

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER-III



Home Science

COURSES OFFERED BY DEPARTMENT OF HOME SCIENCE

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| Paper No | Paper title | Credits | |
|------------|---|---------|-----------|
| | | Theory | Practical |
| DSC HH 307 | Human Development II: Middle Childhood and Adolescence | 3 | 1 |
| DSC HH 308 | Nutrition: A Life Cycle Approach | 3 | 1 |
| DSC HH 309 | Communication Systems and Social Change | 3 | 1 |
| DSE HH 3A1 | Organization and Management of Children's Institutions | 2 | 2 |
| DSE HH 3B1 | Fundamentals of Human Anatomy and Physiology | 2 | 2 |
| DSE HH 3C1 | Media and Cultural Studies | 2 | 2 |
| DSE HH 3D1 | Apparel Design and Construction Techniques | 2 | 2 |
| DSE HH 3E1 | Human Resource Management | 2 | 2 |
| GE HS 003 | Challenges in Contemporary Childhood | 3 | 1 |
| GE HS 007 | Current Concerns in Public Health Nutrition | 3 | 1 |
| GE HS 010 | Participatory Development and Communication | 3 | 1 |
| GE HS 017 | Fashion Accessories | 3 | 1 |
| GE HS 019 | Corporate Social Responsibility | 3 | 1 |

UG Programme for Bachelor in B.Sc. Home Science (Hons.) degree in three years

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

DISCIPLINE SPECIFIC CORE COURSE – 7

DSC HH 307 : Human Development II: Middle Childhood and Adolescence

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|--|---------|-----------------------------------|----------|---------------------|----------------------|--|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Human Development II: Middle Childhood and Adolescence | 4 | 3 | 0 | 1 | XII Pass | Pass in DSC HH 101 Human Development 1: The Early Years |

Learning Objectives

1. To learn about the progression and domains of development during middle childhood years and adolescence.
2. To understand context specific cultural practices of development during middle childhood years and adolescence.
3. To familiarize students with the use of different techniques of studying development during middle childhood and adolescence.

Learning Outcomes

After completing this course, students will be able to:

1. Acquire a detailed understanding of development across domains from middle childhood through adolescence.
2. Gain insight on context specific cultural practices of development during middle childhood and adolescence.
3. Develop skills of using various techniques to study development during middle childhood and adolescence.

SYLLABUS OF DSC 7

THEORY (Credits 3; Hours 45)

UNIT I: Middle Childhood Years

12 Hours

This unit traces the progression of development across domains from 7-12 years of life.

Subtopics:

- Physical-motor development
- Cognitive and language development
- Moral development

UNIT II: Middle Childhood Years: The Social Context

10 Hours

This unit focuses on the social context of development during the middle childhood years. The role of school, family, community and media is explored here.

Subtopics:

- Social and emotional development
- Role of family and peers
- Significance of School, community and media

UNIT III: Introduction to Adolescence

12 Hours

This unit describes the transition from childhood to adolescence with a focus on physical development and puberty and its impact on socio-emotional development.

- Theoretical perspectives on adolescence
- Puberty, sexual maturity, nutrition, health and psychological wellbeing
- Self and identity
- Family and peer relationships, interface with media

UNIT IV: Adolescence: Cognitive, Language and Moral development

11 Hours

This unit describes the progression in cognitive, language and moral development during adolescence.

- Perspectives on cognitive development
- Intelligence and creativity
- Adolescent language
- Adolescent morality

PRACTICAL (Credits 1; Hours 30)

- Methods of studying in Human Development
- Interview and Questionnaire
- Role of Family and peers during middle childhood
- Physical and sexual changes during puberty
- Sociometry
- Audiovisual resources to study middle childhood and adolescence
- Case profile of an adolescent
- Psychological tests

Essential readings

1. Berk, L. (2013). Child development (9th ed.). Boston: Pearson.
2. Santrock, J. W. (2011). Life-span development. New York: McGraw-Hill.
3. Singh, A. (Ed.) (2015). Foundations of Human Development. New Delhi: Tata McGraw-Hill.

Suggested readings

1. Bee, H., & Boyd, D. (2012). The Developing Child (13th ed.). Pearson
2. Journal of Developmental Psychology.

3. Papalia, D. E., & Martorell, G. (2015). Experience Human development.
4. McGraw Hill Education.
5. Rice, F. P. (2000). Human Development: A Life-span Approach. New Jersey: Prentice Hall
6. Sharma, N. (1999). Understanding Adolescence. National Book Trust
7. शर्मा, नी. (2009). किशोरावस्था: उलझाव -सुलझाव. अनुवाद रेणु चौहान. नेशनल बुक ट्रस्ट.

DISCIPLINE SPECIFIC CORE COURSE – 8
DSC HH 308: Nutrition: A Life Cycle Approach

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Nutrition: A Life Cycle Approach | 4 | 3 | 0 | 1 | XII Pass | Pass in DSC HH 102 Food Science and Nutrition |

Learning Objectives

1. To acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
2. To enable students in understanding the principles of planning nutritionally adequate diets.
3. To make them exercise food choices consonant with good health based on sound knowledge of principles of nutrition.

Learning Outcomes

After completing this course, students will be able to:

1. Acquire knowledge about the nutritional needs and concerns of an individual throughout the life cycle.
2. Comprehend the principles of planning nutritionally adequate diets.
3. Exercise food choices consonant with good health based on sound knowledge of principles of nutrition.

SYLLABUS OF DSC 8

THEORY
(Credits 3; Hours 45)

UNIT I: Basics of nutrient requirements and meal planning

12 Hours

Unit Description: Concepts of food groups and food exchange lists for meal planning, factors affecting meal planning will be dealt with. Students will also be introduced to dietary guidelines for Indians. The concept of estimated average requirements, recommended allowances and methods of assessing nutrient requirements in general for Indians will be explained.

Subtopics:

- Food groups
- Food exchange list
- Factors affecting meal planning and food related behaviour, diet diversity
- Dietary guidelines for Indians
- Concept of EAR, RDA, AI and TUL
- Basic concepts of assessment of nutrient requirements

UNIT II: Nutrition during adulthood and old age

12 Hours

- Unit Description: Physiological influence on nutrient requirements during adulthood and old age (EAR/RDA), energy balance, nutritional concerns and changes in requirements during adulthood and old age, concept of healthy food choices, processed and ultra-processed food consumption and factors contributing to longevity will be dealt with.

Subtopics:

- Adult men and women
- Elderly

UNIT III: Nutrition during pregnancy and lactation

9 Hours

Unit Description: Physiological changes in pregnancy and lactation, EAR/RDA during pregnancy and lactation, nutritional guidelines, effect of nutritional status on pregnancy outcome, optimal weight gain and its components during pregnancy, nutrition related problems in pregnancy, importance of nutrition for successful lactation will be dealt with.

Subtopics:

- Pregnant women
- Lactating mothers

UNIT IV: Nutrition during childhood

12 Hours

- Unit Description: Physiological changes during infancy, childhood and adolescence – growth and development; nutrient requirements (EAR/RDA) during these age groups, guidelines on infant and young child feeding, nutrition concerns keeping in mind the changing food habits and importance of physical activity will be dealt with.

