UNIVERSITY OF DELHI

Scheme of Examination

and

Courses of Reading

for

B.Sc. (Honours) Home Science

Department of Home Science

Faculty of Science

University of Delhi

2011 – 2012
## B.Sc. Home Science (Hons.) Food and Nutrition

- 24 courses + Environmental Studies (online)
- Theory (4 credits) – 4 periods/week + 1 Interactive period/week
- Practical (2 credits) – 4 periods/week

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
<th>Semester V</th>
<th>Semester VI</th>
</tr>
</thead>
</table>
| Paper – 1  
Applied Physical Sciences  
HSHT 101                      | Paper – 4  
Technical writing in English/Computational skills  
ENAT-101/CSAT-101                  | Paper – 9  
Fundamentals of Sociology  
HSHT - 302                        | Paper – 13  
Fundamentals of Psychology  
HSHT - 404                       | Paper – 17  
Economics  
HSHT - 505                        | Paper – 21  
Physiology and Promotive Health  
HSHT - 606                        |
| Paper – 2  
Foundations of Food and Nutrition  
HSHT 110                        | Paper – 5  
Technical writing in English/Computational skills  
ENAT-201/CSAT-201                  | Paper – 10  
Applied Life Sciences  
HSHT - 303                        | Paper – 14  
(Major III)  
HSHT – 413/423/433/443/453        | Paper – 18  
(Major V)  
HSHT – 515/525/535/545/555        | Paper – 22  
(Major VII)  
HSHT – 617/627/637/647/657        |
| Paper – 3  
Introduction to Human Development  
HSHT - 130                       | Paper – 6  
Foundation of Resource Management  
HSHT - 220                        | Paper – 11  
(Major I)  
HSHT – 311/321/331/341/351        | Paper – 15  
(Major IV)  
(Major - VI)  
(Major VIII)  
HSHT – 618/628/638/648/658        |
| Paper – 12  
(Major II)  
HSHT – 312/322/332/342/352        | Paper – 7  
Foundation of Fabric and Apparel Science  
HSHT - 240                        | Paper – 12  
(Major III)  
HSHT – 413/423/433/443/453        | Paper – 16  
Minor I  
(Select Different from Major III)  
Minor II  
(Selected Different from Major V)  
HSHT – 515/525/535/545/555        | Paper24  
(Major IX)  
HSHT – 619/629/639/649/659        |
The College will have the option to take either of the two papers in a particular semester for a particular course, while student have to appear in both the papers.

- In addition there shall be one qualifying paper in self–learning mode called Environmental Studies offered in Semester II.

### Paper No. | Code | Title | Theory | Practical
--- | --- | --- | --- | ---
### Year-1

#### Semester-I

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Code</th>
<th>Title</th>
<th>Theory</th>
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<td>2</td>
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<td>4</td>
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#### Semester – II

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<td>ENAT - 201/CSAT - 201</td>
<td>Technical writing in English Computational Skills</td>
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<td>6</td>
<td>HSHT - 220</td>
<td>Foundations of Resource Management</td>
<td>100</td>
<td>3</td>
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<tr>
<td>7</td>
<td>HSHT - 240</td>
<td>Foundation of Fabric of Apparel Science</td>
<td>100</td>
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<td>8</td>
<td>HSHT - 250</td>
<td>Dynamics of Human Communication</td>
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### Year -2

#### Semester - III

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<tr>
<td>9</td>
<td>HSHT - 302</td>
<td>Fundamentals of Sociology : Society and Culture</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>HSHT - 303</td>
<td>Applied Life Sciences</td>
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**Any one of the following Group (2 Papers Major)**

**I Food And Nutrition**

<table>
<thead>
<tr>
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<th>Code</th>
<th>Title</th>
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<tr>
<td>11</td>
<td>HSHT - 311</td>
<td>Nutrition for Adults and elderly</td>
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<tr>
<td>12</td>
<td>HSHT - 312</td>
<td>Fundamentals of Food Science</td>
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**II Resource Management**

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<tr>
<td>11</td>
<td>HSHT - 321</td>
<td>Personal Finance and Consumer Studies</td>
<td>100</td>
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<tr>
<td>12</td>
<td>HSHT - 322</td>
<td>Space planning and design</td>
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**III Human Development**

