

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

Disclaimer: The syllabi are uploaded are as approved by the Academic Council onand Executive Council on

B.Sc. Home Science (Prog.) Semester III Papers

Paper No	Paper title	Credits	
		Theory	Practical
DSC HP 307	Fundamentals of Textiles	3	1
DSC HP 308	Personal Finance and Consumer Education	3	1
DSC HP 309	Introductory Physical Science for Home Science	2	2
DSE HP 3A1	Developmental Diversity across Ecological Settings	2	2
DSE HP 3B1	Food Science	2	2
DSE HP 3C1	Media, Culture and Society	2	2
DSE HP 3D1	Pattern Making for Fashion Design	2	2
DSE HP 3E1	Basics of Design Application	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 (Prog.) 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

DSC HP 307 : Fundamentals of Textiles

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 Textiles	4	3	0	1	XII Pass	Pass in DSC HP 102 Fashion Concepts

Learning Objectives

1. To impart knowledge regarding production, properties and usage of textile fibres and yarns
2. To create awareness regarding various techniques of fabric production and their properties
3. To give an overview of dyeing, printing and finishing of textiles

Learning Outcomes

After completing this course, students will be able to:

1. Describe textile fibres in terms of their production and properties
2. Understand production techniques and properties of yarns
3. Explain various methods of fabric construction and relate them to specific uses keeping in mind fabric properties
4. Recall various dyeing, printing and finishing techniques

SYLLABUS OF DSC HP 307

THEORY (Credits 3; Hours 45)

UNIT I: Introduction to Textile Fibres

6 Hours

This unit will deal with the key concepts of textile polymers, morphology of textile fibers, primary, secondary properties and classification of textile fibers.

- Morphology of textile fibers: Monomer, Polymer, Degree of Polymerization, Crystalline

and Amorphous Regions, Orientation

- Primary and secondary properties
- Fiber classification

UNIT II: Production, Chemistry, Properties and Usage of Fibers

12 Hours

This unit will introduce the student to selected commercially significant cellulosic, protein and man-made fibers, their production, chemistry, properties and usage

- Natural fibers: Cotton, Flax, Silk, and Wool
- Man-made fibers: Rayon, Nylon, Polyester, Acrylic, and Elastomeric fibers

UNIT III: Production and Properties of Yarns

8 Hours

This unit will discuss the techniques of yarn production, types of yarns and their properties.

- Yarn construction:
 - Mechanical spinning (Cotton system, Wool system, Worsted system)
 - Chemical spinning (Wet, Dry, Melt)
- Types of yarns: Staple and Filament yarns, Simple and Complex yarns
- Yarn Properties: Yarn Twist and Balance, Yarn Count

UNIT IV: Techniques of Fabric Construction

11 Hours

This unit will apprise the students about different fabric construction techniques. Students will learn basic principles of weaving, knitting and non-woven fabrics.

- **Weaving**
 - Parts of a loom
 - Operations and motions of the loom
 - Classification of weaves- construction, characteristics, usage
- **Knitting**
 - Classification of knits
 - Construction and properties of warp and weft knits
- **Non-wovens**
 - Types
 - Construction
 - Properties and usage

UNIT V: Basics of Wet Processing

8 Hours

This unit help students gain insight to the fundamentals of textile processing, viz. dyeing, printing and finishing.

- **Dyeing**
 - Fundamentals of dyeing- Dyes and Pigments
 - Stages of dyeing- Advantages and Disadvantages
- **Printing**
 - Fundamentals of printing
 - Difference between dyeing and printing,
 - Methods of printing: Block, Screen

- Styles of printing: Direct, Resist, Discharge
- **Finishes**
- Classification of finishes
- Routine finishes

PRACTICAL
(Credit 1; Hours 30)

- Fibre Identification tests –Visual, burning, microscopic and chemical
- Yarn Identification – Single, ply, cord, textured, elastic, monofilament, multifilament and spun yarn
- Thread count and balance
- Fabric identification (woven, knitted, non-woven)
- Identification of basic weaves
- Tie-Dye

Essential Readings

1. Rastogi, D. & Chopra, S. (Eds.) (2017). *Textile Science*. New Delhi, India: Orient Black Swan Publishing Limited.
2. Rastogi, D, Chopra, S., Arora, C. & Chanchal (Eds.). (2016). *Textile Science-A Practical Manual*. New Delhi, India: Elite Publishing House Private Limited.
3. Sekhri S. (2022). *Textbook of Fabric Science: Fundamentals to Finishing*. IV Edition, Delhi, India: PHI Learning.
4. Joseph, M. L. (1988). *Essentials of Textiles*. (6th Edition). Florida: Holt, Rinehart and Winston Inc.
5. Corbman, P.B. (1983). *Textiles- Fiber to Fabric*. (6th Edition). USA: McGraw Hill.