Subtopics:

- Infants
- Preschool children
- School children
- Adolescents

PRACTICAL **(Credits 1; Hours 30)**

I Introduction to meal planning:

- Rich sources of nutrients
- Use of food exchange lists

II Planning nutritious diets for:

- Adult (Male and Female)
- Pregnant and Lactating woman
- Pre-schooler
- Adolescent girl
- Elderly

III Planning and cooking of nutrient rich snacks/dishes for:

- Infants (Freshly prepared complementary foods)
- Packed tiffin adults, adolescent and school going children (any one)
- Pregnancy/Lactation

Essential readings

1. Chadha R and Mathur P eds. (2015). Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi
2. ICMR-NIN Expert Group on Nutrient Requirements for Indians, Recommended Dietary Allowances (RDA) and Estimated Average Requirements (EAR)-2020
3. Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Delhi: Elite Publishing House Pvt. Ltd.
4. NIN (2011). Dietary Guidelines for Indians-A manual. Second Edition. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

Suggested readings

1. Byrd-Bredbenner C, Berning J, Kelly D, Abbot JM (2021). Wardlaw's Perspectives in Nutrition, McGraw- Hill International Edition, 12th edition
2. B Srilakshmi Eighth Edition (2019). Nutrition Science. New Age International Publishers.
3. Longvah T, Ananthan R, Bhaskarachary K and Venkaiah K (2017). Indian Food Composition Tables. National Institute of Nutrition, Indian Council of Medical Research, Department of Health Research, Ministry of Health and Family Welfare, Government of India, Hyderabad.
4. Sethi P, Lakra P (2015). Aahar Vigyan Suraksha evam Poshan. Delhi: Elite Publishing House Pvt.Ltd
5. Puri S, Bhagat A, Aeri, BT, Sharma A (2019). Food Exchange List: A Tool for meal Planning. Elite Publishing House. New Delhi.
6. Siddhu, A, Bhatia, N, Singh, K, Gupta, S (2017). Compilation of Food Exchange List, Technical Series 6, Lady Irwin College, University of Delhi Publ. Global Books Organisation, Delhi.

DISCIPLINE SPECIFIC CORE COURSE – 9
DSC HH 309: Communication Systems and Social Change

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|--|----------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Communication Systems and Social Change | 4 | 3 | 0 | 1 | XII Pass | Pass DSC HH 103 Communication Concepts and Theories |

Learning Objectives

1. To gain understanding of various Communication Systems and their applications in personal and professional life.
2. To learn about the applications of communication transactions in the field of Development Communication.
3. To recognize the importance of understanding self through concepts of self-concept, self-esteem and self-disclosure.
4. To understand the nuances of different levels of communication ranging from intra personal communication to organizational as well as intercultural communication.
5. To understand how communication transactions helps in persuading, influencing and bring out desired changes in individuals and groups.

Learning Outcomes

The students would be able to:

1. Develop a clear understanding of various communication systems and their relevance.
2. Comprehend the various levels of communication transactions and their applications in Development Communication approaches.
3. Gain understanding of self through self-concept, self-awareness and self-esteem.
4. Recognize and appreciate various communication networks in personal and professional spheres.
5. Understand how mass communication and media impact society through mass communication theories and models and their significance.

SYLLABUS OF DSC 9

THEORY
(Credits 3; Hours 45)

UNIT I: Intrapersonal and Interpersonal Communication**9 Hours**

Elucidate upon the various levels of communication transactions. This Unit in particular lays thrust on the Intrapersonal and Interpersonal Communication Systems and processes.

Subtopics:

- Overview of communication transactions
- Intrapersonal Communication - Self Development, Looking Glass Self Theory, Self-concept and self-esteem, Awareness of Self & Johari's Window, Self-Disclosure.
- Interpersonal Communication - Functions, Types of relationships- friendship, families, other relationships, Stages of relationship development, Interpersonal Competence
- Theories of Relationship Development - Social Exchange Theory, Uncertainty Reductions
- Theory, Interpersonal Relationships Model.

UNIT II: Small Group and Organizational Communication**12 Hours**

This Unit highlights the small group communication characteristics, functions and power of group conformity. It emphasizes organizational communication with focus on culture and leadership.

Subtopics:

- Small group communication: Characteristics, Functions & Types
- Small Groups & Social Influence, Power in small group Conformity, Group Think & Polarization, Social Loafing
- Theories of group formation - Functional Theory, Structuration Theory, Symbolic Convergence
- Theory, Participatory theory
- Small Group Processes: Culture, Structure, Roles & Leadership
- Organization - concept, types and relationship in organization
- Organizational communication: Types: Formal Informal, Internal External, Direction & Networks, Functions, Tools used by organizations, challenges
- Organizational Culture and Leadership.

UNIT III: Public, Intercultural and Mass Communication**12 Hours**

This Unit highlights the Communication networks in professional and public spaces. It provides insight into the dynamics of intercultural communication. It also highlights the various theories and models of mass communication and emphasizes the significance and characteristics of various mass media.

Subtopics:

- Public communication - Concept, types, techniques and skills in public speaking, qualities of an effective public speaker, overcoming speaker apprehension
- Intercultural communication-concept, importance and relevance, stages and barriers
- Mass Communication - concept, significance, functions and elements
- Models and theories of mass communication
- Mass Media - Characteristics, classification, Evolution, significance of print, electronic and web- based media in contemporary society.

UNIT IV: Scope of Levels of Transactions in Communication**12 Hours**

This Unit emphasizes role of communication transactions in facilitating change. How communication helps in persuading, influencing and bring out desired changes in individuals groups and organization's It strives to give conceptual clarity about use of communication in addressing conflict and strengthening personal and professional relationships.

Subtopics:

- What is Social Change?, Social change in individuals, communities and organizations
Application of communication transactions for Persuasion, influencing ideas and Attitudes of individuals and groups
- Communications and building Self-Confidence, Self-development, identity and personal branding
- Communication in conflict management, relationship development & repair
- Business communication and strengthening organizational processes and efficacy
- Social and Behaviour Change Communication

PRACTICAL (Credits 1; Hours 30)

- Self-Awareness & Analysis of Communication with self
- Small Group dynamics
- Inter personal conflict resolution
- Media design and production for group and mass communication
- Evaluating & Designing communications for changing attitudes
- Evaluation of various communication strategies for social change

Essential readings

1. Anand, S. & Kumar, A. (2016). *Dynamics of Human Communication*. New Delhi: Orient Black Swan. ISBN: 9788125063254
2. Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
3. Devito, J. (2012). *Human Communication*. New York: Harper & Row.
4. Vivian, J. & Maurin, P. (2006) *The Media of Mass Communication (4th Canadian)*. Pearson Allyn and Bacon.