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<th>Title</th>
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<th>Practical</th>
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<tr>
<td>11</td>
<td>HSHT - 331</td>
<td>Development in the early years</td>
<td>100</td>
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<td>HSHT - 332</td>
<td>Theories of Human Development</td>
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**IV Fabric & Apparel Science**

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<tr>
<td>11</td>
<td>HSHT - 341</td>
<td>Fabric Science I</td>
<td>100</td>
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<td>12</td>
<td>HSHT - 342</td>
<td>Apparel design and Construction I</td>
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**V Communication And Extension**

<table>
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<td>11</td>
<td>HSHT - 351</td>
<td>Communication Systems</td>
<td>100</td>
<td>3</td>
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<td>12</td>
<td>HSHT - 352</td>
<td>Gender and Society</td>
<td>100</td>
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<tr>
<td>Semester IV</td>
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<tr>
<td>13</td>
<td>HSHT - 404</td>
<td>Fundamentals of Psychology: Behavioural processes</td>
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<td>Any one of the following Specializations (2 Papers - Major)</td>
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<td>HSHT - 413</td>
<td>Nutrition for Children And Adolescents</td>
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<td>15</td>
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<td>HSHT - 423</td>
<td>Human Resource Management</td>
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<td>15</td>
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<td>Resources and Sustainable Development</td>
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<td>III Human Development</td>
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<td>HSHT - 434</td>
<td>Development in Middle Childhood and Adolescence</td>
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<td>14</td>
<td>HSHT - 443</td>
<td>Fashion Studies</td>
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<td>Apparel Design And Construction II</td>
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<td>V Communication And Extension</td>
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<td>HSHT - 453</td>
<td>Mass Communication</td>
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<td>Extension Programme Design and Management</td>
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<td>HSHT - 515</td>
<td>Nutritional Biochemistry I</td>
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<td>HSHT - 516</td>
<td>Diet Therapy I</td>
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<td>HSHT - 525</td>
<td>Entrepreneurship Development and Enterprise Management</td>
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<td>HSHT - 526</td>
<td>Design Appreciation and Product Design</td>
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<td>Child Rights and Social Action</td>
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<td>Indian textile Heritage</td>
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<td>Development Communication</td>
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<td>HSHT - 515</td>
<td>Nutritional Biochemistry I</td>
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<td>HSHT - 525</td>
<td>Entrepreneurship Development and Enterprise Management</td>
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<td>HSHT - 535</td>
<td>Child Rights and Social Action</td>
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<td>HSHT - 545</td>
<td>Indian textile Heritage</td>
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<td>Physiology and Promotive Health</td>
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<td>Principles of Food Processing</td>
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<td>HSHT - 627</td>
<td>Organizational Behaviour</td>
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<td>Ergonomic Design</td>
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<td>Total Quality Management</td>
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<td>HSHT - 637</td>
<td>Care and well-being in Human Development</td>
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<td>Gender And Social Justice</td>
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<td>Design : Concepts and Application</td>
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<td>Journalism – Theory and Practice</td>
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<td>HSHT - 659</td>
<td>Advertising and Public Relations</td>
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B.Sc. (Honours) HOME SCIENCE

PREAMBLE

B.Sc. (Honours) Home Science Course has been running in Two Colleges of University of Delhi in annual mode and was last revised in the year 2004. From 2011 onwards, it will follow the semester mode. The course would be of 3 years duration, divided into 3 parts – Part I, part II, and Part III. Each part would consist of 2 semesters. There will be 4 papers including practicals in each semester, thus making a total of 24 papers plus one course in Environmental Studies in self-learning mode at the end of 2nd semester.

- Home Science has five streams,
  
  Food and Nutrition,
  Resource Management,
  Human Development,
  Fabric and Apparel Science, and
  Communication and Extension.

  The student passing out of B.Sc. (Hons.) Home Science will be majoring in anyone of the above 5 streams.

- There shall be 16 Papers of Home Science, 10 from the major stream selected and 6 from other streams of Home Science.

- There shall be 6 interdisciplinary papers from science and humanities. Remaining 2 papers will be Technical Writing and Communication in English and Computational Skill. Thus making a total of 24 papers. This new course will commence from the academic session 2011-2012.

- The Curriculum endeavors to provide students a broad based training in Home Science with a solid background of basic concepts. Each student begins with exposure to all the 5 areas of Home Science in the 1st and 2nd Semester.

- From 3rd Semester the student choses a specialization area of her choice and takes nine papers of major area spread in 3rd, 4th, 5th and 6th Semester.

