, 24, 25 Section VIII Chapter 38, 39

UNIT IV:

- Overview of organization and functions of the Nervous System (cerebrum, cerebellum, spinal cord, sympathetic and parasympathetic system)
- Reflex Arc

Section II Chapter 4, 6, 9, 23. Section III Chapter 17

PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Basic concept of blood groups, clinical significance of RBC & WBC counting
- Demonstration of haemoglobin estimation and its significance.
- Pulse rate measurement by at least two methods – a) at rest b) after physical activity and c) of a child and an elderly person. Comparative analysis.
- Recording of BP by using a Sphygmomanometer in Standing, sitting and recumbent positions
- Clinical significance of liver function tests and Jaundice
- Ten histological slides- description, diagrams and correlation with respective theoretical understanding
- Clinical significance of variations in blood glucose and Diabetes mellitus.

Use of Glucometer, HbA1c values
- Project Report on Birth control Methods

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
Lectures, Power point Presentations, Projects Quiz and OSPE

ASSESSMENT METHOD
● Internal assessments are marked as per DU rules through tests, assignments, projects PowerPoint presentations and field visit reports.
● There is continuous evaluation of practical.

KEYWORDS
Physiology, Immunity, Cardiovascular System, Respiratory Passage, Gastrointestinal Tract, Excretory and Endocrine Physiology, Neuromuscular Physiology, Reproductive Physiology

Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit No</th>
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<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Understand the scope and definition of physiology and circulatory system.</td>
<td>Introduction to Human Body; Organs, tissues, cell structure, cellular organelles and their functions. Power point presentations and theory classes on; Composition and Functions of Blood and its components. Immunity : (Innate, acquired, humoral and cell mediated immunity)</td>
<td>Report reading and assignments related to significance of various blood constituents. Assignment on Anemia (types, etiology and diagnosis)</td>
</tr>
<tr>
<td>Unit II</td>
<td>Understand the Structural and Functional Organisation Of Cardiothoracic and Digestive System</td>
<td>Power point presentations and theory classes. Use of relevant visual aids and videos to show functioning of ; Structure of heart, circulations (systemic, pulmonary and portal)Cardiac Output (definition and</td>
<td>Diagrammatic representation of heart, lungs, stomach, liver, gallbladder, pancreas and intestines. Multiple choice questions and student presentations</td>
</tr>
<tr>
<td>Unit I</td>
<td>Understand the Structural and Functional organization of Nervous System</td>
<td>Use of relevant visual aids and videos to show functioning of parts of the Nervous System (cerebrum, cerebellum, spinal cord, sympathetic and parasympathetic system.</td>
<td>Class presentations, Class tests, Assignments</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Unit II</td>
<td>Power point presentations and theory classes; Use of relevant visual aids and videos to show functioning of; Structure and functions of kidney, Pituitary, Thyroid and Endocrine parts of Pancreas, Structure and functions of uterus, ovaries and testes. Physiology of menstruation and menopause.</td>
<td>Diagrammatic representation of kidney, nephron, pituitary gland, thyroid gland, testes, ovaries and uterus. Multiple choice questions, Project making on Menstrual Health Report reading and interpretation of kidney function tests. Application based case study reports.</td>
<td></td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**SEC HP 05: BAKERY SCIENCE**
**(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**
- To make aware a student of the scope of bakery industry
- To make aware a student with the knowledge and understanding of the raw material used for preparation of various bakery products.
- To make aware a student with the basic operation and working of various equipments involved in bakery processing.

**COURSE LEARNING OUTCOMES**
- Understand the scope of bakery industry
- Understand different raw materials used for preparation of various bakery products
- Acquire knowledge of basic operations and working of different equipments involved in processing of bakery products.

**PRACTICAL CONTENT**

**DURATION: 120 HRS (Credits 4)**

- Current status and scope of Bakery Industry in India. Pertinent standards & regulations.
- Ingredients & processes for cakes, breads, buns, pizza base, cookies and biscuits.
- Equipments used, product quality, characteristics, faults and corrective measures
- Modification of bakery products for people with special nutritional requirements e.g. high fibre, low sugar, low fat, gluten free bakery products.


**PRACTICAL**

- Preparation of cream cakes and its quality assessment.
- Preparation of sponge cakes and its quality assessment.
- Preparation of breads and its quality assessment.
- Preparation of buns its quality assessment.
- Preparation of pizza base its quality assessment
- Preparation of cookies its quality assessment
- Preparation of biscuits its quality assessment


**COMPULSORY READING**


**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
- Lecture methods
- Power point presentations
- Demonstrations

**ASSESSMENT METHODS**
- Tests
- Projects
- Continuous Evaluation
- Examination as per University of Delhi Norms

**KEYWORDS**
- Department of Home Science
- Bakery Science
- Cakes
- Biscuit
- Bread

Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will have a broad perspective of status, scope and regulations of Bakery Industry</td>
<td>Detailed discussion on current status and scope of Bakery Industry. Interactive lectures on pertinent standards &amp; regulations.</td>
<td>Quiz, match the following</td>
</tr>
<tr>
<td>2</td>
<td>Students will be aware of various ingredients and processes for some bakery products</td>
<td>Theory lectures on bakery product characteristics and flow chart based detailed discussion on processes for cakes, breads, buns, pizza base, cookies and biscuits.</td>
<td>Multiple choice questions and student presentations Diagrammatic representations of flow diagrams</td>
</tr>
<tr>
<td>3</td>
<td>Students will have gathered information on the equipments and quality characteristics of bakery products</td>
<td>Theory based lectures on equipments used, product quality, characteristics, faults and corrective measures for bakery products</td>
<td>Class tests focusing on short notes and definitions</td>
</tr>
<tr>
<td>4</td>
<td>Students will have acquired knowledge of the healthy modifications of bakery products</td>
<td>Interactive lectures on healthy modification of bakery products for people with special nutritional requirements.</td>
<td>Essay writing and poster making</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary.*
SEC HP 06: HOME BASED CATERING  
(CREDITS: PRACTICAL-4)  

COURSE OBJECTIVES  
● To comprehend fundamentals of menu planning through management of resources in a food service establishment.  
● To develop insight for recipe standardization and to apply acquired skills in menu planning and quantity food production.  
● To use knowledge of preliminary steps for starting a home based catering unit.

COURSE LEARNING OUTCOMES  
● Comprehend fundamentals of menu planning through management of resources in a food service establishment.  
● Develop insight for recipe standardization and quantity food production.  
● Use knowledge of preliminary steps for starting a home based catering unit.  
● Apply acquired skills in menu planning and quantity food production.

PRACTICAL CONTENT  
DURATION: 120 HRS (Credits 4)  

UNIT I: Introduction to food service  
● Kinds of food service establishments  
  a. Market survey of various food products raw and processed in different kind of markets.  
  b. Survey of a nearby home based catering unit.

Sethi M (2005) Institutional Food Management, New Age International Publishers, Chapter 1, pg 5-20  

UNIT II: Food Production  
● Menu planning: Importance of menu, Factors affecting menu planning, Menu planning for different kinds of food service units  
  a. Planning menus within specified budget for the following:  
  i. Menu for a birthday party/nursery school.  
  ii. Packed tiffin lunch for MNC employees.  
  iii. Cyclic menu for catering breakfast, lunch and dinner for PG/hostel girls.  
  ● Food purchase and storage  
  ● Quantity food production: standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control  
  a. Standardization of a recipe  
  b. Scaling up of recipe for large number of customers  
  c. Food stall/Event catering  
  d. Demonstration of a specialized cuisine
Hygiene and Sanitation
a. Develop a checklist for good hygiene practices


UNIT III: Planning of a Food Service Unit
- Preliminary Planning Survey of types of units, identifying clientele, menu, operations and delivery
- Planning the set up:
  a. Identifying resources (money, manpower, time, facilities and equipment, utilities)
  b. Developing Project plan
  c. Determining investments
  d. Project Proposal


COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
- Lecture method
- Power point presentations
- Experiential learning through planning and demonstration

ASSESSMENT METHOD
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
- Department of Food and Nutrition
- Catering
- Standardization of recipes
- Quantity food production
- Business

**Facilitating the achievement of course learning objectives**

<table>
<thead>
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<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be acquainted with the historical account and kinds of food service establishments.</td>
<td>Detailed talk on the history and various kinds of food service establishment. Interactive session with class discussing how to conduct a survey of any home based catering unit and market survey of various products from different kind of markets.</td>
<td>Class test and assignment on kinds of food service establishment. Preparation of market survey report and presentation of practical records.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will gain knowledge about menu planning and factors affecting it; food purchase and storage; quantity food production; Hygiene and sanitation.</td>
<td>Detailed discussion of different types of menu and factors affecting menu planning, different purchasing methods, storage conditions and store room records. Discussion on standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control. Demonstration of a specialized cuisine.</td>
<td>Evaluation will be done on the assignments on menu planning for different food service units. Standardization of a recipe Scaling up of recipe for large number of customers Organising a Food stall/ Event catering Developing a checklist for good hygiene practices</td>
</tr>
</tbody>
</table>
3. Students will be able to use knowledge of preliminary steps and resources for planning and development of a business proposal in order to start a home-based catering unit.

Demonstrative lecture on preliminary planning survey of types of units, identifying clientele, menu, operations and delivery and writing project proposal.

Students will be developing project plan, determining investments and writing project/business proposal. Group discussions and presentations.

*Assessment tasks listed here are indicative and may vary.

SEC HP 07: NUTRITION AND FITNESS
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES
● To understand the basic components of physical fitness and develop the ability to self-administer activities for improvement in various components of physical fitness for health & wellness.
● To imbibe the skill of group counselling/education programmes for improved physical activity through all age groups.
● To develop an insight into the relationship between physical fitness & nutrition and learn the skill of planning diet and hydration schedules/charts for individuals through various stages of the life-cycle, undertaking recreational physical fitness programs.
● To understand of the concept of body weight and body composition management and develop the skill to plan weight reducing / muscle building dietary schedules (diets and group counseling/education)

COURSE LEARNING OUTCOMES
● An understanding of the basic components of physical fitness and ability to self-administer activities to improve various components of physical fitness for health & wellness.
● A skill to administer group counselling/education programmes for improved physical activity through all age groups.
● An insight into the relationship between physical fitness & nutrition and the skill to plan diet and hydration schedules/charts for individuals through various stages of the life-cycle, undertaking recreational physical fitness programs.
● An understanding of the concept of body weight and body composition management and the skill to plan weight reducing / muscle building dietary schedules (diets and group counseling/education)

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)
UNIT I: Understanding Fitness
● Definition of fitness, wellness, health and related terms
● Types of fitness
● Assessment of fitness
● Readiness and approaches to keeping fit

Skills:
· Physical Activity Readiness Assessment (PAR-Questionnaire)
· Physical Fitness Assessment- health related (Demonstration)
· Physical Fitness Assessment-skill related (Demonstration)
· Assessment of Physical fitness – case / group study

PAR-Questionnaire: (https://www.acgov.org/cao/rmu/documents/parQandSafety.pdf)

UNIT II: Importance of Physical activity
● Importance and benefits of physical activity
● Activity – frequency, intensity, time and type with examples
● Physical Activity Guidelines
● Physical activity pyramid

Skills:
● Developing an educational tool on importance of physical activity
● Planning a need-specific physical activity education session for some of the following groups: Adults/ Children/Pregnancy/Adolescents/ Geriatrics

Consensus Physical Activity Guidelines for Asian Indians (http://www.iapen. co.in/guidelines_physical_activity.pdf)
https://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P26_PhysicalActivityPyramid.pdf

UNIT III: Importance of nutrition
● Role of Nutrition in Fitness
● Applying Nutritional guidelines for recreational fitness programs
● Use of Nutritional supplements for physical fitness

Skills:
● Diet for individuals undergoing recreational Fitness programme/Planning a nutrition education programme (Adult-moderate to heavy activity level- double session / Adolescence (moderate to high activity level) / Child (moderate to high activity level)
● Survey of supplements consumed/ available for an adult undergoing recreational fitness program
● Hydration for mild to moderate Fitness programme: Gymnasia or fitness centre (moderate activity level)

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**UNIT IV: Weight Management**
- Assessment and categorisation of overweight and underweight using Skin-fold methods
- Applying principles of Diet and exercise for weight management (fat loss and LBM gain) in recreational programmes
- Fad diets

**Skills:**
- Fad Diets: Planning an education session regarding usage of fad diets in gymnasias
- Diet for Fitness (some of the following): Fat Loss (child/adult/adolescent/geriatric, sedentary activity)
- Diet for Fitness (some of the following): LBM gain (child/adolescent/adult/geriatric undergoing a recreational physical fitness programme)


**COMPULSORY READING**
- Consensus Physical Activity Guidelines for Asian Indians (http://www.iapen.co.in/guidelines_physical_activity.pdf)

**ADDITIONAL RESOURCES**
- https://www.move.va.gov/docs/NewHandouts/PhysicalActivity/P26_PhysicalActivityPyramid.pdf
TEACHING LEARNING PROCESS
• All practical sessions will involve topic-specific exercises to be undertaken by the students
• Each session will be started with imparting of theoretical base of the specified topic, followed by application of theories to imbibe specific skills
• Visits/demonstrations/case-studies/observation/interactions with professionals/Extension activities will be encouraged for application oriented learning
• Any other method may be added, as per university norms and discretion of the teaching faculty

ASSESSMENT METHODS
• Assessment will be made as per university norms for S E Courses
• Continuous evaluation of each session/each imbibed skill will be conducted

KEYWORDS
• Department of Food and Nutrition
• Fitness-diets
• Recreational fitness
• Fitness-Nutrition
• Hydration for fitness

Facilitating the achievement of course learning objectives

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<td>Detailed talk on the history and various kinds of food service establishment. Interactive session with class discussing how to conduct a survey of any home based catering unit and market survey of various products from different kind of markets.</td>
<td>Class test and assignment on kinds of food service establishment. Preparation of market survey report and presentation of practical records.</td>
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2. Students will gain knowledge about menu planning and factors affecting it; food purchase and storage; quantity food production; Hygiene and sanitation. 