Suggested readings

1. Baran, S. (2014) *Mass Communication Theory*. Wadsworth Publishing
2. McQuail, D. (2000) *Mass Communication Theories*. London: Sage Publications.
3. Patri, V. R. and Patri, N.(2002); *Essentials of Communication*. Greenspan Publications
4. Stevenson, D. (2002) *Understanding Media Studies: Social Theory and Mass Communication*, Sage Publications
5. Zeuschner, R. (1997). *Communicating Today*. California State University, USA

DISCIPLINE SPECIFIC ELECTIVE
DSE HH 3A1 : Organization and Management of Children's Institutions

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|---|----------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Organization and Management of Children's Institutions | 4 | 2 | 0 | 2 | XII Pass | Pass in DSC HH 101 Human Development 1: The Early Years |

Learning Objectives

1. To comprehend the importance of services, institutions and programmes needed for children
2. To understand the aspects involved in management of children institutions and programmes
3. To develop sensitivity towards the individual needs of children
4. To develop an orientation towards planning developmentally and contextually appropriate activities for children

Learning Outcomes

The students would be able to:

1. Recognize the importance of providing services, programmes and institutions for children.
2. Describe the aspects involved in the management of children's institutions
3. Demonstrate an understanding of individual children's needs and develop appropriate activities for them
4. Identify challenges and opportunities while working in children's institutions

SYLLABUS OF HH 3A1

THEORY
(Credits 2; Hours 30)

UNIT I: Importance of children's institutions

6 Hours

Students will understand the purpose of setting up children's institutions, the types of institutions and how to conduct need assessment for such institutions.

Subtopics:

- Need/purpose for institutions for children

- Types of children's institutions- based on philosophy, context, and funds and resources in the country
- Significance of developmentally and contextually appropriate programmes for children
- Need Assessment- Situational Analysis, Baseline surveys, Resource Mapping

UNIT II: Management of children's institutions

12 Hours

Students will be able to develop an understanding of the process involved in the management of children's institutions.

Subtopics:

- Planning and Organizing: Philosophy, concept, nature, goals and characteristics, steps in planning, services to be offered, organizing infrastructure and layout, maintenance, and emergency measures
- Developing the resources and services for the set-up - finance and budgeting, personnel- both managerial and staff (hiring, salary, creating supportive work environments, capacity building), infrastructure and equipment), enrolment of children.
- Supervision and monitoring: Types, factors, steps and requirements of effective supervision and monitoring
- Assessment and evaluation: Importance, types and steps; evaluation of the programme, curriculum, staff, and facilities according to the developed standards.
- Challenges in managing children's institutions and how to overcome them

UNIT III: Organizing programmes for children

12 Hours

- Approaches to programme planning through selected case studies
- Using indigenous and local knowledge for planning and creating developmentally and contextually appropriate activities for children
- Ensuring and creating safe and productive spaces for children, importance of play
- Monitoring, assessment and evaluation of programmes and children (records and registers)
- Partnering with community and parents

PRACTICAL (Credits 2; Hours 60)

- Visit to selected institutions working with children
- Needs assessment: Survey of locality and community (questionnaire)
- Community-baseline survey for programme development (interview/questionnaire)
- Developing checklists: Developmental norms for children, requisites of a good institution
- Case study of a private/government/non government children's institutions
- Placement/internship: Identifying needs and developing activities for all domains of development and undertaking developmentally appropriate activities within existing organisations
- Programme planning and assessment with the help of an organization
- Envisage a small project working in a group in collaboration with an existing organisation
Execute the project with special emphasis on individual/ group empowerment
- Plan an outline/layout of setting up an institution on the basis of internship or fieldwork done

Essential readings

1. Chandra, P. (1995). Projects – Planning, Analysis, Selection, Implementation and Review. New Delhi: Tata McGraw
2. Hart, R.A. (1997). Children's Participation: The Theory and Practice of Involving Young Children in Community Development and Environmental Care.

3. Hildebrand, V. (1984). Management of Child Development Centres, New York: Collier Macmillan
4. Jayakaran, R.L. (1996). Participatory Learning and Action: Users' Guide and Manual. Madras: World Vision India
5. Montgomery, H. (Ed.). (2013). Local childhood, global issues. UK: The Policy Press.

Suggested readings

1. Kretzmann, J.P. & McKnight, J.L. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets Paperback ACTA Publications
2. Sriram, R. (2014). Engaging in Social Intervention (For Learners) Volume I. New Delhi: Concept Publishing.
3. Sriram, R. (2014). Engaging in Social Intervention (For Mentors) Volume II. New Delhi: Concept Publishing
4. Udayan Care (2017). Standard of Care in Child Care Institutions, A Series on Alternative Care. https://www.udayancare.org/sites/default/files/Standards_of_Care.pdf
5. IGNOU. (2017). Unit-3 Organizations for Children, Block-1 Theory and Practice in Early Childhood Care and Education. <http://hdl.handle.net/123456789/34219>
6. IGNOU. (2017). Unit-4 Procedure for Establishing and Running Social Service Organisation, Block II Social welfare administration. <http://egyankosh.ac.in/handle/123456789/17235>
7. Vikaspedia. (n.d). Objectives and approaches to Child Care institutions, <https://vikaspedia.in/education/child-rights/living-conditions-in-institutions-for-children-in-conflict-with-law/objectives-and-approach-of-child-care-institutions>
8. Vikaspedia. (n.d). Roles and Responsibilities of Staff in CCI. <https://vikaspedia.in/education/child-rights/living-conditions-in-institutions-for-children-in-conflict-with-law/roles-and-responsibilities-of-staff>

DISCIPLINE SPECIFIC ELECTIVE
DSE HH 3B1 : Fundamentals of Human Anatomy and Physiology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Fundamentals of Human Anatomy and Physiology | 4 | 2 | 0 | 2 | XII Pass | NIL |

Learning Objectives

1. To learn about the structural organization of the human body.
2. To understand the normal functioning of the organ systems and their interactions.
3. To correlate physiological changes with major disorders and their pathogenesis.
4. To understand and interpret common medical diagnostic tests and reports.

Learning Outcomes

The students would be able to:

1. Understand the knowledge about the functional organization of the human body.
2. Develop insight of normal functioning of all the organ systems of the body and their interactions
3. Correlate physiology with various disorders and their pathogenesis.
4. Understand and interpret common medical diagnostic tests and reports.

SYLLABUS OF HH 3B1

THEORY
(Credits 2; Hours 30)

UNIT I: Introduction to General Human Anatomy and Physiology. 4 Hours

The unit presents the student with an overview of the general concepts of human anatomy and human physiology.

Subtopics:

General terms: Anatomy, Physiology, symmetrical arrangement, anatomical position, Median plane/ lateral plane, Internal/external, Superficial/ deep, Superior/ Inferior, Anterior/ posterior.

Introduction to various systems of the body:

- Animal Cell: structure, functions of each component (organelle) of the cell.
- Tissues: Structure and functions of various types of tissues.

- Various types, functions, structure of bone, cartilage & muscle
- Joints: Classification and movements of various joints.

UNIT II: Fundamentals of Human Anatomy

14 Hours

The unit presents the student with the understanding of the gross and microscopic structure of the major organs of the human body.

Subtopics:

- Heart and its structure
- Arteries, Veins and lymphatic system
- Structure of nose, larynx, trachea, bronchi and lungs
- Digestive system: Mouth, pharynx, oesophagus, stomach, liver, gall bladder, pancreas, spleen, intestines and glands associated with gastrointestinal tract.
- Urinary system structure of kidney, ureters, bladder, and urethra
- Endocrine system Structure and functions of Pituitary, Thyroid, Pancreas, Ovary and Testes
- Structure of uterus, fallopian tubes & mammary gland
- Overview of organization and functions of the Nervous System (cerebrum, cerebellum, spinal cord, sympathetic and parasympathetic system)

UNIT III: Fundamentals of Human Physiology

12 Hours

The unit presents the student with the understanding of the functioning of the major systems of the human body and its correlation with the pathogenesis of disease condition.