- In 4th and 5th Semester the student chooses 2 major papers offered from the other 4 areas of specialization, which from the minor.

- This will ensures that every student following the Honours course and specialization in one area of Home Science will have 10 papers in the area of specialization (major) and 6 papers from other 4 areas as minors.

- Home Science being an applied science, the syllabus has been prepared keeping in view the unique requirements of B.Sc. Home Science students. Practicals and field experience are an essential part of the learning process. Laboratory work has been integrated in all areas of specialization.

- For each paper the objectives have been listed and the contents divided into units.
The detailed syllabus for each paper is appended with a list of suggested readings.

Teaching time allotted for each paper shall be 4 periods for each theory paper and 4 periods for each practical class per week and 1 tutorial period for each paper per week. Each practical batch should ideally be between 15-20 students. This is because practicals require individual attention for imparting training to the students.

The Student who leaves the portals of the institution with B.Sc. (Hons.) Home Science would be an independent and confident person who has acquired knowledge of self, professional and communication skills. Thus, she would be able to reach out to the world and pay back to society debt which every student from an institution of higher learning is obliged to do.

**Goal of Home Science**

Home Science aims to provide an integrated and multidisciplinary education, which develops and provides professional skills. The goals could be summarized thus:

1. Professional training and skill enhancement in order to provide and widen employment opportunities for women through a continuously updated curriculum, addressing contemporary issues.

2. Equally, updating the process of teaching, networking and developing educational materials based on innovative, interactive and participatory communication strategies.

3. Strengthening linkages with international organizations, government agencies, non-governmental academic institutions, policy makers and the general public with a view to providing employment opportunities for students and enriching the database in research in all fields.

4. Extension education in the field of nutrition and health, women and child development, apparel and fabric design, consumer education and public awareness with a view to better family and community living.
APPLIED PHYSICAL SCIENCES

THEORY

Paper No.              : HSHT-101
Maximum Marks : 100
Credits                  : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

SECTION –A

CHEMISTRY

OBJECTIVES

To equip the students with adequate knowledge of materials used in everyday life and their health hazards

CONTENTS PERIODS

UNIT I Polymers (Ch 22 Chawla / Ch 3 Jain and Jain) 8
a. Introduction, classification, general properties, compounding of polymers, outline of fabrication methods and health hazards.
b. Thermoplastics: Chemical structure, properties and uses of PE, PVC, PS, PMMA, PVAc, Teflon, polyester (PET), polyamides (Nylon 6 and Nylon 66) and aramids.
c. Thermosetting resins: Chemical structure, properties and uses of phenol formaldehyde, urea formaldehyde and melamine formaldehyde resins.

UNIT II (Ch 6, 7 Jain and Jain / Ch 21 Chawla / Ch 7 Jacob) 6
Household Metals
Characteristics of metals, types of corrosion, tarnishing, prevention of corrosion, merits and demerits in the household use of the following metals and their alloys: iron, steel, copper, aluminium and silver.

UNIT III (Ch 3, 4 Jacob) 6
a. Essential oils: Introduction, characteristics and methods of extraction.
b. Cosmetics: Creams, powders, depilatories and hair dyes.

UNIT IV (Ch 26 Behl and Behl / Ch 1 Ahluwalia and Kidwai) 4
a. Soaps and detergents
SECTION –B
PHYSICS

OBJECTIVES
1. To study the principle, construction and working of various gadgets in the home.
2. To familiarize the students with some basic concepts in Modern Physics.

CONTENTS PERIODS

UNIT I (Ch 6 Avery / Ch 10, 14, 16 Pickett) 4
Motorized equipments
Vacuum cleaners, Clothes washing machine, Dish washers, Food processors, Electric chimney.

UNIT II (Ch 7 Avery / Ch 7, 13 Pickett) 5
Heating appliances
Electric irons, Electric water heaters, Gas and electric cooking ranges, Gas meter, temperature control in household gadgets – various types of thermostats, Solar Energy and its applications.

Cooling appliances
Refrigeration and air conditioning, Various types of Refrigerators, air conditioners and air coolers, Basic knowledge of ducting.

UNIT III (Ch 1, 9 Bhatia) 6
• Generation and efficient transmission of electricity.
• Safety features in household electric wiring – fuse, MCB, Earthing.
• Electric meter
• Concept – Battery charger, Invertor, UPS, Voltage stabilizer.
• Lighting fixtures in the home – Incandesent lamp, Fluorescent tube, CFL, LED, Halogen lamp.