Suggested Readings

1. Collier B. & Tortora G. Phyllis. (1997). *Understanding Textiles*. USA: Merrill.
2. Hollen, N. and Saddler, J. (1979). *Textile*. New York: Mcmillan.

DISCIPLINE SPECIFIC CORE COURSE
DSC HP 308 : Personal Finance and Consumer Education

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		
Personal Finance and Consumer Education	4	3	0	1	XII Pass	Pass in DSC HP 101 Introduction to Resource Management

Learning Objectives

1. To provide students' an understanding of income, saving and investment management in the changing socio-economic environment.
2. To acquaint students with the concept of consumers' role in an economy, consumer problems, education and empowerment.
3. To comprehend issues related to consumer protection, legislative measures and redressal mechanisms.
4. To provide insights and practical knowledge of critically evaluating and designing various consumer aids.

Learning Outcomes

1. After completing this course, students will be able to:
2. Gain knowledge of income, saving and investment management in the changing socio-economic environment.
3. Understand the role of consumer in the economy, consumer problems, education and empowerment.
4. Comprehend issues related to consumer protection, legislative measures and redressal mechanisms.
5. Gain practical knowledge of critically evaluating and designing various consumer aids.

SYLLABUS OF DSC HP 308

THEORY
(Credits 3; Hours 45)

UNIT I: Income and Expenditure

15 Hours

The unit focuses on developing the fundamental concepts of income, savings and investment management and its applicability in changing socio-economic environment.

Subtopics:

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

UNIT II: Consumer in India: Consumer problems and education

12 Hours

This unit attempts to acquaint the students in understanding the consumer problems faced, role of consumer education and empowerment in today's context.

Subtopics:

- Definition of a consumer
- Role of consumers in the economy
- 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

9 Hours

This unit will orient the students in understanding the need for consumer protection, rights and responsibilities available for safeguarding consumers' interest.

Subtopics:

- Consumer protection
- Consumer rights and responsibilities
- Consumer organizations and their role in consumer protection

UNIT IV: Legislative framework for consumers protection

9 Hours

The unit focuses on the legislative frameworks, acts and redressal mechanisms available for consumers for their protection.

Subtopics:

- Basic legislative framework for consumer protection in India
- Consumer Protection Act (COPRA) and its amendment
- Alternative redressal mechanisms
- Standardization and quality control measures

PRACTICAL (Credit 1; Hours 30)

- Understanding and designing standardization marks.
- Evaluation and designing of informative and attractive labels of different types of 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.

- Food adulteration tests.

Essential readings

1. Mital, M., Sawhney, H. K. (2015). *Family Finance and Consumer Studies*. New Delhi: Elite Publishing House Pvt. Ltd.
2. Mital M., Jain, S., & Mehta, C. (2015). *Family finance and Consumer Studies: A Practical Manual, Second Edition*. New Delhi: Elite Publishing House Pvt. Ltd.
3. Seetharaman, P. and Sethi, M. (2001). *Consumerism: Strength and Tactics*. New Delhi: CBS Publishers.

Suggested readings

1. Khanna, S. R., Hanspal S., Kapoor S. & Awasthi H.K. (2007). *Consumer Affairs*. Universities Press India Pvt. Ltd.
2. Arora, R. *Consumer Grievances Redressal*. New Delhi: Manak Publications.

DISCIPLINE SPECIFIC CORE COURSE
DSC HP 309 : Introductory Physical Science For Home Science

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		
Introductory Physical Science for Home Science	4	2	0	2	XII Pass	NIL

Learning Objectives

1. To develop basic understanding of different chemical and physical concepts and to relate them with everyday life.
2. To enhance skills of students in handling different equipment.