- Detailed discussion of different types of menu and factors affecting menu planning, different purchasing methods, storage conditions and store room records.
- Discussion on standardization of recipes, quantity food preparation techniques, recipe adjustments and portion control.
- Demonstration of a specialized cuisine.

- Evaluation will be done on the assignments on menu planning for different food service units.
- Standardization of a recipe
- Scaling up of recipe for large number of customers
- Organising a Food stall/ Event catering
- Developing a checklist for good hygiene practices

3. Students will be able to use knowledge of preliminary steps and resources for planning and development of a business proposal in order to start a home based catering unit. 

- Demonstrative lecture on preliminary planning survey of types of units, identifying clientele, menu, operations and delivery and writing project proposal.

- Students will be developing project plan, determining investments and writing project/business proposal.
- Group discussions and presentations.

*Assessment tasks listed here are indicative and may vary

**SEC HP 08: EARLY CHILDHOOD CARE AND EDUCATION**

(CREDITS: PRACTICAL-4)

**COURSE OBJECTIVES**

- To enable the students to understand the nature, aims and objectives of Early Childhood Care and Education.
- To enable students to develop skills in working with child using play and educational materials.
- To help students learn methods to evaluate components of a quality programme for young children.

**COURSE LEARNING OUTCOMES**
The student will develop skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts.

The student will learn skills in assessing developmental indicators using tools and techniques.

The student will develop skills in creating learning materials and use them in family, ECCE centre and community.

The students will identify the components of a quality programme for children in multiple contexts.

PRACTICAL CONTENT

DURATION: 120 HRS (Credits 4)

UNIT I: Developmental Needs of Children birth-6 yrs

To prepare a checklist/observation guide to study various aspects of child’s environment based on developmental needs (using rights-based approach)

To conduct an observation of children in two different contexts using prepared checklist.

To analyse and document the observations made in the two settings.


http://laffranchinid.faculty.mjc.edu/Ch5.pdf

UNIT II: Domain Related Development Indicator

To observe children in three developmental age groups birth-2 years; 2-4 years; 4-6 years. (videos and field observations).


The Window of Opportunity: Learning in Early Year:

http://ceced.net/ceced-films/

To analyse and document the observations of the children in three age groups.


UNIT III: Activities for Fostering Development Birth-6 yrs

To create learning material for fostering development in various age groups and domains.

Learning through play, UNICEF 2018.


To conduct any one of activity planned in the class (storytelling, puppet show, drama).

To prepare a checklist to study major components of an ECCE programme.
UNIT IV: Components of an ECCE Programme

- To visit two ecce programmes for children to understand major components using the checklist.
  Swaminathan, M. (1998). The First five Years. Sage Publications. (Ch. 11. Early Childhood Care and Education in India: A Perspective / Margaret Khalakdina)
  Youtube video: UNESCO: Opportunity and Freedom to Learn (India)

- To organise workshop in any of the following:
  o Understanding childhood nutrition and health
  o Developing worksheets to teach concepts
  o Enhancing social and language skill
  Organizing a Child Care Services. Indira Gandhi National Open University DECE (The Child: Toddler, Unit 14, Unit 15)
  The Child: Development during Preschool years, UNIT 19, UNIT 20
  o Music, movement and drama for children

- To plan a curriculum.
  Organizing a Child Care Centre. Indira Gandhi National Open University (UNIT 30)

- To design space for an ECCE programme
  Organizing a Child Care Centre. Indira Gandhi National Open University (UNIT 51)

- Resources and material equipment, toys and books for children
  Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study (UNIT 21, 22)

- Records keeping
  Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material (Practical manual-I, Introduction)
• Evaluation indicators of ECCE programs
Organizing a Child Care Centre. Indira Gandhi National Open University (UNIT 33)

COMPULSORY READING
• Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material
• Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material
• Theory and Practice in Early Childhood Care and Education. Managing Children’s Programmes: Some Perspectives. Indira Gandhi National Open University DECE Study Material

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
• Audio Visual Aid
• Hands on Experience
• Analyzing
• Discovery Method
• Field visits
• Workshops
• Guided observation

ASSESSMENT METHODS
For each 4 period practical there will be:
10 marks for attendance
10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).
Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.
### Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>S. no.</th>
<th>Course learning outcomes</th>
<th>Teaching &amp; learning activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student will develop skills in observing and documenting the developmental needs of children from birth to 6 years of age in different contexts</td>
<td>To prepare a checklist/ observation guide to study various aspects of child’s environment based on developmental needs (using rights- based approach). To conduct an observation of children in two different contexts using prepared checklist. To analyse and document the observations made in the two settings.</td>
<td>Checklist Report analysis</td>
</tr>
<tr>
<td>2.</td>
<td>The student will learn skills in assessing developmental indicators using tools and techniques.</td>
<td>To observe children in three developmental age groups birth-2 years; 2-4 years; 4-6 years. (videos and field observations). To analyse and document the observations of the children in three age groups.</td>
<td>Observation analysis</td>
</tr>
<tr>
<td>3.</td>
<td>The student will develop skills in creating learning materials and use them in family, ECCE centre and community.</td>
<td>To create learning material for fostering development in various age groups and domains. To conduct any one of activity planned in the class (storytelling, puppet show, drama). To prepare a checklist to study major components of an ECCE programme</td>
<td>Activity designing Checklist planning</td>
</tr>
<tr>
<td>4.</td>
<td>The students will identify the components of a quality programme for children to understand major components using the checklist. To organise workshop in any of the</td>
<td>To visit two ecce programmes for children to understand major components using the checklist. To organise workshop in any of the</td>
<td>Visit to organisations Workshop</td>
</tr>
</tbody>
</table>
children in multiple contexts.

following:

Understanding childhood nutrition and health
Developing worksheets to teach concepts
Enhancing social and language skills
Music, movement and drama for children
To plan a curriculum.
To design space for an ECCE programme
Resources and material equipment, toys and books for children
Records keeping
Evaluation indicators of ECCE programmes

*Assessment tasks listed here are indicative and may vary

SEC HP 09: ADOLESCENTS’ RELATIONS AND WELL-BEING
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES
● To enable students to understand needs and challenges of adolescents in different contexts.
● To help students appreciate principles of self-understanding and strategies to promote well-being.
● To enable students demonstrate skills of working with adolescents in various contexts and understand dimensions of well-being

COURSE LEARNING OUTCOMES
● Students will learn skills of using various methods to assess and document needs and challenges of Adolescents in different contexts.
● Students will learn methods to understand themselves and ways to promote their own well-being.
● Students will learn skills of engaging with adolescents in various contexts to understand components of well-being, challenges to achieving it and methods of promoting it.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I: Methods of Understanding Adolescents Relationships

● Mapping relationships with sibling, peers, parents and significant others using
  - Sociometry
- Interview
- Questionnaire
- Case study as a method for understanding relationships
- Writing a brief biography of relationship with a close friend


UNIT II: Understanding the Self

- Exercise on self-reflection
- Diagrammatic representation of Self
- Retrospective
- S W O T
- Autobiography
- Self &Well-being Assessment (Standardised Scales)
  - Life Satisfaction Scales
  - Subjective Well-Being Scale
  - Susan Harter’scale


UNIT III: Promoting Well-Being

- Workshops to understand well-being and document methods of playful interactions to foster development in all domains through sessions on
  - Managing emotions with reference to relationships
  - Learn crisis management
- Methods of promoting well-being
  - Yoga and mindfulness
  - Self-development resources
  - Counselling

UNIT IV: Understand Influences And Challenges Among Adolescents

- Analysis of different forms of media to understand interpersonal relationships
  - Movies (Juno, Udaan)
  - Documentary
  - Ted Talks
  - Articles

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
- Audio Visual Aid
- Hands on Experience
- Analyzing
- Discovery Method

ASSESSMENT METHODS
For each 4 period practical there will be:
- 10 marks for attendance
- 10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).
Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEYWORDS
- Relationships
- Well-Being
- Human
- Development
- Childhood
- Studies

Facilitating the achievement of Course Learning Objectives
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<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will learn skills of using various methods to assess and document needs and challenges of Adolescents in different contexts.</td>
<td>Mapping relationships with sibling, peers, parents and significant others using - Sociometry - Interview - Questionnaire Case study as a method for understanding relationships Writing a brief biography of relationship with a close friend Analysis of different forms of media to understand interpersonal relationships - Movies (Juno, Udaan) - Documentary - Ted Talks - Articles</td>
<td>Written Assignments on done practical’s done in each area</td>
</tr>
<tr>
<td>2.</td>
<td>Students will learn methods to understand themselves and ways to promote their own well-being.</td>
<td>Exercise on self-reflection Diagrammatic representation of Self Retrospective S W O T Autobiography Self &amp;Well-being Assessment (Standardised Scales) - Life Satisfaction Scales - Subjective Well-Being Scale - Susan Harter’s scale</td>
<td>Documentatio n of practical assignments in each area</td>
</tr>
<tr>
<td>3.</td>
<td>Students will learn skills of engaging with adolescents in various contexts to understand components of well-being, challenges to achieving it and methods of promoting it.</td>
<td>Workshops to understand well-being and document methods of playful interactions to foster development in all domains through sessions on ○ Managing emotions with reference to relationships ○ Learn crisis management Methods of promoting well-being ○ Yoga and mindfulness ○ Self-development resources Counselling</td>
<td>Short presentations by students</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*
SEC HP 10: TRAINING FOR DEVELOPMENT  
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES
● To know the importance and scope of training for development
● To understand and critically evaluate the different training approaches and methodologies for various development goals
● To elaborate on the roles and functions of different phases of the training process
● To develop skills in planning, executing and evaluating training programmes

COURSE LEARNING OUTCOMES
● Importance and scope of training for development.
● Understand and critically evaluate the different training approaches and methodologies for various development goals.
● Understand the roles and functions of different phases of the training process.
● Develop skills in planning, executing and evaluating training programmes for different stakeholders

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I: Concept of Training 40
● Training and learning
● Types of training
● Role of training and capacity building in HRD

UNIT II: Methods and Techniques of Training 40
● Tools and techniques for training
● Designing and evaluation of Training Programs for different stakeholders (grassroot functionaries, managers, policy makers)
Agochiya D. (2002). Every trainer's handbook. New Delhi, Sage publisher. Chapter – 4, 6, 8, 9

UNIT III: Training Methods and Techniques: Practice 40
- Develop training modules for specific target groups with different learning outcomes and learning goals.
- Agencies involved in training and development- NGOs, GOs and Corporate


**COMPULSORY READING**

**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
- Development Communication, Extension, SBCC, Training, Participatory Training, Training methods, Capacity buildings, Training of trainers

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching Learning Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT I</td>
<td>Importance and scope of training for development.</td>
<td>Concept of training, training and learning, types of training, role of training and capacity building in HRD</td>
<td>MCQs on concept of training, Quiz on roles and responsibility of training, games – types of training</td>
</tr>
<tr>
<td>Unit II</td>
<td>Understand and critically evaluate the different training approaches and methodologies for various development goals. Understand the roles and functions of different phases of the training process.</td>
<td>Methods and techniques of training, tools and techniques for training, designing and evaluation of training programs for different stakeholders (grassroots functionaries, managers, policy makers)</td>
<td>Mood meter – methods and techniques of training, evaluation grids – training program design, students group presentations – analysis of training programs for different stakeholders</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit III</td>
<td>Develop skills in planning and executing training programmes for different stakeholders</td>
<td>Training methods and techniques: practice, training modules: development and analysis for specific target groups with different learning outcomes and learning goals, agencies involved in training and development- NGOs, GOs and corporates</td>
<td>Quiz on Training methods, group discussion and group presentations on training modules developed in class</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary

**SEC HP 11: ADVOCACY AND BEHAVIOUR CHANGE COMMUNICATION**  
(CREDITS: PRACTICAL-4)

**COURSE OBJECTIVES**  
- To understand the concept and approaches of Behaviour Change Communication (BCC).  
- To gain insights into the inter-linkages between communication approaches and behaviour change.  
- To learn the concepts and processes of advocacy for development and social change.