UNIT IV (Ch 5, 11, 12, 19, 54 Murugeshan)
Modern Physics and Electronics
• Semi Conductors – Concept of Transistor and its applications
• Television – Transmission and reception, concept of colour television.
• Geostationary satellites
• X- Rays – Production, properties and uses.
• Radioactivity – concept and application, Nuclear Energy, Radiation hazards.
• Concept of Laser and its applications.
• Recording and reproduction of Sound – various methods.
RECOMMENDED READINGS

- Household Equipment by Pickett, John Wiley and Sons, USA, 1975.

APPLIED PHYSICAL SCIENCES

PRACTICAL

Paper No. : HSHP-101
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/week
Teaching Load : 12 Practicals/ Semester (4 periods each)

SECTION A

CHEMISTRY

CONTENT PRACTICALS

I. Volumetric Analysis 2

a. Redox titration

i. Estimation of available oxygen in hydrogen peroxide
ii. Estimation of chlorine in hypochlorite solution

b. Precipitation titration

i. Estimation of salinity in saline water

II. Mixture Analysis: (2 anions and 2 cations) 3

Anions: acetate, carbonate, chloride, nitrate, sulphate, borate.
Cations: ammonium, lead, cupric, aluminium, ferric, zinc, nickel, barium, calcium, magnesium.

III. Preparation 1

a. Glucosazone
b. Mohrs salt

SECTION B
PHYSICS

CONTENTS

1. To study the sensitivity of different measuring instruments and determine the thickness of a glass plate using (i). Vernier Callipers and (ii). Screw Gauge.
2. To study household electrical wiring and fix a bedside switch in the circuit.
3. To repair and test an electric Iron.
4. To repair the given chord and fuse and test them.
5. To determine the value of ‘J’ by electrical method.
6. To electroplate the given metal article with a superior metal and determine the E.C.E.
7. To determine the specific resistance of the material of a wire using P.O. Box.
8. To determine the concentration of sugar in a sugar solution by using a Polarimeter.
9. To determine ‘g’ by Bar Pendulum.
10. Characteristic curves of a transistor and determination of transistor constants.
11. Refractive index of a liquid by traveling microscope.
12. Focal length of a convex lens- Displacement method.

Demonstration experiments

1. To study the various sources of electricity and measure their e.m.f.’s.
2. To study the various sources of light and record their wattages.
3. To obtain a pure spectrum of various sources of light (Na and Hg) using a spectrometer.

RECOMMENDED READINGS


FOUNDATIONS OF FOOD AND NUTRITION

THEORY

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>:</th>
<th>HSHT- 110</th>
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</thead>
<tbody>
<tr>
<td>Maximum Marks</td>
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<td>Teaching Periods</td>
<td>:</td>
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<tr>
<td>Teaching Load</td>
<td>:</td>
<td>48 Theory Periods + 12 Interactive Periods/ semester</td>
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</table>