Learning Outcomes

The students would be able to:

1. Study about different chemicals/compounds, their reactions and applications in everyday life.
2. Correlate structures of compounds with their properties and functions.
3. Develop understanding of the basic principles, theories and laws of physics and correlate them with real life situations.
4. Acquire ability to demonstrate basic experimental skills, handling different equipment and understand their working principles.
5. Apply the basic knowledge to different fields of home science.

SYLLABUS OF DSC HP 309

THEORY
(Credits 2; Hours 30)

Section A-Chemistry

UNIT I: Basic Concepts of Chemistry

10 Hours

Fundamental concepts like solutions, nature of substances and organic chemistry

Subtopics:

- Solutions- Properties of water, types of solutions, ways of expressing concentrations

of solutions (normality, molarity, strength), colloids (types, properties and applications of colloids)

- Acids and bases – Definition (Arrhenius, Lewis and Bronsted), examples and applications in daily life, pH, pH scale, buffer solutions and pH measurement
- Oxidising and reducing agents - Oxidation and reduction, antioxidants, examples and applications
- Organic Chemistry – Tetravalency of carbon, catenation, functional groups, types of organic compounds and their importance, nomenclature (examples- alkanes, alkenes, alkynes, alcohols, alkyl halides, aldehydes, ketones, amines, acids and esters).

UNIT II: Important Chemical Compounds

6 Hours

Cleaning agents and biomolecules

Subtopics:

- Surfactants – Soaps and synthetic detergents (structure, cleansing action and their applications)
- Disinfectants – Commonly used disinfectants and their hazards, eco-friendly disinfectants
- Dyes- Classification of dyes, natural dyes
- Biomolecules - Importance of carbohydrates, lipids, proteins and nucleic acids.

Section B-Physics

UNIT III: Mechanics and electricity

10 Hours

Basics of mechanics and electricity

Subtopics:

- Measurements of Physical Quantities- Units and dimensions
- Different types of motions- Translational motion, Circular motion, rotational motion, oscillatory motion and their applications
- Elasticity, stress, strain, elastic limit, Hooke's law, stress-strain diagram, Young's modulus, Shear modulus and Bulk modulus
- Concept of current, voltage and Ohm's law. Heating and magnetic effect of current
- Alternating Current, AC motor, comparison between alternating current and direct current
- Electrical Protection: Fuses and disconnect switches, circuit breakers, Earthing
- Estimation of electrical energy used and concept of star rating of household equipment
- Renewable energy- Solar energy, Wind energy, hydro energy, geothermal energy

UNIT IV: Heat, Optics and Sound

4 Hours

Basics of heat, optics and sound

Subtopics:

- Temperature and its measurements
- Calorimetry, change of state with applications
- Heat transfers and thermal conductivity
- Sound waves, production and properties
- Spectrum of light, basics of diffraction and interference

PRACTICAL
(Credits 2; Hours 60)

Section A- Chemistry

- Safe handling and disposal of chemicals generally used in chemical laboratories
- Calculation and preparation of standard solutions (Sodium chloride, sodium bicarbonate)

- Determination of pH of different solutions
- Experiments using Analytical techniques:
 - Acid-base titrations
 - Redox titrations
 - Estimation of salinity in saline water
 - Determination of hardness of water using complexometric titration

Detection of functional groups- Acids, Alcohols, Aldehydes and Ketones

Qualitative tests for carbohydrates

Section B- Physics

- Basic mathematical concepts and study of different types of experimental errors, their reporting and graphing techniques
- Study of least count of different measuring instruments and familiarization of multimeter
- Measurement of volume of the given cylinder using Vernier calliper
- Measurement of area of cross section of a rod and a wire using screw gauge
- Determination of elastic constants of a wire by Searle's method
- Comparison of thermometric scales of temperature using graph method and verification of Newton's law of cooling
- Study of different types of lenses and determination of focal length of double convex lens by one pin method
- Setting up of two way lighting circuit and calculation of cost of electricity consumed
- Verification of Ohm's law and to determine the resistance of a conductor using graph method.
- Study of the voltage and current of the solar cells.
- Demonstration of colour measurement using colorimeter.