Subtopics:

- Cardiovascular System: circulations (systemic, pulmonary and portal), cardiac cycle, Cardiac Output (definition and factors affecting)
- Respiratory System: General overview of the respiratory functions Lung Volume and Capacities
- Digestive System: functions of: Stomach, Liver, Gallbladder, Pancreas and Intestines. Digestion and absorption of carbohydrates, fats and proteins Nervous and hormonal control of digestion (in brief)
- Excretory System: functions of Kidney and Nephron, non-excretory functions of kidneys Mechanism of urine formation,
- Endocrine System: Feedback mechanism/cascade functions of Pituitary, Thyroid, Pancreas, Ovary and Testes
- Reproductive System: Physiology of menstruation, lactation and menopause

PRACTICAL (Credits 2; Hours 60)

1. Basic concept of blood groups, types, importance, and Rh incompatibility
2. Clinical significance of RBC, WBC and Platelet counting (Slides and videos)
3. Demonstration of haemoglobin estimation methods with help of videos, and its significance. Discussion about different types of anaemias and their aetiology
4. 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.
5. Recording of BP by using a Sphygmomanometer in Standing, sitting and recumbent position

6. Use of Pulse Oximeter and its significance.
7. Clinical significance of liver function tests and Jaundice
8. Ten histological slides- description, diagrams, and correlation with respective theoretical understanding
 - a. Muscle: smooth, skeletal and cardiac
 - b. Thyroid
 - c. Parathyroid
 - d. Kidney and nephron
 - e. Small intestine
 - f. Liver
 - g. Pancreas
 - h. Stomach
 - i. Testes
 - j. Ovaries
9. Clinical significance of variations in blood glucose and Diabetes mellitus. Use of Glucometer
10. Project Report on Birth control Methods

Essential readings

1. Chaudhari S K (2016) Concise Medical Physiology.7rd Edition. Central.
2. Ganong W.F. (2019)-Review of Medical Physiology.26th ed. McGraw Hill.
3. Guyton A.C. and Hall J.E. (2015) Textbook of Medical Physiology.13th ed. India:Harcourt Asia..
4. Tortora G.J and Grabowski S.R. (2020) Principles of Anatomy and Physiology.16th ed. John Wiley and Sons.Inc.

Suggested readings

1. Jain A. K (2019) Human Physiology for BDS (6th Edition), Publisher: Avichal Publishing Company; ISBN: 9788177394337.
2. Marieb E.N(2014) Human Anatomy and Physiology (10th ed)Pearson Education ,Inc, publishing as Benjamin Cummings.
3. West J.B. (1996): Physiological Basis of Medical Practice.12th Edition. B. I. Waverly Pvt. Ltd.
4. Vander's Human Physiology (2016) (WCB APPLIED BIOLOGY). 13th ed.
5. Human Physiology: From Cells to Systems (2012) (Mindtap Course List) 8th ed.
6. Comprehensive Textbook of Medical Physiology (Volume 2), 2017 by Gopal Krushna Pal, Pravati Pal, Nivedita Nanda.

DISCIPLINE SPECIFIC ELECTIVE
DSE HH 3C1: Media and Cultural Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|-----------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Media and Cultural Studies | 4 | 2 | 0 | 2 | XII Pass | Pass DSC HH 103 Communication Concepts and Theories |

Learning Objectives

1. To appraise the importance of culture, cultural transmission and cultural influences on human interactions.
2. To gain knowledge of key theories, concepts, models and perspectives in the study of communication & media.
3. To understand the relevance and roles of communication media in individual lives as well as in the larger context of culture & society.
4. To analyze the relationships, dynamics, and trends within communication media, culture & society.

Learning Outcomes

The students would be able to:

1. Assess the significance of culture, cultural transmission and cultural influences on human interactions.
2. Enhance their awareness on the concepts, models and perspectives in the study of communication & media.
3. Comprehend the relevance and roles of communication media in individual lives as well as in larger context of culture & society.
4. Critically analyse the relationships, dynamics, and trends within communication media, culture & society.

SYLLABUS OF HH 3C1

THEORY
(Credits 2; Hours 30)

UNIT I: Understanding Culture

6 Hours

This unit explores the different dimensions of culture and its types. It also highlights the concepts of hegemony and ideology along with cultural influences and role of media. It touches upon the essence of folk culture and the relation between media, society and popular culture.

Subtopics:

- Concept of cultures, subcultures and counter culture
- Popular, folk and mass culture
- Role of Ideology and hegemony
- Commercialization of folk culture
- Culture in perspective of communities

UNIT II: Media & Media Audience

8

Hours

Unit II highlights the importance of mass media in our lives and the types of media audiences. It elaborates on the processes of media audience analysis

Subtopics:

- Role of Mass Media in society
- Media Audience
- Types of Audience
- Foucault's Notion of Knowledge and Power
- Queer Studies and Representations of Gender in Media

UNIT III: Ideologies in media and culture

8 Hours

This unit highlights the relation between media, society and ideologies. It explains the concept of Habermas Public sphere and cultural industry

Subtopics:

- Frankfurt school
- Culture and consumption: cultural 'goods', structure and movement of cultural meaning.
- Cultural industry
- Public Sphere

UNIT IV: Media Realism and Technologies

8 Hours

This particular unit critically acclaims the notion of media and realism along with gaining insights into postcolonial theory. It further elaborates upon the Indian Context to Media, Culture & Society

Subtopics:

- Introduction to Postcolonial Theory
- Indian Context to relationship between Media, Culture & Society
- Postcolonial from Indian perspective
- Digital media and culture

PRACTICAL

(Credits 2; Hours 60)

- Media Critiquing- Choose a movie or television series and apply some of the concepts and techniques about interpretation, ideology, or gender/class/race.
- Audience perceptions about media; audience preferences listenership/ viewership
- Assessing the prevalence of cultural stereotypes in the society and depiction of the same via media

Essential Readings

- Grossberg, Lawrence et al. (1998). *Media-Making: Mass Media in a popular culture*. Sage Publications
- Bannerjee, P. (2021). *Cultural Studies: Texts and Contexts*. India: Dattsons. ISBN: 8171922007
- Nayar, P. (2016). *An Introduction to Cultural Studies*. India: Viva Books. ISBN: 8130933985
- Achebe, Chinua. (2010). *The African Trilogy: Things Fall Apart; No Longer At Ease; Arrow of God*. Alfred A. Knopf
- Ghosh, Amitav. (2008). *Sea of Poppies*. Viking Canada
- Habermas, J. (2006). 'The Public Sphere: An Encyclopaedia Article' in *Media and Cultural Studies- Key Works* by Meenakshi Gigi, et.al. (Eds). Oxford: Blackwell Publishing
- Williams, Raymond. (1997). *Marxism and Literature*, Oxford UP
- Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge

Suggested Readings

- Butler, Judith.(1993). *Bodies That Matter: On the Discursive Limits of Sex*. Routledge
- Woolf, Virginia. (1925). *Mrs Dalloway*. Harcourt, Brace, and Co
- Deshpande, Shashi. (1989). *That Long Silence*. Penguin
- Berger, Asa Authur (1998). *Media Analysis Technique*. Sage Publications
- Stevenson, N (2002). *Understanding Media Studies: Social Theory And Mass Communication*, 2nd edition, Sage publications
- Walder, Dennis. (1998). *Post-Colonial Literatures in English: History, Language, Theory*. Blackwell Publishers
- Loomba, Ania. (2005). *Colonialism/Postcolonialism*. 2nd Edition, Routledge
- Mambrol, Nasrullah. (2018). *Postcolonialism Literary Theory and Criticism Notes*, literariness.org/2016/04/06/postcolonialism/
- Watson, Katherine. (2005). *Queer Theory* The Group-Analytic Society, Vol 38, no. 1, pp. 81-85.D01:10.1177/0533316405049370
- Duncan, Margaret Carlisle and Michael Messer. (1993). *Separating the Men from the Girls: The Gendered Language of Televised Sports*. *Gender and Society* 7 1, pp. 121-137
- Michel Foucault. (1997). What Is Enlightenment? in Paul Rabinow, ed., *Ethics: Subjectivity and Truth*, The Essential Works of Foucault 1954-1984, Volume I, New Press

DISCIPLINE SPECIFIC ELECTIVE
DSE HH 3D1: Apparel Design and Construction Techniques

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the Course (if any) |
|--|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Apparel Design and Construction Techniques | 4 | 2 | 0 | 2 | XII Pass | Pass in DSC HH 204 Fashion Studies |

Learning Objectives

1. To impart knowledge regarding the basics of apparel design.
2. To make students understand various terminologies used in relation to garment components and their application in designing garments.
3. To develop a level of proficiency in making patterns for simple garments
4. To be able to independently lay patterns, cut fabric and sew a garment

Learning Outcomes

The students would be able to:

1. Develop basic knowledge of apparel design and describe its terminology.
2. Apply the knowledge of fabrics and fabric terminology to follow preparatory steps before garment cutting
3. Use and apply the concept and techniques of pattern making, laying out and cutting
4. Judicious application of knowledge for producing quality in patterns, and processes in garment assembly
5. Have basic skill in pattern making for women's clothes
6. Use and apply the concept and techniques of various seams and edge finishes

SYLLABUS OF HH 3D1

THEORY
(Credits 2; Hours 30)

UNIT I: Apparel Design with Garment Components

8 Hours

Unit Description: This unit will acquaint students with different types of garment components.

Subtopics: Garment Components: Types

- Bodices and yokes
- Necklines
- Collars
- Sleeves and cuffs
- Plackets and fasteners
- Pockets

UNIT II: Introduction to Body measurements and pattern making

6 Hours

This unit will delve into the concept, significance and techniques of body measurements, basic block and patterns.

Subtopics:

- Measurement on body – importance, procedure and precautions
- Basic Blocks and patterns – importance, types and pattern information
- Pattern making technique – Slash and spread for added fullness: gathers, pleats, flare and tucks

UNIT III: Preparation for garment construction

8 Hours

This unit provides an insight into the concepts and processes of fabric selection, terms, preparatory steps, fabric layouts, pinning, marking and cutting.

Subtopics:

- Fabric selection: characteristics, construction, drape, weights, widths and trade name
- Fabric Grain – types, identification and importance
- 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, various widths of fabrics
- Pinning, marking, cutting - Tools and processes

UNIT IV: Sewing, Seams and finishing of raw edges

8 Hours

This unit offers information on sewing machines, appropriate stitching guidelines, seams and various additional techniques required for finishing seams and garment edges.

Subtopics:

- Sewing machines - types, basic parts and their function, basic operations, seam defects and remedies
- Relationship between needle, thread, stitch length & fabric weight
- Seam classification - super imposed seam, enclosed, lapped seam, bound seam, flat seam and decorative seam
- Additional techniques for straight, curved and cornered seams: clipping, notching, grading, seam balancing, trimming, under stitching, stay stitching, trimming a corner, handling unequal seams (easing)
- Edge treatments of straight & curved edges- self finish, bias strip and its importance, bias facing, bias binding, shaped facing, self-finishing, casings and finishing with trims

PRACTICAL (Credits 2; Hours 60)

1. Designing for Children's garments

- Drafting of child's basic bodice and sleeve block
- Adaptation of three bodice-short waist, standard waist and low waist
- Adaptation of sleeves- puffed and its variations, flared
- Developing collars- peter pan and its variations
- Adapting bodice to various frocks - A-line, yoked, short bodice, elongated bodice with gathers, pleats and flares

2. Sewing techniques

- Introduction to a sewing machine – Practice sewing
- Seam – Plain seam - straight and curved, cornered, French seam, Flat Felled seam
- Edge Finishing – Straight and curved (Facing and Binding)
- Construction of plackets with suitable fastener- even hem with button and button hole, continuous wrap
- Construction of any one frock with sleeve and collar

Essential readings

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

Suggested readings

1. Carr H. & Latham B. (1994), The Technology of Clothing Manufacture, 2nd edition, Blackwell SC.
2. Cooklin, G. (1991), Introduction to clothing manufacture, Blackwell publishing.

DISCIPLINE SPECIFIC ELECTIVE
DSE HH 3E1: Human Resource Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|----------------------------------|----------|-----------------------------------|----------|---------------------|----------------------|--|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Human Resource Management | 4 | 2 | 0 | 2 | XII Pass | Pass in DSC HH 205 Fundamentals of Resource Management |

Learning Objectives

1. To familiarise the students with the importance of human resources and their effective management in organisations.
2. To comprehend functions of human resource management.
3. To sensitize students towards the emerging trends and modern practices in the field of human resource management to meet the changing needs of business environment.

Learning Outcomes

The students would be able to:

1. Develop an understanding about the discipline of human resource management.
2. Acquire knowledge about the functions of human resource management.
3. Gain insight into emerging trends and modern practices in the field of human resource management.

SYLLABUS OF HH 3E1

THEORY
(Credits 2; Hours 30)

UNIT I: Human Resources Management

6 Hours

The focus of this unit would be on developing the fundamental concepts of human resource management and its applicability in changing business environment.

Subtopics:

- Concept, functions, roles, skills and competencies
- Changing environment of HRM- Globalization, corporate downsizing, cultural environment, work force diversity, changing skill requirement, technological changes.
- HRM support for improvement programs -re engineering processes, contingent workforce, decentralized work sites.

UNIT II: Functions of HRM

10 Hours

This unit attempts to acquaint the students in understanding the functions of human resource management.

Subtopics:

- Manpower planning
- Job Analysis – job description and job specification
- Recruitment and selection
- Placement and Induction
- Performance appraisal and development
- Compensation and Benefits
- Training and Development
- Motivation

UNIT III: Human Resources Audit

8 Hours

This unit will help students to gain insights about the components of HR system used in an organization for auditing purposes to check its effectiveness.

Subtopics:

- Concept, significance, components and process
- HRM as a strategic partner
- Work life balance.

UNIT IV: Industrial Relations

6 Hours

This unit will help students to understand the role of HR in industrial relationship management.