OBJECTIVES

This course will enable the student to:
1. Understand the relationship between food, nutrition and health.
2. Understand the functions of food.
3. Learn about various food groups, balanced diet and principles of meal planning.
4. Understand digestion, absorption and function of various nutrients and their sources.
5. Learn about the various methods of preparing food.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I: Introduction to Food and Nutrition (Ch 1 Srilakshmi)</strong></td>
<td>2</td>
</tr>
<tr>
<td>• Basic terms used in study of food and nutrition</td>
<td></td>
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<tr>
<td>• Understanding relationship between food, nutrition and health</td>
<td></td>
</tr>
<tr>
<td><strong>Unit II: Balanced Diet (Ch 2 Wardlaw et al / Ch Srilakshmi)</strong></td>
<td>5</td>
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<tr>
<td>• Functions of food-physiological, psychological and social.</td>
<td></td>
</tr>
<tr>
<td>• Concept of Balanced Diet, Food Groups, Food Pyramid, Food Exchange List</td>
<td></td>
</tr>
<tr>
<td>• Principles of Meal Planning</td>
<td></td>
</tr>
<tr>
<td><strong>Unit III: Nutrients (Ch 1, 2, 3, 4, 5, 7, 13 Bamji et al et al)</strong></td>
<td>33</td>
</tr>
<tr>
<td>Classification, digestion, absorption, functions, dietary sources, RDA, clinical manifestations of deficiency and excess of the following in brief:</td>
<td></td>
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<tr>
<td>• Energy</td>
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<tr>
<td>• Carbohydrates, lipids and proteins</td>
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<tr>
<td>• Fat soluble vitamins - A, D, E and K</td>
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<tr>
<td>• Water soluble vitamins – thiamin, riboflavin, niacin, pyridoxine, folate, vitamin B\textsubscript{12} and vitamin C</td>
<td></td>
</tr>
<tr>
<td>• Minerals – calcium, iron, iodine, fluorine and zinc</td>
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<tr>
<td><strong>Unit IV: Methods of Cooking (Ch 1 Srilakshmi)</strong></td>
<td>4</td>
</tr>
<tr>
<td>• Dry, moist, frying and microwave cooking</td>
<td></td>
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<tr>
<td>• Advantages, disadvantages and the effect of various methods of cooking on foods</td>
<td></td>
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<tr>
<td><strong>Unit V: Nutritional Improvement of Foods (Ch 1 Srilakshmi)</strong></td>
<td>4</td>
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<tr>
<td>Nutrient losses in cooking and enhancing the nutritional quality of foods</td>
<td></td>
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</tbody>
</table>

**RECOMMENDED READINGS**


**FOUNDATIONS OF FOOD AND NUTRITION**

**PRACTICAL**

- **Paper No.** : HSHP-110
- **Maximum Marks** : 50
- **Credits** : 2
- **Teaching Periods** : 4 / week
- **Teaching Load** : 12 Practicals/ semester (4 periods each)
OBJECTIVES
This course will enable the student to:
1. Acquire skill in food preparation techniques.
2. Use appropriate methods of cooking for preparation of specific food products.
3. Observe and understand the principles involved in preparation of different foodstuffs.
4. Understand nutritive contribution of different preparations.
5. Learn rich sources of various nutrients.
6. Understand basic principles of meal planning and the use of food exchange list.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRACTICALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working instructions, weights and measures, and table setting</td>
<td>1</td>
</tr>
<tr>
<td>2. Identification of food sources for various nutrients</td>
<td>1</td>
</tr>
<tr>
<td>3. Food preparation, understanding the principles involved, nutritional quality and portion size of: 10-12 dishes used in daily diet such as: chapatti, boiled rice, pulse preparation, curry preparation, seasonal vegetables, snacks, desserts etc.</td>
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<tr>
<td>4. i. Introduction to diet planning using food exchange list</td>
<td>3</td>
</tr>
<tr>
<td>ii. Diet Planning of adult male / female</td>
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<tr>
<td>5. i. Record diet of self using 24 hour dietary recall</td>
<td></td>
</tr>
<tr>
<td>ii. Nutritional analysis of recorded diet and understand lacunae that need improved</td>
<td></td>
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<tr>
<td>iii. Assessment of weight and height of self and calculation of BMI</td>
<td>3</td>
</tr>
<tr>
<td>iv. Evaluation of own diet and weight status</td>
<td></td>
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</table>

RECOMMENDED READINGS

INTRODUCTION TO HUMAN DEVELOPMENT

THEORY

<table>
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<th>Paper No.</th>
<th>HSHT - 130</th>
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</table>

OBJECTIVES
1. To introduce the subject of Human Development and Childhood Studies
2. To learn about fundamental principles and relevance of the subject
3. To understand stages in a life span
4. To study prenatal development
INTRODUCTION TO HUMAN DEVELOPMENT

PRACTICAL

Paper No. : HSHP - 130
Maximum Marks : 50
Credits : 2
Practical periods : 4/Week
Practical load : 12 Periods/ Semester
CONTENT

PRACTICALS

1. Approaches to the study of children 1
2. Methods of study in human development 6
   a. Observation
   b. Interview
   c. Narrative
   d. Psychometric techniques
3. Exploring sources of information about children and their families using print and audio-visual media 3
4. Cultural practices related to pregnancy and infancy (Project) 2

TECHNICAL WRITING AND COMMUNICATION IN ENGLISH

THEORY

Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

CONTENT

Unit I: Communication: Language and communication, differences between Speech and writing, distinct features of speech, distinct features of writing.