**COURSE LEARNING OUTCOMES**  
- Understand the concept and approaches of Behaviour Change Communication (BCC).  
- Insights into the inter-linkages between communication approaches and behaviour change.  
- Learn the concepts and processes of advocacy for development and social change

**PRACTICAL CONTENT**  
**DURATION: 120 HRS (Credits 4)**
UNIT I: Advocacy 40

- Meaning, purpose and types of Advocacy
- Tools, techniques and approaches to advocacy
- Elements and steps of an advocacy strategy
- Planning advocacy campaigns for different stakeholders


UNIT II: Behaviour Change Communication (BCC) 40

- Concept and relevance of BCC
- Differences between BCC and Advocacy
- Approaches and theories of BCC
- BCC- Strategy design and implementation.
- Appraisal of communication action plan for BCC


UNIT III: Strategic Communication and BCC 40

- Role of BCC in promoting health, environmental sustainability, peace and human rights
- Analysis of BCC campaigns for social mobilization and policy change


COMPULSORY READING

TEACHING LEARNING PROCESS
● Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● Feedback given to students for improving

KEYWORDS
● Development Communication, Extension, SBCC, Communication systems, strategic communication

Facilitating the achievement of Course Learning Objectives:

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching Learning Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the concept and approaches of Behaviour Change Communication (BCC).</td>
<td>Presentation, video lectures, discussion on Meaning, purpose and types of Advocacy, Tools, techniques and approaches to advocacy, Elements and steps of an advocacy strategy, Planning advocacy campaigns for different stakeholders</td>
<td>Class participation in discussion, Quiz games</td>
</tr>
<tr>
<td>2</td>
<td>Insights into the inter-linkages between communication approaches and behaviour change.</td>
<td>Presentation, video lectures, discussion on Meaning Concept and relevance of BCC, Differences between BCC and Advocacy, Approaches and theories of BCC, BCC- Strategy design and implementation, Appraisal of communication action plan for BCC</td>
<td>Assignment, evaluation of BCC campaign design</td>
</tr>
<tr>
<td>3</td>
<td>Learn the concepts and processes of advocacy for development and social change</td>
<td>Videos, Case Studies, Presentations &amp; Discussion on Concept and relevance of BCC, Differences between BCC and Advocacy, Approaches and</td>
<td>Quiz and group presentations</td>
</tr>
</tbody>
</table>
*Assessment tasks listed here are indicative and may vary

SEC HP 12: TEXTILE DESIGN
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES
● To enable the students to create ornamentation through colour application, threads and fabric layering
● To impart skills to manipulate fabric to create design and decoration

COURSE LEARNING OUTCOMES
● Describe fabric manipulation methods
● Identify different methods of surface decoration
● Explore designing through colour application
● Use of thread structure in textile designing
● Describe an over view of surface layering
● Create different products using skills and understanding of various ornamentation techniques

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

1. Fabric manipulation – cuts, removal of threads
   Juracek, A. Judy, 2000, Soft Surface, Thames & Hudson Ltd.
   Milne D'Arcy Jean, 2006, Fabric Leftovers, Octopus Publishing Group Ltd.

2. Surface Decoration - Embroidery, Ari work, Embellishments

3. Design through color application
   ● Painting
   ● Dyeing- Tie and dye, Batik
   ● Printing- Discharge, Resist, Block, Screen, Stencil
   Colton, V., 1979, Reader's Digest Complete Guide to Needlework, Reader's Digest Association
   Ratcliffe, M. E., 1988, Fabric Painting, Salamander Books Ltd., pg 8-30
   Irwin, K. A., 2015, Surface Design for Fabric, Fairchild Books, Chapter 1, 3, 4, 5 & 6, pg 1-32, 65-185
4. Surface layering

- Applique - simple, cut, felt
- Quilting - hand and machine
- Pleats
- Tucks

Singer, R., 2013, Fabric Manipulation, David & Charles Publishers
Beal, M., 2013, New ideas in fusing fabric, Batsford, Chapter 1, pg 1-14
Linda & Kemshall, L., 2007, The painted quilt, Chapter 1 & 2, pg 2-28
Product development using the above design exploration techniques

**COMPULSORY READING**


**ADDITIONAL RESOURCES**


**TEACHING LEARNING PROCESS**

- Demonstrating
- Collaborating
- Classroom Action Research

**ASSESSMENT METHODS**

- Continuous evaluation of work done in class
- Evaluation of portfolio and product

**KEYWORDS**

Decoration, Dyeing, Printing, Embroidery, Fabric, Threads

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**Facilitating the achievement of course learning objectives**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course learning outcome</th>
<th>Teaching and learning activities</th>
<th>Assessment task</th>
</tr>
</thead>
</table>

137
<table>
<thead>
<tr>
<th></th>
<th>Students will be able to describe fabric manipulation methods</th>
<th>Interactive classes and demonstration of fabric manipulation methods through cuts, removal of threads</th>
<th>Creation of samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Students will acquire the knowledge and handful experience Identify different methods of surface decoration</td>
<td>Hands on experience on various embroidery and embellishments</td>
<td>Creation of samples</td>
</tr>
<tr>
<td>3</td>
<td>Students will be able to acquire skills in Explore designing through colour application</td>
<td>Practical experience on dyeing techniques learnt</td>
<td>Creation of samples</td>
</tr>
<tr>
<td>4</td>
<td>Students will be able to Use of thread structure in textile designing</td>
<td>Hands on experience on creating thread based structures to create design</td>
<td>Creation of samples</td>
</tr>
<tr>
<td>5</td>
<td>Students will acquire an over view of surface layering</td>
<td>Practical experience of creating design through surface layering techniques</td>
<td>Creation of samples</td>
</tr>
<tr>
<td>6</td>
<td>Students will be able to create a product using the Create different products using skills and understanding of various ornamentation techniques</td>
<td>Practical application skills learnt through various exploration techniques</td>
<td>Submission of product as assignment</td>
</tr>
</tbody>
</table>

* Assessment tasks listed here are indicative and may vary

**SEC HP 13: COMPUTER APPLICATIONS IN FASHION DESIGN**

*(CREDITS: PRACTICAL- 4)*

**COURSE OBJECTIVES**

- Acquire and demonstrate competency in graphic designing skills.
- Demonstrate the ability to create and develop original designs and concepts and be able to prepare a portfolio to enter the working force.

**COURSE LEARNING OUTCOMES**

- Understand and use various features and tools of CorelDraw and Photoshop and their applications.
- Applying CAD to complement design skills
- Communicate a concept visually using graphic displays to meet the computer graphics need of various applications.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I: Basics of Design Software
- CorelDraw
- Adobe Photoshop


UNIT II: Applications of Design Software
Corel Draw
- Create vector art and illustrations for
  - Logos
  - Brochures
  - Invites
  - Advertisements/Posters
- Create and manipulate objects and text

Photoshop
- Image editing through
  - Adjusting image luminance
  - Selections
  - Masking
  - Retouching
- Working with Layers, Colours, Brushes etc.

CorelDraw tutorial: https://www.youtube.com/watch?v=89VZfov7p8Q
Photoshop tutorial: https://helpx.adobe.com/in/photoshop/tutorials.html

UNIT III: CAD in Fashion
- Colour
- Textures
  - Technical drawings of fashion details and accessories
- Mood Boards with colour story and textures
- Dressing up according to themes

COMPULSORY READING

**ADDITIONAL RESOURCES**
- CorelDraw tutorial: [https://www.youtube.com/watch?v=89VZfov7p8Q](https://www.youtube.com/watch?v=89VZfov7p8Q)
- Photoshop tutorial: [https://helpx.adobe.com/in/photoshop/tutorials.html](https://helpx.adobe.com/in/photoshop/tutorials.html)

**TEACHING LEARNING PROCESS**
Classroom lectures and demonstrations

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
CAD, Photoshop, CorelDraw, Design, Fashion, Mood board, Editing, Drawing, Image editing

**Facilitating the achievement of course learning objectives**

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand and use various features and tools of CorelDraw and Photoshop and their applications.</td>
<td>Discussion on the design softwares - CorelDraw and Photoshop - understanding the differences between the two. Explanation of the user interface and the various tools used in the two softwares through demonstration and practical exercises.</td>
<td>Continuous comprehensive evaluation which includes assessment of class work and assignments given for every class activity.</td>
</tr>
<tr>
<td>2</td>
<td>Applying CAD to complement design skills.</td>
<td>Understanding of the application of the various tools of CorelDraw and Photoshop in designing of brochures, invitation cards, book covers, logos, visiting cards, digital portraits, 3-D images etc. through demonstration and hands on training.</td>
<td>Continuous comprehensive evaluation which includes assessment of class work and assignments given for every class activity.</td>
</tr>
</tbody>
</table>
Communicate a concept visually using graphic displays to meet the computer graphics need of various applications.

Discussion on the concept of mood board; making of mind maps; Developing the color palette; creation of silhouettes and development of related textures. Explanation of technical drawings and accessories by discussion and showing pictures and drawing the same using design software tools.

Continuous comprehensive evaluation which includes assessment of class work and assignments given for every class activity.

* Assessment tasks listed here are indicative and may vary

**SEC HP 14: RESOURCE MANAGEMENT AND SUSTAINABLE DEVELOPMENT**

**(CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**
- To build an interdisciplinary perspective on understanding sustainable development concerns and challenges
- To understand the concept of sustainability through SDG’s and sustainable consumption practices
- To develop skills and competencies amongst students with regard to energy, water and waste management

**COURSE LEARNING OUTCOMES**
- Build an understanding of environmental concerns, sustainable development and its challenges.
- Understand the concept of ecological footprint, sustainable consumption and SDGs.
- Gain an understanding of the concept of green buildings and green building guidelines.
- Develop skills in energy, water and waste management.

**PRACTICAL CONTENT**

**DURATION: 120 HRS (Credits 4)**

- **Sustainable development**
  - Environmental concerns and sustainable development
  - Challenges: Population explosion, urbanization, globalization, economic development
  - Sustainable consumption
  - Ecological/Carbon footprint calculation
  - Sustainable Development Goals (SDGs)


- **Resources and Sustainable Approaches I**
- Energy management: Understanding electricity bills, BEE star labels, energy auditing
- Green buildings and green building guidelines
- Portfolio on renewable sources of energy, survey on solar products etc.


- **Resources and Sustainable Approaches II**
  - Water management: Rain water harvesting, water auditing, water testing
  - Waste management: Waste to energy plants, waste water recycling, waste to wealth (paper recycling, composting, biogas, solid waste management etc.)
  - Air/noise/lighting testing
  - Sustainable practices by industry


**COMPULSORY READING**

**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
- Power point presentations
- Field visits
- Case study approach
- Survey method
- Experiential learning through demonstrations
ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS
- Department of Resource Management & Design Application
- Sustainable development
- Ecological/carbon footprint
- Sustainable Development Goals (SDGs)
- Energy management
- Green buildings
- Green building guidelines
- Renewable sources of energy
- Water management
- Waste management

Facilitating achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Build an understanding of environmental concerns, sustainable development and its challenges.</td>
<td>Detailed discussion on environmental concerns such as population explosion, urbanization, globalization, urbanization etc. Interactive lectures on SDG’s through multimedia education resources such as videos, slides etc.</td>
<td>PowerPoint presentation by the students on various environmental issues. and challenges. Case studies to understand environmental conflicts and challenges.</td>
</tr>
<tr>
<td>2</td>
<td>Understand the concept of ecological footprint, sustainable consumption and SDGs.</td>
<td>Theory class to provide conceptual framework of sustainability, sustainable development with regard to SDG’s. Creating understanding and awareness of sustainable</td>
<td>Assignment focussing on SDG’s and case analysis on sustainable development goals. Creating education material for adopting</td>
</tr>
<tr>
<td>3</td>
<td>Gain an understanding of the concept of green buildings and green building guidelines.</td>
<td>Interactive lectures on green buildings, features and green building guidelines duly supported by live cases Field visits to observe green features in various buildings.</td>
<td>Checklist formulation and report presentation on the observation of various components of green buildings</td>
</tr>
<tr>
<td>4</td>
<td>Develop skills in energy, water and waste management.</td>
<td>Survey to collect information about water, energy and waste conservation practices by RWA. Demonstration for Water testing, organic waste composting. Demonstration to analyse the quality of air and the presence of pollutants.</td>
<td>Report writing and presentation of the data surveyed. Aid designing for creating awareness on water and electricity consumption. Class test on water testing and monitoring air quality.</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**SEC HP 15: AUTOCAD AND SPACE PLANNING**
(CREDITS: PRACTICAL – 4)

**COURSE OBJECTIVES**
- To understand the basics of Computer - Aided - Designing (2d).
- To develop skill in the use of AUTO-CAD / manual drawings in space designing.
- To provide knowledge pertaining to design and use of space.

**COURSE LEARNING OUTCOMES**
- Comprehend building bye-laws and their applications in designing residential units.
- Critically evaluate the different types of plans on the basis of principles of planning.
- Understand various structural components of a building such as flooring, foundation, etc.
- Identify different types of building materials and their characteristics.
● Gain skill in the use of AutoCAD software for preparing house plans.
● Networking with professionals in the field of construction industry and design.
● Appreciate the importance of green building in context of sustainability.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT I:
● Basic Concepts in Space Planning and Design: Concept of house, housing, architecture; Functions and concept of adequacy of space; Characteristics of space, principles of planning spaces; planning and designing; Types of house plans: floor, elevation, structural drawings and perspective plans; Types of houses - Row, Semi-detached, detached, independent houses or flats/apartments, multi-storeyed buildings
● Structural components of a building- innovations and new materials: Foundation; Flooring; Roofs; Doors and Windows; lintels and arches; Staircase; Partitions and Panelling
● Housing by-laws and symbols (architectural, plumbing, electrical, furniture), Steps in house planning, Different types of plans (site plan, layout plan, floor plan, elevation, section plan)
● Critical Evaluation of independent houses and apartments.


UNIT II:
● Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness
● Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA and LEED – Portfolio/ Field visit/ Case study


UNIT III:
● Observe and prepare house plans for different income groups up to 100 sq.mt. area (Computer aided /manual).