Subtopics:

- Introduction to Industrial Relations and Industrial disputes
- Employee grievances and Discipline
- Collective bargaining

PRACTICAL (Credits 2; Hours 60)

- Analysis of human resource management environment and HR audit in an organization through case-studies.
- Simulations/Presentations:
 - Human Resource Planning
 - Job Analysis: job description and job specification and Design (levels)
 - Recruitment, selection, and placement Strategies
 - Interview techniques and skills (mock interview)
 - Performance appraisal and management (methods)
- Developing Matrix for skill and talent acquisition

Essential readings

1. Aswathappa K. (2021). Human Resource Management Text and Cases (9th Ed.) McGraw Hill Education India.
2. Dessler G. (2020). Human Resource Management, Prentice Hall of India Pvt. Ltd, New Delhi.
3. Decenzo, D. A., & Robbins, S. P. (2011). Fundamentals of Human Resource Management. India: Wiley.
4. Rao, V.S.P. (2010). Human Resource Management, 3rd Edition, Excel Books.

Suggested readings

1. Noe, R.A., Hollenbeck, Gerhart and Wright (2012). Fundamentals of Human Resource Management, 3rd Edition, McGrawHill Education Ltd.
2. Ivancevich, J.M.(2010). Human Resource Management, 10th Edition, Tata McGraw Hill Education Pvt. Ltd.
3. Vance, C.M. and Paik, Y. (2009). Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management, PHI Learning.
4. Subbaroo, R. (2007). Personnel and HRM – Text and Cases, Himalaya Publishing House, New Delhi.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

GENERIC ELECTIVE (GE HS 003) : CHALLENGES IN CONTEMPORARY CHILDHOOD

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| Challenges in Contemporary Childhood | 4 | 3 | 0 | 1 | XII Pass | NIL | Home Science |

Learning Objectives

1. To understand the social construction of childhood
2. To understand depiction of childhood experiences in India
3. To know and learn about diverse contexts of childhood
4. To appreciate contemporary themes and challenges of Indian childhood

Learning Outcomes

The students will be able to:

1. Learn the concepts related to multiple childhood
2. Study children's experiences of ethnicity, class, caste, religion and gender
3. Learn about children in difficult circumstances
4. Get sensitized to appreciate diverse contexts of children

SYLLABUS OF GE HS 003

THEORY

(Credits 3; Periods 45)

UNIT I: Influences on Indian Childhood

12 Hours

Unit Description: This unit presents an overview by revisiting central themes and concerns related to childhood in India

Subtopics:

- Sociology of childhood

- Disadvantaged childhood
- Caste and childhood
- Gender and children

UNIT II: Multiple contexts of Childhood

12 Hours

Unit Description: This unit will focus on understanding children in multiple settings and contexts

Subtopics:

- Childhood in urban, semi-urban, rural and tribal context
- Socialization and growing in diverse families
- Children in foster and institutional settings
- School as a context of development - Educational inequity and learning diversity

UNIT III: Children in Difficult Circumstances

12 Hours

Unit Description: This unit will help us to develop understanding of children in difficult circumstances and the challenges

Subtopics:

- Street and Working children
- Trafficked children and children of sex workers
- Children of migrant and refugee families
- Children in conflict with law and children in contact with law
- Children in war and other disaster situations

UNIT IV: Contemporary Challenges and Childhood

9 Hours

Unit Description: This unit will focus on the various challenges faced by children in different contexts.

Subtopics:

- Childhood in digital era/cyberbullying/child pornography/violence in schools like bullying
- Gender concerns and safety, Body boundaries and consent
- Supporting childhood in India

PRACTICAL (Credit 1; Periods 30)

- Exploring and analysis of diverse childhood context and challenges through audio-visual materials/social media/print media.
- Interview Street children/working children/ children with disabilities to understand their circumstances
- Profile organisations working for children in difficult circumstances
- Conduct workshop/webinars to understand the various vulnerabilities related to Indian children like cyberbullying, Bodyboundaries, inclusion & diversity

Essential readings

1. Chopra, G. (2016). Child rights in India: challenges and social action. S.l.: Springer, India, private.
2. Sachdeva ,P.,Murmu,D.F. & Sakshi.(2020).Basic Sociology. Delhi . Elite Publishing
3. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage Publications Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites
4. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29

Suggested readings

1. Balmès, T. (Director), & Chabat, A., Billot, A., & Rouxel, C. (Producers). (2010). *Babies* [Motion picture on DVD]. Universal Studios Home Entertainment.
2. Nissani, M. (1997). Ten cheers for interdisciplinarity: The case for interdisciplinary knowledge and research. *Social Science Journal*, 34(2), 201.
3. Mukunda, K. V. (2009). What Did You Ask in School Today? *A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96
4. Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender schematic children in a gender schematic society, in M.R. Walsh, (ed). *The Psychology of Women* Harvard University Press Cambridge, 206-226

GENERIC ELECTIVE (GE HS 007) : CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--|----------|-----------------------------------|----------|----------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | | |
| Current Concerns in Public Health Nutrition | 4 | 3 | 0 | 1 | XII Pass | NIL | Home Science |

Learning Objectives

1. To understand the multi-faceted nature of nutritional problems and the various interventions that can be adopted at community level for improving the nutritional status.
2. To learn about the policy and intervention programmes operating in India to overcome malnutrition.
3. To understand the concept and determinants of food and nutrition security.

Learning Outcomes

The student will be able to:

1. Understand the multi-faceted nature of nutritional problems.
2. Aware of the various interventions that can be adopted at community level for improving the nutritional status.
3. Familiar with the policy and intervention programmes operating in India to overcome malnutrition.
4. Understand the concept and determinants of food and nutrition security

SYLLABUS OF GE HS 007

THEORY
(Credits 3; Periods 45)

UNIT I: Nutritional Problems Affecting the Community

12

Unit Description: Students will be explained about the existing nutritional problems in the community in the present scenario.

Subtopics:

Etiology, prevalence, clinical features and preventive strategies for-

- Undernutrition - Protein energy malnutrition, Moderate Acute Malnutrition, Severe Acute Malnutrition, Nutritional Anaemias, Vitamin A Deficiency, Iodine Deficiency Disorders

- Obesity, Metabolic Syndrome
- Coronary heart disease, Diabetes
- Fluorosis

UNIT II: Strategies for Improving Nutrition and Health Status of the Community 9

Unit Description: Students will be taught about the different approaches and strategies that could help alleviate the nutrition and health status of the community.

Subtopics:

- Appropriate interventions involving different sectors such as Food, Health, and Education – diet diversification, food fortification, supplementation, genetic modification, improved water and sanitation, immunization, promotion of optimal infant and young child feeding practices, growth monitoring and promotion (GMP), diarrhoea management and prevention

UNIT III: Nutrition Policy and Programmes 12

Unit Description: Students will be introduced to all the major ongoing national level interventions and strategies and goals to combat malnutrition in the nation.

Subtopics:

- Sustainable Development Goals – Introduction, and relevance to nutritional problems in India
- National Nutrition Policy
- Ongoing nutrition programmes – Integrated Child Development Services (ICDS) Scheme, Mid-day Meal Programme (MDMP), National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders, National Programme for Prevention and Control of Cancers, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS), POSHAN Abhiyaan

UNIT IV: Food and Nutrition Security 12

Unit Description: Students will be taught the concept of food and nutrition security and the associated national level intervention and programs. Subtopics:

- Concept, components, determinants
- Overview of the ongoing public sector programmes for improving food and nutrition security

PRACTICAL (Credit 1; Periods 30)

Planning of low cost nutritious recipes for preschoolers, school age children, adolescents, pregnant and nursing women.

- Planning of nutritious recipes for an obese and an underweight adult.
- Visit to on-going nutrition programmes.