Essential readings

1. Ahluwalia V. K. Dhingra, S. and Gulati, A. (2005). College Practical Chemistry, University Press (India) Pvt. Ltd., New Delhi.
2. Bahl A. and Bahl B.S. (2016). A textbook of Organic Chemistry. S. Chand and Sons, New Delhi.
3. Boyle G. (2012). Renewable Energy, Power for a sustainable future 3rd Ed. Oxford University Press, U.S.A.
4. Gomber K.L., Gogia K.L. (2015). Fundamental Physics. Pradeep publications, Jalandhar.
5. Sharma P. and Pathania. (2016). Principles of Physical Chemistry. Vishal Publishing Company, New Delhi.
6. Sukhatme, S.P. and Nayak, J. K. (2017). Solar energy. Tata McGraw - Hill Publishing Company Ltd., India.
7. Walker, J., Resnick, R., Halliday, D. (2013). Fundamentals of Physics. Wiley, United States.

Suggested readings

1. Bahl A. and Bahl B.S. (2012). Advanced Organic Chemistry. S. Chand and Sons, New Delhi.
2. Jacob T. (1979). Textbook of Applied Chemistry. McMillan India Ltd., Noida.
3. Lal S. (1995). Fundamental Physics. Pradeep Publication, Delhi.
4. Morrison and Boyd. (2011). Organic Chemistry. Pearson Education, New Delhi.
5. Singh H. (2001). B.Sc. Practical Physics. S. Chand and Co., New Delhi.
6. Vogel (2009). Quantitative Chemical analysis. Pearson Education, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE
DSE HP 3A1 : Developmental Diversity across Ecological Settings

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		
Developmental Diversity across Ecological Settings	4	2	0	2	XII Pass	Pass in DSC HP 204 Lifespan Development I: Prenatal and Early Years

Learning Objectives

1. To learn about the concepts, features and theoretical approaches to ecological settings
2. To know about various ecological settings and diversities and how it shapes development
3. To understand relationship between ecological settings and diversity

Learning outcomes

The students would be able to:

1. Acquire an understanding of basic concepts, salient characteristics and theoretical perspectives of ecological settings
2. Demonstrate knowledge of different ecological settings and diversities
3. Be able to identify relationship between ecology, diversity and development

SYLLABUS OF DSE HP 3A1

THEORY
(Credits 2; Hours 30)

UNIT I: Concepts and theoretical foundations

7 Hours

- Basic concepts and key terms: ecology, diversity and features of human ecology
- Theoretical approaches and perspectives to understanding ecological systems
- Historical and demographic attributes of ecological settings

UNIT II: Diverse ecological landscapes

12 Hours

- Diverse settings: urban, rural and tribal ecologies, conflict zones, medical settings, post-disaster contexts
- Socio-cultural and individual variables: caste and class, cultural variations, religion, poverty livelihood, gender, education, health and disability.

- Local and global understanding of human geographies

UNIT III: Developmental diversity across settings

11 Hours

- Experiences of growing up in India: working children, migrant children, sibling caregivers, growing up with disability
- Contemporary issues and themes addressing ecological diversities – poverty and disability/ gender and disability/ immigration/ refugee status/ environmental changes/ mobility
- Diversity, disadvantage, disability: influence on development

PRACTICAL (Credits 2; Hours 60)

- Visit a locality and write about the physical and social features of the ecology
- Develop a checklist to understand the ecological setting (with reference to children)
- Using a checklist to study daily schedule of a child with special needs/ child from a disadvantaged group and highlight significant factors in the setting
- Exploring different ecological settings using mental mapping and photo elicitation
- Observe and interview children on the street, working children, a child with special needs and map their ecologies
- Using a theoretical framework, analyze one's own ecological setting and reflect on various diversities
- Case profile to understand the ecological setting of any one of the following:
 - A slum
 - A shelter home
 - A village
 - An institutional care setting
- Representing lived experiences of growing up in diverse ecologies through role play technique
- Analyze and understand the changes in demographic characteristics of your city/town/village using secondary sources
- Understanding diversities of childhood ecologies through audio-visual analysis
Film: Babies/ Traffic signal/ Documentary by UNICEF