UNIT IV:
● Introduction to 3ds - MAX


COMPULSORY READING

**ADDITIONAL RESOURCES**

**TEACHING LEARNING PROCESS**
• Classroom lectures
• Hands-on training using AutoCAD software
• Project Work
• Power Point Presentations
• Field Visits

**ASSESSMENT METHODS**
• As per University of Delhi norms
• Continuous evaluation of practicals/Skill courses on pre-decided key
• Internal Assessment methods - quiz, identification tests, assignments
• Feedback given to students for improving

**KEYWORDS**
• Department of Resource Management & Design Application
• Auto - CAD Plans
• 2d-Drawings
• One - room Apartment
• Studio Apartments
• Building materials
• Building Symbols
• Principles of House Planning

**Facilitating achievement of course learning objectives**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning outcome</th>
<th>Teaching and Learning Activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

146
<table>
<thead>
<tr>
<th>I</th>
<th>Comprehend building by-laws and their applications in designing residential units.</th>
<th>Powerpoint presentation of building by-laws and their application to residential buildings</th>
<th>Making plans of residential units as per building by-laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Critically evaluate the different types of plans on the basis of principles of planning.</td>
<td>Powerpoint presentations and Videos on Principles of House Planning.</td>
<td>Critical evaluation of diagrammatic 2D plans as per principles of house planning</td>
</tr>
<tr>
<td>I</td>
<td>Understand various structural components of a building such as flooring, foundation, etc.</td>
<td>Theory lectures on the various structural components of a building – foundation, flooring, roofs, doors and windows, lintel and arches, staircase, partition and panelling with the help of discussion, visual aids and practical examples.</td>
<td>Quiz, class test focussing on short notes and definitions.</td>
</tr>
<tr>
<td>I</td>
<td>Identify different types of building materials and their characteristics.</td>
<td>Samples of building materials to be shown to the class followed by discussion of their characteristics, uses and applications, cost and environment friendliness.</td>
<td>Identification test of various building materials</td>
</tr>
<tr>
<td>III, IV</td>
<td>Gain skill in the use of Auto-cad software for preparing house plans</td>
<td>Interactive lectures on computer aided software – AutoCAD 2D to design house plans. Introduction to 3ds - MAX</td>
<td>Preparing house plans for different income groups (up to 100 sq.m area)</td>
</tr>
<tr>
<td>I, II, III</td>
<td>Networking with professionals in the field of construction industry and design.</td>
<td>Lectures by professionals in the field of construction industry and design. Visits to construction sites</td>
<td>Group discussions on ongoing trends in construction industry.</td>
</tr>
</tbody>
</table>
II

| Appreciate the importance of green building in context of sustainability. | Detailed discussion on the general parameters of green buildings and their rating systems. | Survey of existing green building for their sustainable characteristics |

*Assessment tasks listed here are indicative and may vary*

**SEC HP 16: SOCIAL MEDIA AND DIGITAL COMMUNICATION**
*(CREDITS: PRACTICALS- 4)*

**COURSE OBJECTIVES**
- To familiarise with various social media and digital platforms
- To distinguish between the scope of various social media and other digital platforms
- To developing skills in the use of social media for SBCC campaigns
- To acquire skills in promoting cyber security across digital platforms

**COURSE LEARNING OUTCOMES**
- Familiarization with various social media and digital platforms in development sector.
- Identify and distinguish between the scope of various social media and other digital platforms.
- Developing skills in the use of social media for SBCC campaigns.
- Acquire skills in promoting cyber security across digital platforms.

**PRACTICAL CONTENT**

**DURATION: 120 HRS (Credits 4)**

**UNIT I: Social Media & other Digital Platforms**
- Social Media & other digital platforms: concept, types, reach, access and scope.
- Assessing social media campaigns
- Designing social media campaigns for advocacy, social mobilisation, marketing and advertising


**UNIT II: Digital Communication & Marketing**
- Digital Communication: concept, types, reach and access
- Analysis of websites and development of web page, blogs
- Tools and methods to create digital designs for web pages
- Digital marketing tools and techniques
- Cyber security across digital platforms

**COMPULSORY READING**

**TEACHING LEARNING PROCESS**
- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
Development Communication, Extension, SBCC, Communication systems, Mass media, Social Media, Digital Communication, Digital Marketing, Cyber Security

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### Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching Learning Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Familiarization with various social media and digital platforms in development sector. Developing skills in the use of social media for SBCC campaigns</td>
<td>Social media &amp; other digital platforms: concept, types, reach, access and scope. Assessing social media campaigns Designing social media campaigns for advocacy, social mobilisation, marketing and advertising</td>
<td>Quiz on Social media &amp; other digital platform, group presentation - Designing social media campaigns for advocacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit II</td>
<td>Acquire skills in promoting cyber security across digital platforms. Students will be able to identify and distinguish between the scope of social</td>
<td>Digital communication &amp; marketing digital communication: concept, types, reach and access analysis of websites and development of web page, blogs tools and methods to create digital designs for web pages</td>
<td>MCQs – cyber security, Presentations - website analysis</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

● To enable students to understand the basic concepts of design applicable to interior spaces.
● To develop proficiency in presentation of design drawings for creating aesthetic and sustainable interior and exterior spaces.

COURSE LEARNING OUTCOMES

● Comprehend the concept of design applicable to interior spaces.
● Proficiency in presentation drawings to be used in design profession.
● Ability to use of Computer-aided-design to prepare interior plans.
● Understand the application of materials and finishes to create aesthetic and sustainable interiors.

THEORY CONTENT DURATION: 30 HRS (Credits 2)

UNIT I: Design Fundamentals 12

● Concepts of 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)
● Color & its application
  ○ Dimensions of color
  ○ Importance of color & its role in creation of the design
  ○ Color systems: color schemes
  ○ Color trends
● Design drawing – drawing as a language to explore & communicate ideas


UNIT II: History of Design 3

● History of interior design – including periods like Mughal architecture, Colonial style, Renaissance.
UNIT III: Furniture & Furnishings  15

- Furniture – types, construction, selection and purchase, arrangement, care and maintenance
- Material selection for furniture and furnishings and its application for:
  - Reuse
  - Recycle
  - Refurbish
- Contemporary trends in interior design with respect to furniture, furnishings & accessories
- Furnishings – selection, care and maintenance of fabrics used for:
  - Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
  - Floor coverings
- Lighting applications:
  - Energy efficient lighting
  - Types of lamps and luminaires
- Accessories – uses, classification, design, selection & arrangement


PRACTICAL CONTENT  DURATION: 60 HRS (Credits 2)

- Drawing - Introduction to drawing instruments & tools (manual & computer tools)
- Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional.
- Lettering.
● Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional. Rendering of different surfaces such as trees, floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with Water Colors, Studding, Pencil Colors.
● Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Color- Color Wheel, Dimension & Harmonies of Color.
● Floor plans with rendering (Theme based- Manual/Computer aided)
● 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
● Measuring light in different residential areas and compare with existing standards.
● Preparation of portfolio based on historical designs & market review of furniture and furnishing materials

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
● Power-point presentations
● Experiential learning through demonstrations

ASSESSMENT METHODS
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● Feedback given to students for improving

KEYWORDS
● Elements and Principles of Design
● Colour
● Furniture and furnishings
**Facilitating achievement of course learning objectives**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning outcome</th>
<th>Teaching and Learning Activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Comprehend the concept of design applicable to interior spaces.</td>
<td>Theory lectures design fundamentals – types, elements and principles of designs. Diagrammatic representation on colour and its application.</td>
<td>Class tests focussing on short notes and definitions.</td>
</tr>
<tr>
<td>II &amp; III</td>
<td>Proficiency in presentation drawings to be used in design profession.</td>
<td>Interactive lectures on history of furniture. Detailed discussions on different materials and finishes for wall, floors and ceiling and types of furnishings. Demonstration of different presentation drawings for creating interior plans.</td>
<td>Drawing floor plans and elevation plans with focus on details like use of colours, materials and finishes.</td>
</tr>
<tr>
<td>III</td>
<td>Ability to use of Computer-aided-design to prepare interior plans.</td>
<td>Interactive lectures on AutoCAD (basic keys for AutoCAD drawings) for designing interior plans with respect to space, furniture and furnishings.</td>
<td>Drawing floor plans and elevation plans on computer-aided software – AutoCAD 2D.</td>
</tr>
<tr>
<td>III</td>
<td>Understand the application of materials and finishes to create aesthetic and sustainable interiors.</td>
<td>Detailed discussion with demonstration of real examples or pictures on various aspects of interior design – furniture, furnishings; with special emphasis on placement, dimensions, finishes, lighting and accessories.</td>
<td>Diagrammatic representations of historical furniture, portfolios on different materials and finishes.</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**SEC HP 18: COMPUTER APPLICATIONS IN COMMUNICATION AND MEDIA DESIGN**
COURSE OBJECTIVES

- To familiarize the students about the scope of computer applications in visual media design.
- To impart knowledge and skills of factors defining effective visual media creation.
- To train the students in the use of selected software for design and production of media used for social, professional as well as development communication.

COURSE LEARNING OUTCOMES

- The students will understand the scope of visual communication and application of computer enabled systems and software for media designing.
- They will be able to grasp the underlying factors defining effective visual media creation.
- The students will develop familiarity with different software used for media designing and the ability to design media using selected computer software.

THEORY CONTENT DURATION: 30 HRS (Credits 2)

UNIT I: Introduction to Media and Design

- Historical analysis of visual communication, technological, cultural and aesthetic influences on visual media design
- Introduction to Design, Design elements and principles in context of media design, use of colour and surfaces in design
- Terminology and technology used in media design

Khirwadkar A, Pushpanadan, (2006), Information and Communication Technology in Education, Sarup and Sons, Delhi. Chapter- 1,2,3
Sampath K (1998), Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. Chapter – 1,2

UNIT II: Media Design and Development

- Computer applications used in graphic designing for media
- Integrating text with images, text layout for enhancing communication,
- Process of media designing- conceptualizing, creativity, ideation development, representing abstract ideas through symbols
- Digital illustrations, page layout, image manipulation, typography and digital printing process


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)
Exercises in elements and principles of design
Practical exercises using different computer software
Ideation of communication material (poster, brochure, leaflets) and development using select image editing and designing software for computer aided designing
Visit to a media house
Studying the websites of various media houses
Studying the ongoing Activities and problems

COMPULSORY READING

ADDITIONAL RESOURCES
- Sagar Krishna (2007), *ICTs and Teacher Training*, Authors Press, Delhi

TEACHING LEARNING PROCESS
- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS
- Development Communication, Extension, Computer Applications, Digital Designing, Media Design

<table>
<thead>
<tr>
<th>Unit. no</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students will understand the scope of visual communication and application of computer enabled systems and software for media designing</td>
<td>Presentation on Historical analysis of visual communication, technological, cultural and aesthetic influences on visual media design,</td>
<td>Quiz, match the following</td>
</tr>
<tr>
<td></td>
<td>Terminology and technology used in media design</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>-----------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>They will be able to grasp the underlying factors defining effective visual media creation.</td>
<td>Presentations on Introduction to Design, Design elements and principles in context of media design, use of colour and surfaces in design</td>
<td>Quiz, class test, media evaluation exercise</td>
</tr>
<tr>
<td>2</td>
<td>The students will develop familiarity with different software used for media designing and the ability to design media using selected computer software</td>
<td>Presentations/ agency visits/ class discussions on Process of media designing- conceptualizing, creativity, ideation development, representing abstract ideas through symbols, Digital illustrations, page layout, image manipulation, typography and digital printing process</td>
<td>Agency visit report, creation of media (poster, brochure, leaflet), quiz Assignments, quiz, MCQs</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary

**SEC HP 19: INFORMATION, EDUCATION AND COMMUNICATION MATERIALS FOR DEVELOPMENT**

(CREDITS: PRACTICAL-4)

**COURSE OBJECTIVES**
- To understand various development issues.
- To learn about IEC materials, their applications and preparation for development.

**COURSE LEARNING OUTCOMES**
- Understand various Development Issues
- Learn about various types of IEC material
• Understand the application of IEC material for development.
• Evaluate different types of IEC material.
• Development of IEC Material using various design principals and techniques

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

Concept of IEC Material 40
• Meaning of IEC Material
• Understanding contemporary Development issues
• Importance and scope of IEC material for development.
• Different types of IEC materials for development.
• Role of IEC materials for development.

Guidelines for Development of IEC Materials 40
• Selection of IEC material
  - Strength and Limitations of Various IEC materials
  - Criteria for selecting IEC material
  - IEC materials for combining for greater impact
• Developing a creative brief
  - Importance of creative brief.
  - Elements of creative brief
• Preparing prototype IEC material
  - Guidelines for developing new IEC material
  - Qualities of effective IEC material
• Pretesting the prototype of IEC material
  - Assessing the pretested results and revising IEC materials
  - Monitoring the use and impact of IEC materials.

Various Types of IEC Materials for Development 40
• Infographics, audio visual charts, posters, flashcards, flexes, flip books, pamphlets, leaflets, brochures, booklets, modules, manuals
• Mass Media: IEC materials for radio, television, newspapers and magazines
  - Script writing for Radio and Television
  - Articles and report writing for News papers, magazines etc.

Enderson (1972). Introduction to communication theories and practices, Cummings publishing house, California. Chapter 1-4
Kumar, J.K. (2010). Mass communication in India. Ahemdabad: Jaico publishing house. Chapter 1-4

Learning Activities
- Content analysis of various IEC material for development messages.
- Designing layouts for various IEC materials
- Writing scripts on selected developmental issues for radio, and T.V programmes.
- Viewing and recording various types of television and radio programmes
- Preparation of various graphic (IEC) materials
- Identifying various IEC materials used by NGO’s and GO’s for development work.

COMPULSORY READING
- Enderson (1972). *Introduction to communication theories and practices*, Cummings publishing house, California

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS
- Development Communication, Extension, SBCC, Communication systems, Mass media, IEC.

Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching Learning Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>

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| UNIT I | Concept of IEC Material | ● Meaning of IEC Material  
● Importance and scope of IEC material for development  
● Different types of IEC materials for development  
● Role of IEC materials for development | MCQs on importance, scope and role of IEC material  
Group presentations on different types of IEC material |
| --- | --- | --- | --- |
| Unit II | Guidelines for Development of IEC Materials | ● Selection of IEC material  
- Strength and Limitations of Various IEC materials  
- Criteria for selecting IEC material  
- IEC materials for combining for greater impact  
● Developing a creative brief  
- Importance of creative brief  
- Elements of creative brief  
● Preparing prototype IEC material  
- Guidelines for developing new IEC material  
- Qualities of effective IEC material  
● Pretesting the prototype of IEC material  
- Assessing the pretested results and revising IEC materials  
- Monitoring the use and impact of IEC materials. | Focused group discussion and group presentations – preparing guidelines for the prototype of IEC material and its pre-testing |
| Unit III | Various Types of IEC Materials for Development | ● Graphics and audio visual charts, posters, flashcards, flexes, flip books, pamphlets, leaflets, brochures, booklets, modules, manuals  
● Mass Media: IEC materials for radio, television, newspapers and magazines  
- Radio scripts writing | ● Project & presentation  
- development of any one prototype of IEC material- Graphics and audio visual charts / posters/ flashcards/ flexes/ flip books/ pamphlets/ leaflets/ brochures/booklets/ modules/ manuals |
COURSE OBJECTIVES
- To understand the role of housekeeping in the hospitality industry, vis-à-vis, the services and facilities offered.
- To comprehend the operations management in cleaning and maintenance activities of the hospitality sector.
- To acquire knowledge about the kind of accidents and safety systems in the hospitality institutions.

COURSE LEARNING OUTCOMES
- Appreciate the need for maintenance of facilities and services.
- Understanding operations management in cleaning and safety systems.
- Develop competence for professional practice in housekeeping.

THEORY CONTENT DURATION: 30 HRS (Credits 2)

UNIT I: Housekeeping: Facilities and Services 7
- Role of housekeeping in hospitality industry
- Organizational chart of housekeeping department
- Planning, organization & communication of housekeeping activities
- Co-ordination with other housekeeping departments
- Roles and responsibilities of personnel in the housekeeping department


UNIT II: Cleaning 17
- Cleaning Activity and Pest Control
  - Cleaning agents - selection and use for different surface
  - Cleaning equipment - selection, care and maintenance
  - Cleaning techniques - Daily, weekly, yearly; procedure for cleaning
of guest room and public area
- Types of common pests and effective methods of control
- Linen and uniform room
- Layout plan and physical features of linen and uniform room
- Types of linen and uniform, their selection
- Storage procedure for linen and uniforms
- Stock determination, control and distribution, record keeping, inventory taking
- Linen and uniform room, staff and their duties
- Laundry
- Types of laundry systems - In house, contracted out and linen on hire
- Layout plan and physical features of a laundry
- Laundry procedure: Collection, sorting & making, stain removal and washing preparations, extractions and drying, ironing & folding, inspection, packaging, storage delivery
- Laundry supplies and materials: Water, Soaps, Detergents, Bleaches, Laundry blues, Stiffening agents and Iron
- Dry cleaning procedure


**UNIT III: In House accidents, Fire safety and First Aid**

- Types of accidents commonly occurring in hospitality institutions, methods to avoid and/or reduce accidents, differences between major and minor accidents in the hospitality institutions.
- Fire safety measures in the institution
- First aid for commonly occurring health problems.


**PRACTICAL CONTENT**

- Room cleaning procedures, List down the daily, weekly and yearly tasks.
- Cleaning procedure and care of glass articles.
- Cleaning procedure and care of metals like brass and silver articles.
- Procedure of cleaning wash basin (ceramic) and sinks (stainless steel).
- Method of cleaning lampshades, fans and other electrical fixtures.
● Method of bed making.
● Method of bathroom cleaning.
● Method of setting maid cart (trolley).
● Procedure of preparing room inspection check list.
● Method of laundering cotton, woollen, silk and synthetic garments.
● Methods of removing stains from various linens and uniforms.
● Method of starching linens and uniforms from different types of starches.
● Method of bleaching linens and uniforms.

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
● Lecture supported by group tutorial work.
● Project Work
● Power -point Presentations
● Field Visits

ASSESSMENT METHODS
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● Feedback given to students for improving

KEYWORDS
● Department of Resource Management & Design Application
● Organizational chart
● Planning
● Facilities
- Services
- Record keeping
- Layout plan
- Accidents
- Safety measures

**Facilitating achievement of course learning objectives**

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Course learning outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appreciate the need for maintenance of facilities and services.</td>
<td>Discussion on role of housekeeping in hospitality industry; organizational chart of housekeeping department; planning, organization &amp; communication of housekeeping activities; co-ordination with other housekeeping departments; roles and responsibilities of personnel in the housekeeping department.</td>
<td>Class test and student presentations</td>
</tr>
<tr>
<td>2</td>
<td>Understand operations management in cleaning and safety systems.</td>
<td>Interactive sessions on cleaning activity and pest control; discussion on linen and uniform room including layout plan of linen and uniform room; types of linen and uniform, their selection, storage procedure, stock determination, inventory taking interactive session on types of laundry systems</td>
<td>Field visits and project work</td>
</tr>
<tr>
<td>2</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Demonstration and hands-on learning in the use of cleaning agents, cleaning equipment and techniques, laundry procedure and dry cleaning procedure.</td>
<td>Practical tests</td>
</tr>
<tr>
<td>3</td>
<td>Understand operations management in cleaning and safety systems.</td>
<td>Theory class on in house accidents, fire safety and first aid operations involved in housekeeping including commonly occurring, methods to avoid and/or reduce accidents, differences between major and minor accidents in the hospitality institutions, fire safety measures in</td>
<td>Multiple choice questions/ Quiz</td>
</tr>
</tbody>
</table>
the institution, first aid for commonly occurring health problems.

<table>
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<th>Course learning outcomes</th>
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<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appreciate the need for maintenance of facilities and services.</td>
<td>Discussion on room cleaning procedures, list down the daily, weekly and yearly tasks.</td>
<td>Prepare maintenance plan</td>
</tr>
<tr>
<td>2</td>
<td>Understand operations management in cleaning and safety systems.</td>
<td>Demonstration and practical work of cleaning procedure and care of glass articles.</td>
<td>Class test</td>
</tr>
<tr>
<td>3</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Practical in cleaning procedure and care of metals like brass and silver articles.</td>
<td>Practical test</td>
</tr>
<tr>
<td>4</td>
<td>Understand operations management in cleaning and safety systems.</td>
<td>Demonstration of the procedure of cleaning wash basin (ceramic) and sinks (stainless steel).</td>
<td>Practical test</td>
</tr>
<tr>
<td>5</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Practical in the method of cleaning lampshades, fans and other electrical fixtures.</td>
<td>Practical test</td>
</tr>
<tr>
<td>6</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Demonstration and practical In method of bed making.</td>
<td>Practical test</td>
</tr>
<tr>
<td>7</td>
<td>Understand operations management in cleaning and safety systems.</td>
<td>Demonstration on the method of bathroom cleaning.</td>
<td>Quiz</td>
</tr>
<tr>
<td>8</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Practical in the method of setting maid cart (trolley).</td>
<td>Quiz</td>
</tr>
<tr>
<td>9</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Practical in preparing room inspection check list.</td>
<td>Test on preparing checklist</td>
</tr>
<tr>
<td>10</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Discussion on method of laundering cotton, woolen, silk and synthetic garments.</td>
<td>Class test</td>
</tr>
<tr>
<td>11</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Demonstration and practical in methods of removing stains from various linens and uniforms.</td>
<td>Practical test</td>
</tr>
<tr>
<td>12</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Demonstration and practical in method of starching linens and uniforms from different types of starches.</td>
<td>Class test</td>
</tr>
<tr>
<td>13</td>
<td>Develop competence for professional practice in housekeeping.</td>
<td>Practical in method of bleaching linens and uniforms.</td>
<td>Practical test</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary*

**SEC HP 21: TRAVEL AND TOURISM**  
(CREDITS: THEORY-2, PRACTICAL-2)

**COURSE OBJECTIVES**
- To enable students to understand basic concepts and presentation of design solutions applicable to interior spaces in hospitality industry
- To undertake aesthetic and sustainable maintenance of interior and exterior surfaces

**COURSE LEARNING OUTCOMES**
- Understand the operation and legislations of the travel and tourism industry
- Ability to plan and schedule the travel itinerary along with costing
- Appreciate the importance of eco-tourism in present scenario for educational

**THEORY CONTENT**  
DURATION: 30 HRS (Credits 2)

**UNIT I: Introduction to Travel and Tourism: Organisation and Legislations**  
15
- Meaning, Significance and History of travel & Tourism
- The Tourism industry its systems, components, infrastructure
- Types of Tourism (Ecotourism, Heritage tourism, Medical tourism, Educational tourism etc.)
  - Impact of tourism
  - Tourism Organization & Legislation
    - Needs for Tourism Organization
    - International Organization
    - Government Organizations in India
    - Private Sector Organization in India
    - Non-Government Organization
    - Other important organization
  - Tourism legislation
    - Laws pertaining to trans-board movements such as visa regulation, customers, foreign exchange, immigration.
      - Laws related food and beverages
      - Laws related to transport
      - Laws related to accommodation
Consumer protection laws related to health, hygiene quality

Travel & tourism Department of Government- Central & states: Programmes and policies


UNIT II: Travel Agent and the Tour Operator

- Travel Agent: Types of travel agencies, Functions of travel agency, How to setup travel agency, sources of income for a Travel Agency
- The tour operator: Types of tour operators, packages tour, guides and escorts.
- Formalities and regulations for tourism: Passport And Visa, Health Regulations For International Travel, Customs Regulations, Emigration And Immigration, Taxes Paid By Travelers & Travel Insurance
- Customer service skills: Importance of customer satisfaction, Telephone Skills/etiquettes Phonetic Alphabet, City codes, Airport names and code of India and abroad, country codes and currency codes, Products Knowledge, Handling Customers Complaints


UNIT III: Itinerary planning & Tourism Marketing:

- Itinerary planning: Basic Information planning the itinerary Resources for planning itinerary, Calculation of Tour Cost
- Tourism marketing: Tourism Market segmentation, Designing a Tour Brochure, E-marketing, Guidelines for tourist
- Places of Tourist Interest: Places of tourist interest at International and National level for various purposes, Guidelines for tourist.


PRACTICAL CONTENT DURATION: 60 HRS (Credits 2)

- Learn to read railway time table.
- Learn to see railway time table, flight’s time table etc on internet and how to do booking, ticketing.
- Prepare a list for places of interest in India and aboard under each type of tourism.
• Prepare a list of tour operators working at local, National and International level.
• Visit various tour organizers and study their set up, management and functioning.
• Prepare brochure for places of tourist interest at local and National level. Prepare one-one brochure for at least one place falling under each type of tourism.
• Visit airports to understand the functioning of local and International air travel.
• Prepare itenery for tour organization.
• Visit hotels to see various types of accommodation facilities.
• Prepare a brochure to express Do’s and Don’ts for a tourist.
• Visit places of tourist interest; assess their present status for their maintenance, aesthetics, services, security and expectations from the visitors and other such factors.

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
• Classroom lectures
• Power point presentations
• Experiential learning through demonstrations
• Project works
• Field visits

ASSESSMENT METHODS
• As per University of Delhi norms
• Continuous evaluation of practicals/Skill courses on pre-decided key
• Internal Assessment methods - quiz, identification tests, assignments
• Feedback given to students for improving

KEYWORDS
<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Undertand the operation and legislations of the travel and tourism industry.</td>
<td>Classroom lectures and power-point presentations for understanding operation and legislations of the travel and tourism industry.</td>
<td>Test on laws and legislations governing tourism in India Assignment on setup of travel agencies</td>
</tr>
<tr>
<td>3</td>
<td>Ability to plan and schedule the travel itinerary along with costing.</td>
<td>Classroom discussion on itinerary planning and tourism marketing. Demonstration on planning and scheduling travel itinerary and related costs.</td>
<td>Project work on planning and scheduling travel itineraries</td>
</tr>
<tr>
<td>1, 2</td>
<td>Appreciate the importance of eco-tourism in present scenario for educational interests.</td>
<td>Students will be made aware about the relevance of eco-tourism through surveys and field trips.</td>
<td>Assignment and power-point presentations on eco-tourism (summary of student’s field visits and surveys)</td>
</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary

SEC HP 22: NUTRITION HEALTH COMMUNICATION (CREDITS: PRACTICAL-4)
COURSE OBJECTIVES
● To enable the students to acquire skills to plan, implement and evaluate behavior change communication for promotion of nutrition and health among the community.
● Familiarize the students to various national public health issues and the government programs to combat them.

COURSE LEARNING OUTCOMES
● Understand basic concepts and processes of nutrition and health communication.
● Comprehend nutrition and health communication in Indian and global perspective.
● Apply acquired knowledge to community through development and use of different communication strategies and tools for promotion of nutrition and health among the vulnerable groups.

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

UNIT 1: Concepts and Theories of Communication in Nutrition – Health
● Definitions of various concepts related to communication
● Theories of NHC
● History and relevance of NHC in India
Activities:
● Gathering data on key health and nutrition indicators.
● List the main nutrition and health concerns of the community.
Indra Gandhi National Open University School of Continuing Education, Public Nutrition(MFNL – 006), Chapter 15, Page 332-338

UNIT II: The Components and Processes of NHC
● 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, formal, non-formal, participatory communication
● Features of successful BCC
● Barriers to effective communication
● Nutrition health education – Methods, Aids
Activities:
● Develop nutritional messages/ slogan on health and nutrition issues for vulnerable groups in the community.
● Selecting and developing appropriate aids for different health and nutrition issues for various vulnerable groups in the community – chart, poster, leaflet, flipbook/flashcard.
● Development of nutritional games on health and nutrition issues for vulnerable groups in the community.
● Developing and presenting power point slides on important nutrition and health issues.


UNIT III: Programs and Experiences of NHC global and Indian perspective
● 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

Activities:
● Planning and conducting of demonstration of nutritious recipe for the vulnerable groups.
● Planning and conducting of Skit/ Role play/ puppet show etc for dissemination of important nutrition/health related messages.
● Evaluation of the available BCC aids.