Essential readings:

1. Bamji, MS, Krishnaswamy, K. & Brahmam, G N(Eds.). (2017). Textbook of Human Nutrition (4th ed.). New Delhi, India: Oxford and IBH Publishing Co. Pvt. Ltd.
2. Longvah, T, Ananthan, R, Bhaskarachary, K & Venkaiah, K (2017). Indian Food Composition Tables. National Institute of Nutrition, ICMR, Hyderabad.
3. Park, K (2017). Park's Textbook of Preventive and Social Medicine (24th ed.). Jabalpur, India: Banarasidas Bhanot Publishers.
4. Vir, S (2011). Public Health Nutrition in Developing Countries (Vol 1 & 2). New Delhi, India: Woodhead Publishing India.

Suggested readings:

1. Gibney, M J, Margetts, B M, Kearney, J M & Arab, L (Eds.). (2005). Public Health Nutrition. Oxford, UK: Blackwell Science.
2. ICMR (2011) Dietary Guidelines for Indians – A Manual. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
3. Kishore, J (2016). National Health Programs of India (12th ed.). New Delhi, India: Century Publications.
4. Chadha, R and Mathur, P (eds.) (2015). Nutrition A Lifecycle Approach. New Delhi, India: Orient Blackswan Pvt. Ltd.
5. Ministry of Women and Child Development (MWCD), Government of India. (2019). POSHAN Abhiyaan [online]. Available at: <https://icds-wcd.nic.in/nnm/home.htm> (Accessed: July 12, 2019).
6. Relevant and ongoing public sector programmes for food and nutrition security from Government of India websites (including Ministry of Agriculture and Farmers Welfare, Ministry of Consumer Affairs, Food and Public Distribution, Ministry of Human Resource Development, and other ministries working for food and nutrition security).

GENERIC ELECTIVE (GE HS 010) : PARTICIPATORY DEVELOPMENT AND COMMUNICATION

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--|----------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| Participatory Development and Communication | 4 | 3 | 0 | 1 | XII Pass | NIL | Home Science |

Learning Objectives

1. To understand the concept of participation, Participatory Development and Participatory Communication.
2. To appreciate the role of facilitation for meaningful participation.
3. To develop an understanding of the interplay between the indigenous practices and theoretical concepts of participation.
4. To critically reflect on the role of civil society organizations in promoting participatory approach across sectors and levels of development.
5. To critically examine the use of participatory approach and tools across sectors and regions and relevance to the Indian context.

Learning Outcomes

1. The student will be able to understand the notion of participation and the dimensions of Participatory Communication
2. The student will be able to apply the principles and approaches of Participatory Communication in community research
3. The student will be able to appreciate and use the different tools and methods of Participatory Learning & Appraisal.
4. The student will be able to reflect on the role of civil society organizations in promoting participatory approach across sectors and levels of development
5. The student will be able to explore the nuances of designing and applying Participatory Media.

SYLLABUS OF GE HS 010

THEORY
(Credits 3; Periods 45)

UNIT I: Understanding Participatory Approach

12

Unit Description: Unit I delves into the core concept and nature of Participation and its relation with development. It highlights the principles and levels of participation. The Unit also asserts the importance and channels of Participatory Communication and how effective facilitation is and essential for participation of marginalized groups.

Subtopics:

- Concepts of Participation and Participatory Development
- Participation, Power, Voice and Marginalization
- History & Theoretical perspectives on Participatory Development
- Principles & Levels of Participation
- Process of Participation: Dialogue, Reflection & Consensus
- Reflective Practice, Empowerment & Social Change
- Civil Society Organizations & Participatory Development

UNIT II: Participatory Approach & Methods

9

Unit Description: Unit II explores the concept, principles, advantages of Participatory Learning & Appraisal with its plethora of tools and their applications.

Subtopics:

- Participatory Learning & Appraisal: Principles and practices
- Scope and Application of PLA Tools
- Classification of PLA Tools: Relationship, Space & Time Related PLA
- Innovative PLA Tools
- Participatory Research methodology: approach and praxis

UNIT III: Participatory Learning & Action

12

Unit Description: This Unit discusses the application of the Participatory Approach in different contexts such as local governance, NGOs and CSOs, M&E .

Subtopics:

- Participatory Approaches & Local Governance
- People's Participation in community development and Development Programs
- Participatory approaches in management of Disasters & Pandemics
- Role of Traditional & Indigenous knowledge in Participatory Approaches

UNIT IV: Participatory Media

12

Unit Description: The last Unit touches upon the concept, significance, functions and elements of the various Participatory Media.

Subtopics:

- Participatory Communication, Right to Communicate, development & empowerment
- Community Media concept, significance, functions and elements
- Growth, types, characteristics, policy & programing:
 - Community Radio
 - Participatory Video
 - Participatory Print media
 - Participatory New Media
- Alternative Theater and the performing arts

PRACTICAL (Credit 1; Periods 30)

- Analysis of case studies in Participatory Development
- Situation Analysis using PLA techniques

- Time Related PLA: Daily Activity Chart
- Space Related PLA: Social Mapping, Resource Map, Transect Walk, Facility Assessment
- Relationship Related PLA: Venn Diagram, Spider Web Diagram
- Ranking Methods: Seed Ranking
- Qualitative PLA Research Tools: Interview, Focused Group Discussion, Case Study
- Participatory Media Analysis & Production

Essential readings:

1. Mikkelsen, Britha, (2002). *Methods for Development Work and Research*. New Delhi: Sage Publications.
2. Robert Chambers. "What Works and Why?" and "Poor Peoples' Reality" in *Whose Reality Counts? Putting the First Last* (Intermediate Technology Publications, London, 1997): pp. 130-187.
3. Bhatnagar. O.P & Dahama, O.P. (2009). *Education and Communication for Development* 2ed. New Delhi: Oxford & IBH Publishing Co. Pvt Ltd. ISBN-13: 978-8120400306.
4. Kumar, S (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar Publications.

Suggested readings:

1. Ferguson (1994), *The Anti-Political Machine: Development, Depoliticization, and Bureaucratic*. Cambridge University Press pp. 1-167.
2. Ilan Kapoor (2002) "The devil's in the theory: a critical assessment of Robert Chambers' work on participatory development" *Third World Quarterly*. Vol. 23, No. 1, p. 101-117. Cornwall A (2003). *Whose Voices? Whose Choices? Reflections on Gender and Participatory Development* *World Development*. Vol. 31, No. 8, pp. 1325–1342.
3. McIntyre (2008) *Participatory Action Research* Sage University Papers pp.1-60.
4. Dale R, (2004). *Evaluating Development Programmes and Projects*. New Delhi: Sage Publications.

GENERIC ELECTIVE (GE HS 017) : FASHION ACCESSORIES

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| Fashion Accessories | 4 | 3 | 0 | 1 | XII Pass | NIL | Home Science |

Learning Objectives

1. To impart knowledge of fashion accessories
2. To familiarize the students with leading accessory designers
3. To provide knowledge of the basics of common accessories viz., handbag, footwear and hats
4. To help students in understanding design methodology, materials, production process and market dynamics of fashion accessories

Learning Outcomes

The student will be able to

1. Recognize the role and importance of fashion accessories in the apparel industry
2. Describe the various categories, history, styles and production methods of fashion accessories
3. Restyle and coordinate accessories with apparel using creative ideas
4. Understand forecast, trends, and process of accessory designing
5. Develop skills in range planning and creating fashion accessory

SYLLABUS OF GE HS 017

THEORY

(Credits 3; Periods 45)

UNIT I: Overview of Fashion Accessories

12

This unit traces the history and importance of fashion accessories. It discusses the fashion cycle, role of an accessory designer and leading accessory brands and designers around the world.