Unit II: Writing Skills of topic, thesis statement, developing the thesis; Introductory, development, transitional and concluding paragraph, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

Unit III: Technical Writing: Scientific and technical subjects; formal and informal writings; formal writing/ reports, handbooks, manual, letters memorandum, notice, agenda, minutes; common errors to be avoided.

SUGGESTED READINGS

- L. Hamp-Lyons and B. Heasely: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.

**ADDITIONAL REFERENCE BOOKS**

**COMPUTATIONAL SKILLS**

**THEORY**

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<td>Teaching Load</td>
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**CONTENT PERIODS**

**Unit 1: Computer Fundamentals**
- Basic Computer Organization – Units of a computer, CPU, ALU, memory hierarchy, registers, I/O devices
- User Interface with the Operating System, System Tools

**Unit 2: Data Representation**
- Binary representation of integers and real numbers, 1’s Complement, 2’s Complement
- Additional and subtraction of binary numbers, BCD, ASCII, Unicode;

**Unit 3: Network terminology**
- Types of network, router, switch, server-client architecture

**Unit 4: Multimedia**
- Introduction, Characteristics, Elements, Applications

**Unit 5: Problem Solving**
- Notion of algorithms, stepwise methodology of developing an algorithm, developing macros in spreadsheet

**Unit 6: General Awareness**
- IT Act, System Security (virus/ firewall etc.), I- Tax, Reservations, Banking

**COMPUTATIONAL SKILLS**
PRACTICAL

Maximum Marks : 50  
Credits : 2  
Teaching Periods : 4 / week  
Teaching Load : 12 Practicals / semester (4 periods each)

CONTENT

1. Defined project will be done by the student and evaluated by the instructor.  
2. Document Preparation  
3. Presentation Software  
4. Familiarizing with the Operating System, Control Panel, Networking Configuration, Firewall setting  
5. Spreadsheet Handling, Working with worksheets, Creating a spreadsheet, entering and formatting information, basic functions and formulas, creating charts, tables and graphs.

PRACTICALS

SUGGESTED BOOK

- Anita Goel, Fundamentals of Computers: Forthcoming title in Pearson -Education  

Note: Use of Open Office/ Star Office is recommended, as they are freely downloadable.  
Reference manual for Open Office available at: http://www.openffice.org  

FOUNDATIONS OF RESOURCE MANAGEMENT

THEORY

Paper No. : HSHT - 220  
Max. Marks : 100  
Credits : 4  
Teaching Periods : 4 Theory + 1 Interactive period / week  
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the fundamentals of resource management in a changing scenario.  
2. To inculcate skills in identifying, creating, selecting and using available resources judiciously with emphasis on maximization and conservation.  
3. To understand the scientific application of the process of management in the judicious use of resources.
Unit I: Introduction to Resource Management (Ch 1, 2 Koontz and Donnel / Ch 1, 2 Stoner)
- Concept and scope of management
- Universality of management
- Approaches to management
- Ethics in management
- Motivation Theory

Unit II: Resources (Part 2 Nickell and Dorsey)
- Meaning, definition, importance and characteristics of resources.
- Identification and classification of resources, including natural resources – water, air, Land (fuels and Green cover).
- Factors affecting utilization of resources.
- Maximizing use of resources.
- Resource conservation – importance and methods.
- Availability of Resources: -Introduction, Lifecycle, Transition & Usage
  - Self
  - Family
  - National
  - Global

Unit III: Process of Management: An overview (Ch 7, 8, 9, 10, 11, 12 Rao and Narayana)
- Decision Making – importance, types, steps, method of resolving conflicts
- Planning – nature, characteristics, importance
- Organizing; Coordinating, Supervising, directing and guiding; Controlling characteristics for effective control
- Evaluation – meaning, importance and methods
- Application of Management Process in:
  - Time, Energy, Money Management
  - Event Planning & Execution

Unit IV: Resource Management: Domains and Application (Ch 14 Stoner / Ch 11 Kreitner)
- Concepts, Scope, Dimensions & future trends of:
  - Product Design
  - Sustainable Development
  - Training and Development
  - Consumer Studies

RECOMMENDED READINGS
FOUNDATIONS OF RESOURCE MANAGEMENT

PRACTICAL

Paper No. : HSHP - 220
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/week
Teaching Load : 12 Practicals/ Semester (4 periods each)

OBJECTIVES

1. To familiarize the students with the available resources, their uses and conservation.
2. To enable the students to utilize resources in a prudent manner.