UNIT IV: Nutrition - Health – Communication in Government Programs and NGOs
● 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 i.e ICDS, IDA, IDD, VAD (Activities, strengths and limitations)
● Strengths and limitations of NHC imparted in NGO programs
● Steps in formulating nutrition health programs

Activities:
● Preparation and presentation of information card regarding nutrition health programs.
● Development of questionnaire – for assessment of knowledge attitude and practices and other important health and nutrition related concerns among the vulnerable groups.
● Development of a Nutrition Health Education program for the vulnerable groups.


COMPULSORY READING


ADDITIONAL RESOURCES


TEACHERS LEARNING PROCESS

- Lectures
- Discussion
- Power point presentation
- Demonstration
- Project
- Field visit

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEY WORDS

- Department of food and nutrition
- Communication
- Health
- Education
- Behavior change communication
### Facilitating achievement of course learning objectives

<table>
<thead>
<tr>
<th>Unit No</th>
<th>Course learning outcomes</th>
<th>Teaching and learning process</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will gain a broad perspective regarding the history and concepts of nutrition health communication (NHC)</td>
<td>Interactive lectures on the various concepts of communication, theories of NHC, history of NHC in India, key health and nutrition indicators</td>
<td>Assignments Identification on the main nutrition and health concerns in the community Class test focussing on short notes and definitions</td>
</tr>
<tr>
<td>2</td>
<td>Students will acquire fundamental knowledge of the components and processes of Nutrition health communication and Behaviour Change Communication (BCC)</td>
<td>Detailed discussions on the concepts and components of BCC, barriers of effective communication and features on successful BCC. Group discussions on various types of communication Power point presentations discussing the various methods and aids used for imparting nutrition health education</td>
<td>Development of slogans and messages on nutrition and health issues Charts Poster Leaflet Flipbook/ Flashcards Power point presentation on important nutrition and health issues</td>
</tr>
<tr>
<td>3</td>
<td>Students will be aware of the various program and experiences of NHC in</td>
<td>Lecture Method on the evolution of NHC in India - traditional folk media, modern methods of</td>
<td>Demonstration Skit Play</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES
● To develop the understanding of basic physical concepts and to use them in different biophysical phenomenon.
● To enhance their experimental skills and their ability to handle different scientific equipment.

COURSE LEARNING OUTCOMES
● Understand the basic aspects of biophysics.
● Understand different biophysical phenomenon and their applications in the field of nutrition.
● Understand the principle and working of basic and advanced scientific equipment.
● Gain knowledge of common clinical equipment.
● Apply acquired skill in using the equipment effectively and efficiently.

*Assessment tasks listed here are indicative and may vary
UNIT I: Basic aspects of biophysics
- Systems of unit
- Fundamental and Derived units
- Mass and Weight
- Density and Specific gravity
- Pressure
- Energy and units
- Molarity, Normality
- Three states of matter and its conversion
- Heat and temperature
- Thermometer and Scales
- Expansion
- Specific heat
- Latent heat
- Modes of transfer of heat
- Electromagnetic radiations and its properties
- Ohm’s law and units
- Calculation of cost of using electrical energy
- Alternate and direct current
- Fuses and circuit breakers
- Sound—Periodic motion, Oscillatory motion, Vibration, Oscillation, Time period, Frequency, Amplitude, Wave motion and Wave length.
- Electromagnetic radiations and their properties

Reference 1 chapter 1; Reference 2 chapter 4, 6; Reference 4 chapter 9, 10, 16,37,46,50; Reference 9 chapter 2

UNIT II: Biophysical Phenomena: concepts and application in the field of nutrition
- Viscosity
- Surface tension
- Adsorption
- pH and buffer
- Colloids

Reference 4 chapter 8; Reference 5 chapter 2; Reference 6 chapter 2

UNIT III: Principle and Working of basic instruments
- Balances
- pH-meter

DURATION: 30 HRS (Credits 2)
UNIT IV: Principle and Working of advanced instruments

- Centrifuge
- Ovens
- Muffle furnace
- Vacuum pumps
- Pressure cookers and autoclaves
- Viscometer

Reference 4 chapter 8, 17; Reference 6 chapter 13; Reference 7 chapter 25, 34

UNIT V: Principle and Applications of clinical instruments

- Colorimeters
- Spectrophotometers
- Fluorimeters
- Chromatography

Reference 3 chapter 4, 5, 16, 22, 26

UNIT V: Principle and Applications of clinical instruments

- DEXA
- Ultrasound and Sonography
- CT Scan
- MRI

Recent Journal References

PRACTICAL CONTENT

DURATION: 60 HRS (Credits 2)

- To determine the surface tension of water by capillary rise method and to study the effect of different emulsifiers and oils on the surface tension.
- To study the effect of different solvents on UV-Vis absorption spectra of proteins.
- To study the structural changes of proteins at different temperatures using UV-Vis spectrophotometry.
- To determine the latent heat of ice using method of mixtures.
- To determine the pH of different food samples.
- To separate different amino acids using paper chromatography.
- To study the effect of temperature on the viscosity of different food samples.
- To study the effect of adding emulsifiers on the viscosity.
- To determine the frequency of a tuning fork using a sonometer.
- To determine the specific gravity of different food samples.
- Assignments and Presentation on different topics related to the syllabus.

COMPULSORY READING


### ADDITIONAL RESOURCES

### TEACHING LEARNING PROCESS
- Power point presentations
- Experiential learning through demonstrations
- Practical learning through experiments

### ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

### KEYWORDS
- Department of Food and Nutrition
- Biophysics

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### Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit No</th>
<th>Course Learning Outcomes</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will gain knowledge of the different systems of units and their inter conversion. They will be acquainted of the elementary knowledge of electromagnetic radiations, sound, heat, electricity, fuses, cost of electricity etc.</td>
<td>Detailed theory classes on the mentioned topics. Interactive discussions and small questionnaire</td>
<td>Multiple choice questions, quiz, short questions on conversion of units from one system to another</td>
</tr>
<tr>
<td>2.</td>
<td>Students will be aware of the basic concepts of biophysics like viscosity, surface tension,</td>
<td>Detailed discussion on the basic concepts with the help of visual aids</td>
<td>Class tests on the short notes and definitions</td>
</tr>
</tbody>
</table>
3. Students will be acquainted with the principle and working of the basic instruments like balances, pH meter, ovens, viscometer, etc. Detailed interactive discussions on the principle and working of the different basic instruments. Hand on experiments in the practical class.

4. Students will gain knowledge of the principle and working of advanced research instruments. Theory class on the topics with detailed discussions. Students presentations and class tests

5. Students will have the broad perspective of the principle and applications of the clinical instruments. Detailed discussion on the basic concepts with the help of visual aids and field trip to the clinical laboratory. Students presentations and class tests

*Assessment tasks listed here are indicative and may vary

SEC HP 24: LIFE SKILLS EDUCATION
(CREDITS: THEORY-4)

COURSE OBJECTIVES
- To develop social and interpersonal skills to cope with the demands of everyday life
- To build self-confidence and critical thinking for effective communication
- To inculcate skills to improve interpersonal relations and manage stress

COURSE LEARNING OUTCOMES
- Develop social and interpersonal skills to cope with the demands of everyday life.
- Build self-confidence, encourage critical thinking to help communicate effectively.
- Inculcate listening skills and handle stress.

THEORY CONTENT
DURATION: 60 HRS (Credits 4)

UNIT I: Concept and Meaning of life skills
- 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 II: Components for Planning & Organizing Life Skills Programs

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 III: Life Skills and Youth Development

- 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

COMPULSORY READING


ADDITIONAL RESOURCES


TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
- Development Communication, Extension, Life Skills, Life Skills Development, Life Skills Enhancement, Life Skills Program

### Facilitating the achievement of Course Learning Objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching Learning Activities</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>Develop social and interpersonal skills to cope with the demands of everyday life.</td>
<td>Concept and definition of life skills and life skills education, importance of life skills 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.</td>
<td>Quiz/ test - life skills education: concept and theory</td>
</tr>
<tr>
<td>Unit II</td>
<td>Build self-confidence, encourage critical thinking to help communicate effectively.</td>
<td>Components for planning &amp; organizing life skills programs - 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. · 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</td>
<td>MCQs on planning &amp; organizing life skills programs, Group presentations - Components for planning &amp; organizing life skills programs</td>
</tr>
</tbody>
</table>
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.
. Organizing a life skills program, planning a need based life skills program (select components)
   determining the purpose, collecting materials, organizing content.
. Getting prepared for the presentation:
   psychological level,
   delivering the presentation
. Life skills assessment
   · scales and quantitative techniques
   · qualitative approaches

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Inculcate listening skills and handle stress.</th>
<th>Life skills and youth development</th>
<th>Quiz on Life skills and youth development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>· adolescence and youth- definitions, concept- socio cultural perspectives</td>
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<td></td>
<td></td>
<td>· youth demographics and role in society</td>
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<td>· challenges of adolescence and youth development</td>
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<td></td>
<td></td>
<td>· formal and non-formal approaches to youth development</td>
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<td></td>
<td>· positive youth development</td>
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</tr>
</tbody>
</table>

*Assessment tasks listed here are indicative and may vary

SEC HP25: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT – I  
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES
• To enable the students to understand the nature, aims and objectives of activities for fostering development during Infancy and Toddlerhood

• To enable students to develop skills in working with child during Infancy and Toddlerhood and creating appropriate play materials.

COURSE LEARNING OUTCOMES
• The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood.
• The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.

PRACTICAL CONTENT

DURATION: 120 HRS (Credits 4)

1 Infancy and Toddlerhood
Development during the first two years is rapid and hence the topic is subdivided in four parts. Each part focuses on a particular age group that would enable caregivers to understand the specific needs of growing children. Knowledge of needs would help them to plan appropriate activities.

Introduction

Characteristics of human childhood.
(from state of helplessness to gradual control over body and development of understanding of immediate environment).

• Development through interaction of maturation and stimulation from environment, exploration.
• Importance and ways of meeting child’s psychological needs to promote feelings of security, trust and acceptance.
• Activities according to developments for various age groups.
• 0 – 6 months
  • Activities for stimulation and sensory motor experiences with emphasis on seeing, hearing, touching, feeing sensation and movements.
• 7 – 12 months
  • Integration of experiences involving more than one sense to deepen sensory – motor experiences. Promote manipulation, concept formation, communication and perceptual discrimination.
• 13 – 24 months
  • Promotion of co-ordination and control of body movements, gross and find motor skills. Strengthening concept formation, imagination and communication through language. Promotion of problem solving, environment to explore and satisfy curiosity and develop confidence.
• 25 – 36 months
  • Improvement in body movement and communication skills, social skills and concept formation.

2 Creativity Concept of creativity and highlights of the role of creative expressions in overall
development of children.

- Creative expressions, Meaning and definition of creativity expressions.
- Role of teacher in planning and fostering creative expressions.
- Creative expressions through a variety of media i.e. painting, printings, modeling, cutting, pasting, blocks puppetry, music movement, drama and language.

3 Art Activities

- Painting and graphics
  - Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting.
  - Values, materials required, use of substitutes from indigenous materials.
  - Teacher’s role in conducting activities.
  - Stages in child art.
- Tearing, cutting, pasting and collage, mural
  - Values, materials required and Teacher’s role in conducting activities.
  - Development stages.
- Modelling
  - Values, special characteristics or this medium.
  - Techniques used, rolling, pressing, pinching, pasting, folding.
  - Materials required i.e. clay, dough, plasticine, thick paper folding, stocking paper on hollow objects i.e. balloon cardboard cartoons, paper machine, wire, rope.
  - Teacher’s role.
- Printing
  - Types of printing i.e. block, string, leaf stencils, spray, crumpled paper, different textured surfaces.
  - Values, materials required techniques.
  - Teacher’s role stages in printing.
- Blocks
  - Some special features of this medium.
  - Types of blocks: hollow large blocks, unit blocks and small blocks.
  - Stages in block play.
  - Values, materials and accessories for block play.
  - Teacher’s role.

4 Other materials

- Sand
  - Characteristics of the medium.
  - Values, materials required and teacher’s role.
- Water
Characteristics of the medium.
- Values, materials required and teacher’s role.

5 Music and Rhythm
- Importance of music in child’s life and teacher’s role in providing appropriate experiences.
  - Criteria for selection of songs.
  - Creating environment for musical growth.
  - Developmental stages in musical activities.
  - Rhythmic movements body and with simple musical instruments.

6 Puppetry and Creative Drama
- Puppetry
  - Characteristics of puppetry as a medium.
  - Values of puppetry
  - Kinds of puppets: finger, glove, stick, and string puppets etc.
  - Basic staging techniques, use of lights, and simple sound affects in puppetry.
- Creative Drama
  - Meaning and values.
  - Techniques involved in creative drama e.g. rhythmic movements, pantomine, characterization, improvisation story building.
  - Process of scripting for puppet plays and creative drama.

Learning Experiences
- Infancy and Toddlerhood
  - A file to be prepared to list activities appropriate for age groups – 0 – 6 months, 7 – 12 months, 13 to 20 months and 25 – 36 months.
  - Students be encouraged to observe materials available in the locality.
  - Develop play materials suitable for each age group.
  - List activities, which can be used for working with different age groups:
    - 0 – 6 months
      - Prepare materials and design activities for seeing, hearing, touching and feeling.
      - Sensation and movement for soothing movements and exercises.
    - 6 – 12 months
      - Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
    - 13 – 14 months
      - Identify activities for gross motor development and prepare play materials available in the locality.
      - Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.
Art Activities

- A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.
- Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.
- Difficulty level of each activity be considered and decide its suitability for different age groups.
  - Painting and graphics:
  - Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.
  - Where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paint with starch, paste etc.
  - Painting with different brushes, crayon design given a paint wash, etching, blow painting, block painting, finger painting, Painting on wet paper, painting masks.
  - Drawing with crayons, dry and wet chalk.
  - 6 to 8 years.
  - 3–5 years.
  - Wet paints, painting masks brush music.