Subtopics:

- History of accessories from ancient times to present
- Importance of fashion accessories in apparel industry
- Fashion cycle of fashion accessories

- Role of an accessory designer
- Leading accessory brands and designers

UNIT II: Categories, Styles and Production Methods of Selected Fashion Accessories

12

The unit brings forth the categories, styles and production methods of fashion accessories. It also helps to understand the coordination of fashion accessories with apparel.

Subtopics:

- Brief history, components, styles, materials and production methods of accessories: Handbags, Footwear, Hats, Belts, Ties, Scarves, etc.
- Coordinating accessories with apparel

UNIT III: Concept to Creation: Overview of Fashion Accessories Industry

9

This unit provides an insight into marketing and promotional aspects of fashion accessories.

Subtopics:

- Inspiration and research for design development
- Trend analysis and forecasting process
- Spec-sheets and Tech Packs
- Sourcing of material
- Costing
- Developing a range
- Care and maintenance

UNIT IV: Marketing and Promotion

12

Ways to increase the life of garments to reduce waste generation.

Subtopics:

- Marketing of fashion accessories
- Window concepts and displays
- Promotional practices

PRACTICAL (Credit 1; Periods 30)

- Study of materials for fashion accessories
- Sketching of fashion accessories – Handbags and Footwear
- Sketching and rendering of life-size handbag and footwear (One each)
- Reporting of national and international accessory brand/ designer (One each)
- Theme based accessory designing - Mood boards, designing and construction (Any one product)
- Restyling project – Restyle plain accessories using any surface ornamentation technique

Essential readings:

1. Genova Aneta (2011), Accessory Design, Fairchild Publications; 1 edition
2. Know Your Fashion Accessories, Celia Stall- Meadows, Fairchild Books; Student ed. Edition (25 August 2003), ISBN-13: 978-1563672453
3. Lau John (2012), Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery, A Publishing; 1 edition
4. Schaffer Jane, Saunders Sue (2012), Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series
5. Stephens Frings Gini, (2007), Fashion: From Concept to Consumer (9th Edition), Prentice Hall

Suggested readings:

1. Abling Bina (2005), marker rendering for Fashion, Accessories, and Home Fashion, Bloomsbury Academic, Illustrated Edition, ISBN 1563673606, 9781563673603.
2. Gerval Olivier (2009), Fashion Accessories, A&C Black, Illustrated edition, ISBN 140811058X, 9781408110584.

GENERIC ELECTIVE (GE HS 019) : CORPORATE SOCIAL RESPONSIBILITY

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| Corporate Social Responsibility | 4 | 3 | 0 | 1 | XII Pass | NIL | Home Science |

Learning Objectives

1. To understand the meaning, scope and importance of Corporate Social Responsibility (CSR)
2. To understand CSR projects with respect to SDGs
3. To understand the Indian legislations for CSR
4. To learn about the implementation and monitoring of CSR activities
5. To understand the need, process and tools of communicating CSR projects
6. To understand CSR reporting guidelines

Learning Outcomes

The student will be able to:

1. Understand the meaning, scope and importance of Corporate Social Responsibility (CSR)
2. Assess the role of CSR projects with respect to SDGs
3. Understand Indian legislations for CSR
4. Understand implementation and monitoring of CSR projects through case studies
5. Develop material/tools for CSR communication
6. Understand and evaluate CSR reports as per standard reporting guidelines

SYLLABUS OF GE HS 019

THEORY

(Credits 3; Periods 45)

UNIT I: Introduction to Corporate Social Responsibility (CSR)

9

Unit Description:

This Unit aims at orienting the students towards the concept and importance of Corporate Social Responsibility (CSR), triple bottom line, and ESG

Subtopics:

- Meaning, definition and importance
- History and evolution of CSR
- Sustainable businesses, triple bottom line, ESG (Environmental, Social and Governance)

UNIT II: International framework for Corporate Social Responsibility 12

Unit Description:

This Unit aims to create an understanding on Indian legislations for CSR, UN guiding principles and SDGs.

Subtopics:

- Indian legislations for CSR; Companies Act, 2013 and Amendments
- UN guiding principles on business and human rights.
- SDGs and CSR

UNIT III: Design, implementation and Monitoring of CSR activities 12

Unit Description:

This Unit aims to create an understanding towards design, implementation and monitoring of CSR activities, CSR funding and audit

Subtopics:

- CSR design, implementation and monitoring
- Role of Stakeholders in CSR
- Funding for CSR activities
- CSR Audit; issues related to CSR Audit
- Globalization and CSR

UNIT IV: CSR Communications 12

Unit Description: This Unit aims to create an understanding towards the need, process and tools of CSR communication and CSR reporting guidelines Selection of materials

Subtopics:

- Need, process and tools of communicating CSR projects
- Brand building through CSR communications
- CSR Reporting Guidelines

PRACTICAL (Credit 1; Periods 30)

I: Understanding CSR initiatives

Activities:

- Need Assessment for CSR activities by corporates
- Case studies on CSR initiatives taken by corporates
- Case studies on Foundation/Trust/Section 8 Companies etc. implementing CSR initiatives

II: Planning CSR activities and Communications

Activities:

- Planning innovative CSR Projects/Programmes in context of SDGs
- CSR communications: Presentations, Websites, Print Media, Social media etc.
- Evaluation of CSR reports

Essential readings:

1. Garg, K. (2021). Corporate Social Responsibility (3rd edition). Bharat Law House Pvt. Ltd.

2. Institute of Directors India. (2020). A Handbook on Corporate Social Responsibility, A Condensed Guide for Corporate Directors & Senior Executive. Institute of Directors, New Delhi, India. Antonaras, A., & Dekoulou, P. (2019). Cases on Corporate Social Responsibility and Contemporary Issues in Organizations (Advances in Business Strategy and Competitive Advantage) 1st Edition. IGI Global.
3. Paleri, P. (2019). Corporate Social Responsibility: Concept, Cases and Trends. Cengage Learning India Pvt. Ltd. ISBN-10: 9353501601, ISBN-13: 978-9353501600.
4. Lumde, N. (2018). Corporate Social Responsibility in India: A Practitioner's Perspective. Notion Press. ISBN-10: 1644295431, ISBN-13: 978-1644295434.

Suggested readings:

1. Mitra, N., & Schmidpeter, R. (2016). Corporate Social Responsibility in India: Cases and Development after the Legal Mandate. Springer International Publishing, Switzerland.
2. Reddy, V. R., & Dheeraja, C. (2016). The Six Essential Steps in Implementing CSR. Studera Press, New Delhi.
3. Chakrabarty, B. (2015). CSR in India. Routledge.
4. Agarwal, S. (2013). CSR in India. SAGE Publications.
5. Chatterji, M. (2011). Corporate Social Responsibility. Oxford University Press India; Reprint edition. ISBN-10: 0198069839 ,ISBN-13 : 978-0198069836.