Essential readings

1. Anandalakshmy, S., & Bajaj, M. (1981). Childhood in the weavers 'community in Varanasi: Socialization for adult roles. In D. Sinha (Ed.), *Socialisation of the Indian child* (pp. 31-38). Concept.
2. Dyson, J. (2006). Respite and Rupees: The Impact of a new market opportunity on everyday lives of children and young people in Indian Himalayas. In D, Behera (Ed.). *Childhoods in South Asia* (pp. 29-42). Pearson.
3. Ghazoul, J. (2020). *Ecology: A very short introduction*. Oxford University Press. <https://doi.org/10.1093/actrade/9780198831013.001.0001>
4. Hutterer, K. L., Terry Rambo, A., & Lovelace, G. (2020). *Cultural values and human ecology in Southeast Asia*. University of Michigan Press.
5. King, R., & Maholmes, V. (2012). *The Oxford Handbook of Poverty and Child Development*. Oxford University Press
6. Lerner, R. M., Schiamberg, L. B., & Anderson, P. M. (2003). *Encyclopedia of Human Ecology: AH* (Vol. 1). ABC-CLIO.

7. 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.
8. Saraswathi, T. S., Menon, S., & Madan, A. (2019). *Childhoods in India*. Routledge India.
9. Dakshayani, B. & Gangadhar, M.R. (2016). *Child development among the scheduled tribes of India*. Aayu Publications.
10. Shelton, L. (2018) *The Bronfenbrenner Primer: A Guide to Develceology*. Routledge

Suggested readings

1. Desai, A. (1982). *The village by the sea: An Indian family story*. Heinemann
2. Devi, M. (2003). *Kyun Kyun Ladki*. Tulika Publishers.
3. Harkness, S., & Super, C. (1996). *Parents 'Cultural Belief Systems: Their Origins, Expressions and Consequences*. New York: The Guilford Press.
4. Shingnapure, V. J. (2007). *Tribal Children: Education, health and labour*. Dattsons.
5. Vasanta, D. (2004). *Childhood, Work and Schooling: Some Reflections*. Contemporary Education Dialogue, Vol. 2(1), 5-29.

DISCIPLINE SPECIFIC ELECTIVE
DSE HP 3B1 : Food Science

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		
Food Science	4	2	0	2	XII Pass	Pass in DSC HP 205 Foundation of Food Science and Nutrition

Learning Objectives

1. To enable students to understand how food is produced, processed, prepared and preserved.
2. To impart systematic knowledge of sensory & objective evaluation, food laws and their applications in processing of food to meet quality standards.
3. To acquire knowledge about the role of microorganisms in food processing, preservation and spoilage.

Learning outcomes

The students would be able to:

1. Students learn the principles and working of various techniques in order to preserve food, to provide safe food for consumption and produce nutritious food.
2. Gain knowledge of methods of food quality evaluation and applications of food laws essential for maintaining food quality and safety.

SYLLABUS OF 3B1

THEORY
(Credits 2; Hours 30)

UNIT I: Understanding of Food Science and chemistry

12 Hours

The unit will provide an understanding of the basic terms used in food science, its interdisciplinary approach and applications. The unit will also provide knowledge of the food sources, chemistry and functional properties of important components of the food. Concept of how colloidal systems are formed and their applications in the food industry will be discussed.

Subtopics:

- Introduction to food science: Definition, importance, applications and scope of food science.
- Food Chemistry- Sources, chemistry and functional properties of Carbohydrates, Lipids and Proteins.

- Colloidal Chemistry-Definition, classification, properties and applications of sols, gels, foams and emulsions.

UNIT II: Basic Food Microbiology

8 Hours

The unit will introduce types of food microorganisms, and their role in spoilage

Subtopics:

- Introduction to microbes in food - Characteristics of predominant micro-organisms in food (yeast, mold and bacteria), bacterial growth curve, factors influencing growth of microorganisms.
- Role of microorganisms in spoilage - Important food spoilage micro-organisms (psychotrophic, thermophilic, osmophilic microbes), spoilage in specific food groups (raw meat, fruits & vegetables), role of microorganisms in food fermentation.

UNIT III: Food Preservation Techniques

5 Hours

The unit provides an understanding of different food preservation techniques, and their applications in extending shelf life of different food product.