CONTENT

1. Resource conservation and optimization/green technologies (natural resources): Portfolio
2. Identification and development of self as a resource.
   - SWOT analysis-who am I and Micro lab
   - Building Decision Making abilities through management games
3. Preparation of time plans for self and family
4. Time and Motion Study
   - Managerial process
   - Resource optimization - time, money, products, space, human capital

FOUNDATION OF FABRIC AND APPAREL SCIENCE

THEORY

Paper No. : HSHT- 240
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To familiarize the students with terminology related to textiles and apparel.
2. To impart knowledge to identify fabrics and relate it to specific products, keeping in mind fabric properties and characteristics.
3. To enable intelligent selection, use and care of textiles and garments in relation to the individual.
4. To give the basic knowledge of design and fashion.
5. To acquaint the students with the importance of Indian textile industry.
6. To impart an appreciation of traditional textiles of India.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
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<tbody>
<tr>
<td>UNIT I</td>
<td>Introduction to fabric and apparel science (Ch 1 Sekhri)</td>
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<td>Components</td>
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<td>Career opportunities</td>
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<tr>
<td>UNIT II</td>
<td>Fabric science (Ch 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Sekhri / Ch 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 Corbman)</td>
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<tr>
<td></td>
<td>Fibre</td>
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<td></td>
<td>-Introduction to fibre polymer</td>
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<td></td>
<td>-Morphology of textile fibres</td>
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<td>-Primary and secondary properties</td>
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<td>-Fibre classification: source and origin, chemistry and properties of generic groups</td>
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<tr>
<td></td>
<td>Yarn</td>
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<td></td>
<td>-Classification: simple, complex</td>
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<td>-Properties: twist, yarn number</td>
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<td>Fabric Construction</td>
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<td>-Weaving</td>
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<td>-Knitting</td>
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<td></td>
<td>-Non-woven</td>
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<td></td>
<td>- Others (braids, nets and laces)</td>
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<td>Finishes</td>
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<tr>
<td></td>
<td>-Classification of finishes</td>
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<td>-Routine and functional finishes</td>
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<tr>
<td></td>
<td>-Dyeing and printing</td>
</tr>
<tr>
<td>UNIT III</td>
<td>Apparel concepts (Ch 3, 4, 2, 6 Marshall et al)</td>
</tr>
<tr>
<td></td>
<td>Why do we dress the way we do?</td>
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<tr>
<td></td>
<td>Clothing functions and theories of origin</td>
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<td></td>
<td>Clothing terminology</td>
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<td></td>
<td>Individuality and conformity, conspicuous consumption and emulation</td>
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<td>Evaluating the figure: Figure types-standard, ideal &amp; symmetrical figure, asymmetrical figure, posture evaluation</td>
</tr>
<tr>
<td>UNIT IV</td>
<td>Selection of ready-made garments &amp; their evaluation (Ch 2, 3, 4, 6 Marshall et al)</td>
</tr>
<tr>
<td></td>
<td>Sizing in readymade garments</td>
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<tr>
<td></td>
<td>Selection of readymade garments (fit, workmanship, cost, appearance) &amp; their evaluation</td>
</tr>
<tr>
<td>UNIT V</td>
<td>Design and fashion (Ch 9, 10, 11, 12, 13 Marshall et al)</td>
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<tr>
<td></td>
<td>Elements and principles of design in textiles and clothing</td>
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<tr>
<td></td>
<td>Fashion-definition, terms, sources, cycle, factors favoring and retarding fashion</td>
</tr>
<tr>
<td>UNIT VI</td>
<td>Indian textile and ready made garment industry (Ch 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 Ghosh)</td>
</tr>
</tbody>
</table>
Importance of Indian textile industry – historical significance and economic importance, main centers for fabric production
Sectors of textile industry
Organization of RMG industry & apparel industry
Traditional Indian textiles

UNIT VII: Care and maintenance of textiles and apparel (Ch 9, 10, 11, 12 D’souza)
• Laundry aids- soaps, detergents, bleaches, blueing and stiffening agents
• Principles of laundry and dry cleaning
• Labels and standards

RECOMMENDED READINGS
• Darlie.O.Koshy (2008), Indian Design Edge, Lotus Collection, Delhi.