Tearing cutting and pasting

- 3 – 5 years
  Tearing with all fingers, tearing with thumb and two fingers and used in holding pencil, tearing on straight line, curved line.
- 6 – 8 years
  Tearing circular rings starting from one corner of the page till center of page, Making designs.
- 3 – 5 cutting and pasting
  Cutting a design, pasting, please of paper, cloth, sticks leaves college, mosaic.
- 6 – 8 years
  Tearing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

Modeling

- 3–5 years
  Modeling with clay, dough, plastacine, saw dust, providing accessories.
- 6–8 years
  Besides above medium. Modeling with straw, match sticks rope, wire, thick paper fold and clot sculpture.
  Plasting papers on a balloon, when dry remove air and colour to create accessories for clay sculpture/crumpled paper pasting designs.
Printing
- Printing with strings, leaf, blocks, stencil printing, thumb, finger, spray painting.
- Keeping coins, leaves with veins below paper and gently colouring with crayon.
- Older children to make their own stencils.
- Printing on large pieces of paper (group activity).

Decorating empty plastic bottles, boxes masks etc. Music and movements
- Learning to sign rhymes songs with actions.
- Folk songs.
- Making simple musical instruments.
- Rhythmic body movements according to different beats and sounds.
- Dancing according to rhythm.
- Musical instruments from waste like old pots, tins, sticks.
- Older children to form an orchestra.

Puppetry and Creative Drama
- Puppetry stick, singer, table top, rhythm, puppets glove puppets.
- Learning basic manipulation skills.
- Use of music, voice modulation and sound effects.
- Making sets and backgrounds.
- Scripting for short puppet play.
- Creative drama
- Body movements and co-ordination.
- Games like mirroring, blind fold and moving etc.
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emotions or making simple caps and paper clothes for characters.
- Scripting simple dramatic presentation.

COMPULSORY READING
ADDITIONAL RESOURCES


TEACHING - LEARNING PROCESS

Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

ASSESSMENT METHODS

For each 4 period practical there will be:

10 marks for attendance

10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).

Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

KEY WORDS

- Developmentally appropriate activities and resources
- Infancy
- Toddlerhood
- Child Development

Facilitating the achievement of course learning objectives

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| 1.    | The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood. | Field visits and guided observation followed by classroom discussion to understand developmental needs of children | Discussion on developmental needs of young children  
Documentation of observations from different context |
| 2.    | The student will learn skills in creating activities for fostering development during | Use of audio visual resources and field visits to study developmental indicators among young children | Assignment on listing development indicators of age groups birth-2 years; 2-4 years; 4-6 years  
Documentation of observations followed by classroom discussions |
**Infancy and Toddlerhood.**

**Guided observations and classroom discussion Workshops, Lecture and Classroom discussion**

**Assignment on planning and preparing activities to foster development in children**

Conducting activities in ECCE setting

*Assessment tasks listed here are indicative and may vary*

**SEC HP26: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT II (CREDITS: PRACTICAL-4)**

**COURSE OBJECTIVES**

- To enable the students to understand the nature, aims and objectives of activities for fostering development during 3-8 years
- To enable students to develop skills in working with child during 3 years-8 years and creating appropriate play materials

**COURSE LEARNING OUTCOMES**

- The student will understand the developmental needs and activities for holistic development during Infancy and Toddlerhood.
- The student will learn skills in creating activities for fostering development during Infancy and Toddlerhood.

**PRACTICAL CONTENT**

**DURATION: 120 HRS (Credits 4)**

1. **Communication – Language Arts**

   - The unit emphasizes role of communication and experiences to be provided for language development.
   - Importance of communication.
   - Promotion of language skills: listening, speaking, reading and writing.
   - Experiences for language development:
     - Infants and toddlers: sound games, talking, picture books, simple instructions, singing, finger plays and experiences.
     - Children from 3 – 8 years.
   - Listening: Information, appreciative and critical or analytical.
   - Conversation in group.
   - Picture, object discussion.
   - Reading and storytelling.
   - Narration of stories, events in proper sequence.
   - Describing observations.
   - Poems, riddles.
   - Following teacher’s instructions.
● Opportunities for interaction with peer group.

2 Literature for Children
● Understanding need for literature for children.
● History of children’s literature in India.
● Types of literature, appropriateness and criteria for selection.
● Toddlers: picture books.
● Books for preschoolers: picture books, story books, information and concept books, number and alphabet books, poems.
● Books for 6 – 8 years: Story books – fables, folks tales, fairy tales and modern fantasy. Information and concept books, i.e. how it woks, tell me why, encyclopedias, poems.
● Physical characteristics of good books.
● Characteristics of good story.
● Values of storytelling.
● Techniques of storytelling: reading of story books, narration without aids but with help of modulation of voice and gestures, flash cards, flannel board, puppets.
● Criteria for selecting poems.

3 Mathematics
● Material to promote mathematical concepts:
  – Infancy and toddlerhood
  Use of number vocabulary in informal, incidental learning situations e.g. more, less big small, less more, many etc. singing rhymes and action songs.
  – 3 – 5 years
  ● Counting: concept of cardinality, use of number rhymes, action songs and number readiness vocabulary.
  ● Concept of relative location.
  ● Concept of relative sizes.
  ● Concept of classification: formation of sets: objects pictures or according to other characteristics.
  ● Duplicating pattern, series.
  ● Concept of seriation – ordering objects, on any criterion, size, weight, volume etc.
  ● Comparison of sets of one vs. many, more vs. few or more vs. less etc. as well as equal sets.
  ● Identification and description of shapes.
  ● Using ordinals to name position in a series.
  ● Introducing numbers through concrete materials, oral work activities and worksheets, 1 – 9 only.
● Understand additions and subtraction using manipulative and concrete objects to illustrate simple stories.
  – 6 – 8 years
  – Place value formation of tens, hundreds using manipulatives.
  – Ordinals 1st to 20th.
  – Operations of addition, subtraction and multiplication.

4 Environmental Science and Social Studies
● Social structures – Family – School – Community.
● Social Relationships within family and in the community with special emphasis on gender equality and self.
● Various communities – their traditions and festivals – significance of celebrating festivals.
● Importance of conservation – pollution – water, food, air.
● Communication systems – from bird and messengers to post, telegraph, telephone, radios and television to computers.
● Role of teacher in sensitizing the children in becoming ware of the world around. Understand inter dependence and develop appreciation of various sections and occupations of all members and communities.

Science activities
● What is science for young children?
● Science activities in everyday living
● Goals and Values of science experiences

Learning Experiences
● Compile songs for finger play and lullabies suitable for infants and toddlers.
● Prepare picture books for infants and toddlers.
Note: Micro teaching technique i.e. peer group teaching be used to develop teaching skills. One student will play role of teacher and others as children. At the end of the activity, the peer group will evaluate. Class can be divided in groups of 5 to 6 students.
● Microteaching for conducting group conversation.
  • Display of bulletin board for picture talk.
  • Development of questioning skills involving what, who, when, where, why questions as well as questions to give scope to children for imagination and creative expression.
- Develop riddles for language and concepts.
- Recite poems with expression and actions.
- Evaluate a few stories.
- Micro teaching for story telling with and without teaching aid.
- Teaching aids for storytelling.
- Preparation of materials and games to promote various mathematical concepts.
- Plan field trips to various places, institutions, parks, Zoo, Dams, Television stations, post office etc.
- Write stories and songs reinforcing messages of hygiene and cleanliness.
- Collect traditional stories – folk songs from different parts of the country and different communities.
- Prepare a file of activities that can be conducted in the area of science, Maths and language using materials available from nature.
- Games – compilation of outdoor games. Games for cognitive development.

**COMPULSORY READING**

- Krishna Kumar (1986). *The child’s language and the teacher*, New Delhi: UNICEF.

**ADDITIONAL RESOURCES**


**TEACHING -LEARNING PROCESS**
Power Point, Workshops, TED Talks, Documentaries, Popular films, Drama/Theatre, Visit to Counselling centre

**ASSESSMENT METHODS**
For each 4 period practical there will be:
● 10 marks for attendance (5, 4,3,2,1 and 0 for latecomers and absentees)
● 10 marks for work done (can be given in pencil if file work cannot be completed in these 4 practical or if it needs refinement and then firmed up in next class).
● Students should sign the attendance register after each 4 period practical and should have seen the marks allotted.

**KEY WORDS**
● Developmentally appropriate activities and resources
● Middle childhood
● Elementary school years
● Child Development

**Facilitating the achievement of course learning objectives**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course Learning Outcomes</th>
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<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To enable the students to understand the nature, aims and objectives of activities for fostering development during 3-8 years</td>
<td>Field visits and guided observation followed by classroom discussion to understand developmental needs of children</td>
<td>Discussion on developmental needs of 3-8 year old children Documentation of observations from different context</td>
</tr>
</tbody>
</table>
2. To enable students to develop skills in working with child during 3 years-8 years and creating appropriate play materials

| Use of audio visual resources and field visits to study developmental indicators among young children | Assignment on listing development indicators of age groups 3-6 and 6-8 year olds |
| Guided observations and classroom discussion Workshops, Lecture and Classroom discussion | Documentation of observations followed by classroom discussions |
| Assignment on planning and preparing activities to foster development in children | Conducting activities with children |

*Assessment tasks listed here are indicative and may vary*

**SEC HP 27: PRODUCT DEVELOPMENT IN TEXTILES AND APPAREL**
*(CREDITS: PRACTICAL-4)*

**COURSE OBJECTIVES**
- To gain exhaustive knowledge of various steps involved in Product Development
- To explore the process of sourcing and procurement of raw materials
- To study different kinds of fabrication techniques

**COURSE LEARNING OUTCOMES**
- Understand the new product development process
- Learn methods of generating, evaluating and developing new product ideas
- Develop prototypes of good quality marketable products using basic fabrication processes and sustainable materials
- Enhance research and analysis and critical thinking abilities

**PRACTICAL CONTENT**

**DURATION: 120 HRS (Credits 4)**

**UNIT I: Concept Development**
- Meaning and importance
- Key elements in Product designing- fashion trends, product function and added value

**UNIT II: Design Instigation**
- Developing creative idea based on concept with sustainability principles in mind
- Making flat sketches of developed idea

Page no. 52-70
UNIT III: Analysis and Selection

Sourcing and Procurement-Concept and Definition, Importance of eco-sourcing
Need and methods of Sourcing, Major producers and suppliers of raw materials, Dyes, Yarns, Fabrics and Trims
Review of designs for individual strengths relation to the concept and their estimated cost
Finalizing the blue print of the final product


UNIT IV: Development Process

Conceptualization of the details of the product
Prepare/ develop specification sheets of the selected product


UNIT V: Fabrication

Construction of the final product with emphasis on ‘eco-design’ using as little (and as few) materials as possible
Display of the article

UNIT VI: Cost Analysis

Economic analysis of products
- Calculation of monetary values of different determinants of total product cost
- Labour cost calculation

COMPULSORY READING


ADDITIONAL RESOURCES

● Parthiban M., Srikrishnan M. &Kandhavadi J., (2017), Sustainability in Fashion and Apparel – Challenges and Solutions, Woodhead Publishing, India

TEACHING LEARNING PROCESS
Lectures, Handouts, Power point presentations.

**ASSESSMENT METHODS**
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

**KEYWORDS**
Textiles, product, apparel, sustainability, design, sourcing, trends, fashion.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course learning outcome</th>
<th>Teaching and learning activities</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will understand the new product development process</td>
<td>Theory lectures on understanding of Key elements of design Process Presentations on Design instigation, using video tutorials and workshop mode</td>
<td>MCQs, Presentation on design idea generation, Assignments on mind maps, mood boards</td>
</tr>
<tr>
<td>2.</td>
<td>Students will learn methods of generating, evaluating and developing new product ideas</td>
<td>Teaching through power point presentations, video Tutorials, visual aids and body forms</td>
<td>Assignments to prepare forms, Analyse photographs</td>
</tr>
<tr>
<td>3.</td>
<td>Students will be able to develop prototypes of good quality marketable products using basic fabrication processes and sustainable materials</td>
<td>Demonstrations, workshops, power point presentations, samplers</td>
<td>Evaluating product</td>
</tr>
<tr>
<td>4.</td>
<td>Students will be able to enhance analytical and critical thinking abilities</td>
<td>Sourcing suitable materials, Sustainable design, Costing</td>
<td>Project Assignment</td>
</tr>
</tbody>
</table>

* Assessment tasks listed here are indicative and may vary
SEC HP 28: IMAGE STYLING
(CREDITS: PRACTICAL-4)

COURSE OBJECTIVES
● To strengthen the student hands on experience in using different tools of improving visual and non visual appearance
● To train the students with technical and professional ways for understanding wardrobe needs and its development
● To develop skills on understanding fashion trends for planning personal shopping

COURSE LEARNING OUTCOMES
● Demonstrate the practical ways to strengthen physical image based on body type, face shape and personal style analysis
● Understand the effect of elements and principles of design on visual appearance
● Explain the fashion trends of apparels and accessories
● Acquire verbal and non-verbal communication etiquettes
● Identify wardrobe elements, and its processes of planning and organization
● Plan personal shopping of apparels and accessories based on physical shape, personal style and budget

PRACTICAL CONTENT DURATION: 120 HRS (Credits 4)