- Low temperature: Freezing, refrigeration
- High temperature: Drying and dehydration, canning, pasteurization
- Irradiation and use of additives

UNIT IV: Sensory Science

5 Hours

The unit will help in understanding the sensory quality attributes and sensory evaluation of food.

Subtopics:

- Physiological basis of sensory evaluation
- Subjective and objective methods of sensory evaluation

PRACTICAL (Credits 2; Hours 60)

- Food analysis: Moisture, pH, acidity, Total soluble solids using standard methods of FSSAI.
- Assessment of surface sanitation by swab/rinse method.
- Implementation of GHP, HACCP, ISO 22000 using suitable example.
- Slide preparation and identification of micro-organisms.
- Application of colloidal chemistry to food preparation.
- Preservation of food using different methods (Blanching, Dehydration, Freezing).
- Sol /gel formation and factors affecting gel formation
- Recognition and threshold for basic tastes.
- Evaluation of food labels in accordance with FSSAI rules and regulations on Food labeling and Packaging.

Essential readings

1. Frazier WC and Westhoff DC (2014). Food Microbiology, Fifth Edition. TMH Publication, New Delhi.
2. Manay NS and Shadaksharaswamy M (2008). Food-Facts and Principles, Third Edition. New Age International (P) Ltd. Publishers, New Delhi.
3. Mathur P. (2018). Food Safety and Quality Control. Orient BlackSwan Pvt. Ltd., Hyderabad.
4. Potter NN and Hotchkiss H J (1996). Food Science, Fifth Edition. CBS Publication, New Delhi.

5. Suri, S. and Malhotra, A. (2014). Food Science Nutrition and Safety. Delhi: Pearson India Ltd.

Suggested readings:

1. Mohini Sethi, Eram Rao (2011). Food science- Experiments and applications, Second Edition. CBSpublishers & Distributors Pvt Ltd.
2. Raina U, Kashyap S, Narula V, Thomas S, Suvira, Vir S, Chopra S (2010). Basic Food Preparation: A Complete Manual, Fourth Edition. Orient Black Swan Ltd.
3. Sivashankar. B (2002). Food Processing and Preservation. PHI learning Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVE
DSE HP 3C1: Media, Culture and Society

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, Culture and Society	4	2	0	2	XII Pass	NIL

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 DSE HP 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. It revisits the work of Raymond Williams and Stuart Hall in explaining the concepts of culture and further provides diverse perspectives on popular culture

Subtopics:

- Concept of cultures, subcultures and counter culture
- Popular, folk and mass culture
- Role of Ideology and hegemony

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
- Media Audience analysis (segmentation)
- Types of Audience
- Foucault's Notion of Knowledge and Power
- Queer Studies and Representations of Gender in Media

UNIT III: Media and Popular Culture

8 Hours

This unit highlights the relation between media, society and popular culture. It revisits the work of Raymond Williams and Stuart Hall in explaining the concepts of culture and further provides diverse perspectives on popular culture

Subtopics:

- High Culture and Popular Culture
- Relation between Media, Society and Popular culture
- Perspectives of Critical Theorists, Functionalists & Interactionists Raymond Williams, Stuart Hall
- Perspectives of Critical theorists: Culture Industry and Mass Deception; Walter Benjamin

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
- Interconnections between Literature, media, Culture and Identity
- 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

1. Grossberg, Lawrence et al (1998) *Media-Making: Mass Media in a popular culture*. Sage Publications
2. Mc Quail, Denis. (2000). *Mass Communication Theory*. London, Thousand Oaks, New Delhi: Sage Publications.
3. Potter, James W (1998) *Media Literacy*. Sage Publications
4. Bannerjee, P. (2021). *Cultural Studies: Texts and Contexts*. India: Dattsons. ISBN: 8171922007
5. Nayar, P. (2016). *An Introduction to Cultural Studies*. India: Viva Books. ISBN: 8130933985
6. Achebe, Chinua. (2010) *The African Trilogy: Things Fall Apart; No Longer At Ease; Arrow of God*. Alfred A. Knopf
7. Ghosh, Amitav. (2008), *Sea of Poppies*, Viking Canada
8. Ghosh, Amitav.(2011). *River of Smoke*. Penguin India
9. Ghosh, Amitav. (2016). *Flood of Fire*. Penguin India
10. 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.
11. Williams, Raymond. (1977) *Marxism and Literature*, Oxford UP
12. Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge

Suggested readings

1. Berger, Asa Authur (1998). *Media Analysis Technique*. Sage Publications
2. Stevenson, N (2002). *Understanding Media Studies: Social Theory And Mass Communication*, 2nd edition, Sage publications
3. Walder, Dennis. (1998). *Post-Colonial Literatures in English: History, Language, Theory*. Blackwell Publishers
4. Loomba, Ania. (2005) *Colonialism/Postcolonialism*. 2nd Edition, Routledge
5. Mambrol, Nasrullah. (2018) "Postcolonialism." *Literary Theory and Criticism Notes*, 22 Jan. 2018, literariness.org/2016/04/06/postcolonialism/.
6. Watson, Katherine. (2005) "Queer Theory". *The Group-Analytic Society*, Vol 38, no. 1, 2005, pp. 81-85. DOI:10.1177/0533316405049370
7. 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
8. 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 HP 3D1: Pattern Making for Fashion Design

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		
Pattern Making for Fashion Design	4	2	0	2	XII Pass	Pass in DSC HP 102 Fashion Concepts

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.
5. To teach the students the fundamentals of fit and enable them to design for different figure types.

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. Use and apply the concept and techniques of various seams and edge finishes

SYLLABUS OF DSE HP 3D1

THEORY
(Credits 2; Hours 30)

UNIT I: Introduction to pattern making

8 Hours

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

Subtopics:

- Measurement on body and dress form: importance, precautions, landmarks and procedure of taking measurement
- Importance of patterns and pattern information
- Methods of pattern making
- Rules of pattern making
- Shaping methods, dart and dart equivalents

UNIT II: Preparatory steps for garment construction

6 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 types: weights and widths, fabric terms
- 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

6 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 machine and components of sewing machine, basic operations (upper and lower threading, needle insertion, bobbin winding)
- Relationship between needle, thread, stitch length and fabric weight
- Seam defects and remedies
- Seam classification - super imposed seam, enclosed seam, lapped seam, bound seam, flat seam and decorative seam

UNIT IV: Design & Fit

10 Hours

This unit will acquaint students with different types of garment components and fundamental of fitting.

(5 weeks)

Subtopics:

- Designing for different figure types- Triangular, Inverted triangular, Hourglass, Rectangular
- Garment Components:
 - Bodices and yokes
 - Necklines
 - Collars
 - Sleeves and cuffs
 - Plackets and fasteners
 - Pockets
- Factors affecting fit
- Evaluating fit for a basic garment and its components

PRACTICAL

(Credits 2; Hours 60)

1. Designing garments for self

This unit will provide hands-on skill for making basic slopers and its adaptation to create style variations.

- Development of bodice, Sleeve and skirt for self
- Develop style variations in sleeves and collars for self
- Adaptation of standard skirt block (A-line, Flared, pleated, gathered)
- Adaptation of standard women's bodice block using dart manipulation (single and double dart and dart-tuck)
-

2. Sewing techniques

This unit will train the students in operating a sewing machine efficiently and perform basic sewing processes required for garment assembly. As a result, student will be able to stitch a simple garment for self.

- Introduction to sewing machine and basic sewing exercises
- Development and identification of seams with emphasis on 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)
- Plackets and fasteners
- Edge finishing (binding, facing)
- Handling Fullness- dart, dart-tuck, gathers, pleats
- Construction of skirt for self
- Construction of skirt top/ kurta for self

Essential readings

1. Armstrong, H.J., (2009), *Pattern Making for Fashion Design*, Harper Collins Publishers Inc., New York.
2. Liechty, E.G., Potterberg, D.N., Rasband, J.A., (2010), *Fitting and Pattern Alteration: A Multimethod Approach*, Fairchild Publications, New York.
3. Stamper, A.A., S. H. Sharp and L.B. Donnell, (1986), *Evaluating Apparel Quality*, Fairchild Publications,
4. Brown, Patty and Rice Janett (1998) *Ready to Wear Apparel Analysis (2nd Edition)*, Prentice Hall.

Suggested readings

1. Jennifer Lynne & Matthews-Fairbanks, (2018), *Pattern Design: Fundamentals*, Fairbanks Publishing LLC.
2. Reader's Digest (Eds.). (2002), *New Complete Guide to Sewing*, Reader's Digest Association (Canada) Ltd. Montreal.

DISCIPLINE SPECIFIC ELECTIVE
DSE HP 3E1: Basics of Design Application

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		
Basics of Design Application	4	2	0	2	XII Pass	NIL

Learning Objectives

1. To comprehend the concept of design as applicable to interior spaces.
2. To develop proficiency in making working and presentation drawings to be used by interior space design professional.
3. To understand the application of materials and finishing for creating an aesthetic and sustainable interior

Learning Outcomes

The students would be able to:

1. Students will be able to comprehend the concept of design applicable to interior spaces.
2. Students will gain proficiency in preparing presentation drawings to be used in design profession.
3. Students will understand the application of materials and finishes for designing interior spaces

SYLLABUS OF DSE HP 3E1

THEORY
(Credits 2; Hours 30)

UNIT I: Design Fundamentals

6 Hours

This unit will develop understanding regarding basics of design.

Subtopics:

- Objectives of design
- Types of design: structural & decorative
- Elements of design
- Principles of design

UNIT II: Design Application in Interiors

8 Hours

This unit will acquaint students with the concept & application of color, lighting & furnishes in interior spaces.

Subtopics:

- Color in design
- Lighting for interiors
- Surface finishes – wall, floor, ceilings (types and usage)

UNIT III: Furniture & Furnishings

8 Hours

This unit will help students learn about furniture, furnishings and accessories in interiors.

Subtopics:

- Furniture – styles, types, construction, selection and purchase, arrangement, care and maintenance
- Furnishings – types & selection
- Accessories

UNIT IV: Contemporary trends

8 Hours

This unit will acquaint students with the contemporary trends in interiors.

Subtopics:

- Recent trends in design: Bio-Mimicry, Bio-philic
- Sustainable design & materials

PRACTICAL (Credits 2; Hours 60)

1. Introduction to drawing interiors:

- Basic drawing techniques
- Concept of scale
- Lettering

2. Presentation drawings:

- Drawing & identification of common symbols
- Drawing 1 BHK floor plans & elevations

3. Rendering:

- Rendering Techniques
- Application of rendering in plans

Essential readings:

1. Chris Grimley, Universal principles of Interior Design , (2022), Rockport publishers .
2. Frida Ramstedt ,(2020) Interior Design Handbook ,Random House publishers
3. S. Goel, P.Seetharaman ,A.Kakkar, Manual on Interior space designing (2015) (ISBN No: 81-88901-44-X),Elite publishers, Delhi
4. M.Pratap Rao (2000), Interior Design Principles and Practice, Standard Publishers Distribution, Delhi.
5. S.K Duggal,(2017) , Building Materials, CRC Press, Delhi.
6. Joseph De Chiara, J. Panero, M. Zelnik(2001), Time Saver Standards for Interior Design and Space Planning , second edition McGraw Hill.
7. Premavathy, Seetharam. & Pannu, Parveen (2005). Interior Design and Decoration. CBS Publishers & Distributors, New Delhi

Suggested readings:

1. CPWD, Manual on Door and Window Details for Residential Building
2. CPWD, Manual on Accessible Built Environment Faulkner, S. and Faulkner,R, Inside Today's Home, Rinehart Publishing company, New York.

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, Body boundaries, inclusion & diversity

Essential readings

1. Chopra, G. (2016). Child rights in India: challenges and social action. S.I.: 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 Hours

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 Hours

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 Hours

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 Hours

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 Hours**

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 Hours**

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 Hours**

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 Hours**

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 Hours

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 Hours**

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 Hours**

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 Hours**

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 Hours

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 Hours**

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 Hours**

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 Hours**

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.

3. 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.
4. Paleri, P. (2019). *Corporate Social Responsibility: Concept, Cases and Trends*. Cengage Learning India Pvt. Ltd. ISBN-10: 9353501601, ISBN-13: 978-9353501600.
5. 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.