1. Physical traits and analysis
   - Body types
   - Body proportion
   - Face shapes
   - Personal colour analysis

2. Application of Elements and principles of design for Image styling
   - Effects of design elements and principles on clothing and visual appearance
   - Effect of garment components on visual appearance

3. Personality and etiquettes
   - Personal style analysis and expression
   - Verbal and non-verbal communication etiquettes
   - Personal grooming

4. Wardrobe planning according to apparel and accessories needs
   - Wardrobe analysis
   - Organization and categorization of wardrobe
   - Elements of a basic wardrobe
   - Optimising wardrobe
- Tips of garment maintenance

5. Personal shopping
- Analysis of trends of apparels and accessories
- Preview of apparel market survey / accessory stores ad brands in context to style, size and budget

COMPULSORY READING
- Constantine, S. & Woodall, T. The Body Shape Bible: Forget Your Size Discover Your Shape Transform Yourself, published by Weidenfeld & Nicolson (1877), ASIN: B01K14NWB8
- Funder, D.C. 2001, The Personality Puzzle (2nd ed), New York: W.W. Norton

ADDITIONAL RESOURCES
- Baumgartner, J. You are What You Wear, Da Capo Press (2012)
- Vega, L. The Image of Success, American Management Association (2010)
- www.colormebautiful.co.nz

TEACHING LEARNING PROCESS
Lectures, handouts, power point presentations, demonstrations, visits, expert lectures/ workshop

ASSESSMENT METHOD
- The assessment marking is based on continuous evaluation. Students execute practical on A3 size sheets and portfolio is prepared.
- The max. marks of the paper is 100 (internal, no exam). In this paper, 40% are given to attendance and 60% to the practical exercises and final portfolio.
- Each class is evaluated out of 5 marks for attendance and students’ signatures are taken. The total is then calculated and computed out of 40 marks.
- In case of absentia, only medical leaves of 25% of total classes, are considered against the ‘medical’ presented by the student.
- Each practical assignment, as may not be completed in the same class or require more time, is marked out of 5 marks, separately. The total is then calculated and computed out of 60 marks.
- If more than one faculty member is taking up the subject, then average of attendance and practical assignments is taken, for the assessment.

KEY WORDS
Body shape, face shape, personal style, personal colour, wardrobe management, etiquettes
### Facilitating the achievements of course learning objectives

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Course learning outcomes</th>
<th>Teaching and learning activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will have acquired in depth knowledge of the components of the physical image based on body type, face shape and personal colour analysis. Based on the physical image analysis, they will be aware of the practical ways to strengthen it.</td>
<td>Interactive sessions on different kinds of body shapes and proportions, face shapes and personal colours. Diagramatic representation of the ways to improve the image based on the body and face shapes analysis.</td>
<td>Diagrammatic representation of kinds of body shapes, face shapes and personal colours.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will be acquainted with the effect of elements and principles of design on visual appearance</td>
<td>Detailed discussion using visual aids on the elements and principles of design.</td>
<td>Reference image based presentation of effect of elements and principles of design.</td>
</tr>
<tr>
<td>3.</td>
<td>Students will have a broad perspective of the role of verbal and non-verbal communication etiquettes. They will also acquire an overview of the personal style and grooming.</td>
<td>Practical example based teaching on kinds and importance of verbal and non verbal etiquettes, using demonstrations. Group discussion on kinds of personal styles and their elements, in terms of clothing and accessories.</td>
<td>Student presentation on etiquettes. Reference image based presentation on kinds of personal styles and their elements.</td>
</tr>
<tr>
<td>4.</td>
<td>Students will have gained knowledge of wardrobe elements, and processes of its planning and organization</td>
<td>Discussion and practical examples based teaching on organisation and management of wardrobe, depending on personal style, profile and budget.</td>
<td>Based on life style analysis, suggestion of wardrobe capsules presentation</td>
</tr>
</tbody>
</table>
5. Students will be aware of the process of personal shopping (apparels and accessories) | Group discussion on the process of personal shopping, based on physical shape, personal style and budget. | Diagramatic representation of looks, created by assistance in personal shopping.

* Assessment tasks listed here are indicative and may vary

**SEC HP 29: FASHION ILLUSTRATION**  
(CREDITS: PRACTICAL-4)

**COURSE OBJECTIVES**

- To understand about importance of fashion illustration in fashion and design education
- To strengthen the students hand on experience on various fabric textures
- To train the students with technical and professional ways of communicate visually in the world of fashion design

**COURSE LEARNING OUTCOMES**

- Recognize various tools and terminology used in fashion illustration
- Understand the basics of body proportion and balance
- Apply creative skills in sketching fashion figures and rendering textures
- Use garment details in designing theme based dresses

**PRACTICAL CONTENT**  
DURATION: 120 HRS (Credits 4)

- Introduction to fashion illustration
  - Vocabulary
  - Tools
  - Body proportion and balance


- Human anatomy
  - Developing a fashion figure male, female and children
  - Basic figure drawing varying postures
  - Sketching body features


- Rendering fabric textures
  - Collecting and studying textures
- Working with different media and techniques to simulate textures
- Sketching silhouettes in various fabric textures (fur, satin, denim, tissue, silk, chiffon, knits, plaids, corduroy and others)


- Garment types and its features in appropriate textures and styles
- Garment details (neckline, sleeves, pockets etc.)
- Sketching garments
- Design a costume for a specific event or profession


COMPULSORY READING

ADDITIONAL RESOURCES
- Fashion Illustration Tutorial links

TEACHING LEARNING PROCESS
- Power point presentations
- Experiential learning through demonstrations

ASSESSMENT METHODS
- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS
Fashion figures, sketching, textures, silhouette, costume design

Facilitating the achievement of course learning objectives

<table>
<thead>
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<th>Unit No.</th>
<th>Course learning outcome</th>
<th>Teaching and learning activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will Recognize various tools and terminology</td>
<td>Demonstrations, power point presentations,</td>
<td>Project assignments</td>
</tr>
<tr>
<td></td>
<td>Students will be able to Understand the basics of body proportion and balance</td>
<td>Teaching through power point presentations, video Tutorials, visual aids and body forms</td>
<td>Assignments to prepare forms, Analyse photographs</td>
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</tr>
<tr>
<td>2.</td>
<td>Students will be able to apply creative skills in sketching fashion figures and rendering textures</td>
<td>Demonstrations, workshops, power point presentations, samplers</td>
<td>Analyse photographs to create fashion figures</td>
</tr>
<tr>
<td>3.</td>
<td>Students will be able to Use garment details in designing theme based dresses</td>
<td>Demonstrations, workshops</td>
<td>Assignments</td>
</tr>
</tbody>
</table>

* Assessment tasks listed here are indicative and may vary

**SEC HP 30: NGO MANAGEMENT & CSR**

*(CREDITS: THEORY-4)*

**COURSE OBJECTIVES**
- To understand the nature, role and functioning of various organisations engaged in the development sector.
- To highlight the various CSR initiatives undertaken at the national and global level.

**COURSE LEARNING OUTCOMES**
- Understand the nature and role of various organizations engaged in the development sector.
- Strategies for creating resources for effective functioning of development organizations.
- Understand the basic concepts of Corporate Social Responsibility (CSR) and its impact on sustainable development.
- Learn about CSR initiatives at global and national level.

**THEORY CONTENT**

**DURATION: 60 HRS (Credits 4)**

**UNIT I: Concept of NGO**
- Definition, meaning and characteristics of NGO
- Growth of NGOs: Historical perspective, current status of NGOs in India
- Difference between Government Organizations and NGO
- Classification of NGO
● Structure and functioning of NGO
● Contribution of NGO in the Development
● Role of Development Communicator in NGO development.


UNIT II: Starting of NGO
● Steps for starting NGO
● Registration of NGO
● Selection and training of Personnel
● Proposal writing under NGO
● Identifying Funding agencies
● Resource Mobilization
● Planning, Implementation and Evaluation strategy under NGO
● Documentation
● Networking

Sundar, P. 2013, Business and Community: The Story of Corporate Social Responsibility in India, New Delhi, Sage Publication. Chapter -3-10, pg 23-320
Aggarwal, S.K. (2008). Corporate Social Responsibility in India, New Delhi, Sage publication Pvt. Ltd. Chapter 1, 4

UNIT III: NGO Management
● Organizational types and structures
● Managing people and teams in NGOs
● NGO management competencies
● Applying NGO principles and values
● Accountability and impact assessment for NGOs
● Challenges of NGOs: Training, Recruitment, Funding, Resource Mobilization

UNIT IV: Corporate Social Responsibility (CSR)
● Concept of CSR: Companies Act and legal framework
● Principles of CSR, Acts & Laws
● CSR Initiatives, reporting and monitoring frameworks
● CSR Initiatives: National and Global Case studies

Learning Experiences
1. Visit of Local NGO and it’s profiling
2. Studying the Annual report of NGOs
3. Reviewing CSR initiatives of different MNCs

COMPULSORY READING

- S. Chandra, *Guidelines for NGO Management in India* (2003), Published by Kanishka Distributors, New Delhi

ADDITIONAL RESOURCES


TEACHING LEARNING PROCESS

- Lecture method, Videos, PowerPoint Presentations, Discussion, Role Play, Games etc.

ASSESSMENT METHODS

- As per University of Delhi norms
- Continuous evaluation of practicals/Skill courses on pre-decided key
- Internal Assessment methods - quiz, identification tests, assignments
- Feedback given to students for improving

KEYWORDS

- Development Communication, Extension, SBCC, NGO, NGO Management, CSR.

<table>
<thead>
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<th>Unit No.</th>
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<th>Teaching and Learning Activities</th>
<th>Assessment Tasks</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be sensitized to the structure and functioning of NGO’s with effective strategies for networking and fundraising</td>
<td>Power point presentation on characteristics, steps and functioning of NGO’s. Field visits and practical example based teaching on networking and fundraising.</td>
<td>Evaluation of case study of an NGO. Flow diagrams on classification and steps for NGO.</td>
</tr>
</tbody>
</table>
2. Students will be exposed to the nature and importance of CSR with national and global initiatives in CSR.

Theory classes on concept, laws, reporting and monitoring of CSR. Case studies on success stories in CSR.

Listing the principles and laws governing CSR and project report on successful national/global CSR initiatives.

*Assessment tasks listed here are indicative and may vary

SEC HP 31: GOING ABOUT RESEARCH
(CREDITS: THEORY-2, PRACTICAL-2)

COURSE OBJECTIVES
● To understand the different research approaches.
● To gain knowledge about the process of research.
● To develop skills for developing tools for data collection.

COURSE LEARNING OUTCOMES
● Understand the differences between quantitative and qualitative research approaches.
● Develop knowledge of the key steps of a research process.
● Develop skills in designing of tools of data collection and their appropriate use.

THEORY CONTENT DURATION: 30 HRS (Credits 2)

UNIT I: Purpose and approaches of research 10

● Exploration, Description, Explanation
● Scientific method and research designs
● Quantitative and Qualitative approaches

Conceptualization and Measurement
● Variables, concepts and measurement
● Levels of measurement


UNIT II: The Research Process 20

● Defining the problem, research questions and objectives
● Planning the research methodology
● Decisions about sampling
● Research tools and techniques: types, validity and reliability
● Ethics in research


PRACTICAL CONTENT  DURATION: 60 HRS (Credits 2)

● Purpose of qualitative and quantitative researches.
● Review of literature and Citation formats
● Probability and Non Probability sampling methods
● Designing data collection tools and planning their analysis
● Data collection process of structured and unstructured tools.
● Compiling data and data reduction
● Making of tables and graphs and their analysis.

COMPULSORY READING

ADDITIONAL RESOURCES

TEACHING LEARNING PROCESS
● Lecture method, Videos, PowerPoint Presentations, Discussion, Puzzles, Games etc.

ASSESSMENT METHODS
● As per University of Delhi norms
● Continuous evaluation of practicals/Skill courses on pre-decided key
● Internal Assessment methods - quiz, identification tests, assignments
● Feedback given to students for improving
KEYWORDS

- Research Methods, Qualitative quantitative approaches, Sampling, Research Tools, Data collection

**Facilitating the achievement of Course Learning Objectives**

<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>Understand the differences between quantitative and qualitative research approaches.</td>
<td>Presentation on research approaches and research designs, identification of types of approaches and designs through journal articles, discussion on various levels of measurement</td>
<td>Quiz, match the following</td>
</tr>
<tr>
<td>2</td>
<td>Develop knowledge of the key steps of a research process.</td>
<td>Presentations on defining the problem, research questions and objectives, Planning the research methodology, Decisions about sampling</td>
<td>Quiz, class test</td>
</tr>
<tr>
<td>2</td>
<td>Develop skills in designing of tools of data collection and their appropriate use.</td>
<td>Presentations on Research tools and techniques: types, validity and reliability, Ethics in research</td>
<td>Assignments, quiz, MCQs, Preparing a list of references</td>
</tr>
</tbody>
</table>
## B.Sc. (Prog.) Home Science

### LIST OF CONTRIBUTORS (LOCF)

<table>
<thead>
<tr>
<th>Paper Title</th>
<th>Members</th>
<th>Affiliation</th>
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</tr>
</thead>
<tbody>
<tr>
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<td><strong>CC HP 201: Fundamentals of Nutrition and Food Science</strong></td>
<td>Dr. Tejmeet Rekhi</td>
<td>Ms. Anjana Kumari</td>
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<td>Dr. Renuka Gupta</td>
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- LIc
- IHE

**DSE HP 4B: Traditional Indian Textiles**
- Coordinator: Dr. Simmi Bhagat
- LIC
- IHE

**DSE HP 5A: Entrepreneurship Development**
- Coordinator: Dr. Puja Gupta
- LIC
- LIC
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