FOUNDATION OF FABRIC AND APPAREL SCIENCE

PRACTICAL

Paper No. : HSHP - 240
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/Week
Teaching Load : 12 Practicals/ Semester (4 periods each)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRACTICALS</th>
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</thead>
<tbody>
<tr>
<td>1. Identification of generic group of fibres by visual &amp; burning test.</td>
<td>1</td>
</tr>
<tr>
<td>2. Stain removal</td>
<td>2</td>
</tr>
<tr>
<td>3. Care and maintenance of different fibre fabrics- cotton, wool and silk: pre preparation, washing, blueing, stiffening.</td>
<td>1</td>
</tr>
<tr>
<td>4. Hand stitches</td>
<td>2</td>
</tr>
<tr>
<td>• Functional: basting, running, backstitch, hemming, overcasting, button hole</td>
<td></td>
</tr>
<tr>
<td>• Decorative stitches-chain, stem, lazy-daisy, satin, herringbone, French knot and bullion stitch.</td>
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<tr>
<td>5. Sewing machine: parts and their functions, basic operations, machining along straight, curve, corners, spiral and reverse.</td>
<td>2</td>
</tr>
<tr>
<td>6. Fasteners: Hook and eye, press button, velcro, button.</td>
<td>1</td>
</tr>
<tr>
<td>7. Tie and Dye using different techniques</td>
<td>2</td>
</tr>
<tr>
<td>8. Evaluation of Ready-made garments</td>
<td>1</td>
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<tr>
<td>• Size labels</td>
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<tr>
<td>• Symbols and usage of care labels</td>
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# DYNAMICS OF HUMAN COMMUNICATION

## THEORY

<table>
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</table>

### OBJECTIVES

1. To introduce the student to the concept of human communication and its components.
2. To understand the concept of extension and its inter-relationship with communication.
3. To study the various tools and techniques in the process of communication.

### CONTENT

#### Unit I: Communication: Concepts (Ch 1 Devito / Ch 1 Barker / Ch 2 Zeusehner / Ch 23, 2, 5, 26 Dahama)

- Historical background, concept, nature, scope and functions of Communication.
- Postulates/principles of Communication
- Elements of Communication and their characteristics

#### Unit II: Understanding Human Communication (Ch 1 Barker / Ch 4, 7, 16 Devito)

- Models of Communication
- Barriers to Communication
- Empathy and perception- concept, relevance to communication process
- Use of signs, symbols and codes in communication.

#### Unit III: Types of Communication (Ch 5 Zeuschner / Ch 2, 3 Barker / Ch 9, 10 Devito)

- Types of communication transactions
- Formal and informal communication
- Verbal communication- principles of listening, role of language, symbols and meaning
- Non-verbal communication- nature and functions

#### Unit IV: Communication, Extension and Media (Ch 1, 2, 3, 6 Kumar & Hansra / Ch 3 Dahama / Ch 1 Punhani et al)

- Concept and goals of extension, relationship between communication and extension
- Principles of extension, extension programmes in India.
- Communication techniques and extension methods - classification, characteristics and selection

### RECOMMENDED READINGS

DYNAMICS OF HUMAN COMMUNICATION

PRACTICAL

Paper No : HSHP - 250
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/week
Teaching Load : 12 Practical/ Semester (4 periods each)

OBJECTIVES
1. To familiarize the students with various communication methods and media.
2. To develop skills in preparation, presentation and evaluation of select methods and media.

CONTENT PRACTICALS

- Developing skills in planning and conducting small group exercises 4
- Review of media on selected issues 4
- Design and use of graphic media 4

FUNDAMENTALS OF SOCIOLOGY: SOCIETY AND CULTURE

THEORY

Paper no. : HSHT- 302
Max marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

CONTENT PERIODS

UNIT I: Society, structure, function and process: definitions, interrelationship and scope (Ch 6, 9 Abraham/ Ch 1 Inkeles/ Ch 14 Madan & Majumdar) 14
- Social group : definition, characteristics, types and functions
• Social stratification: caste and class as forms of social inequality

UNIT II: Culture (Ch 3, 4 Herskovits / Ch 2 Madan & Majumdar/ Ch 4 Abraham) 10
  • Definition, nature and functions of culture
  • Cultural relativism and ethnocentrism
  • Evolution, diffusion and acculturation: as processes of cultural change

UNIT III: Village India (Ch 27, 30 Bhushan / Ch 9 Abraham) 12
  • Village India: demographic dimensions, nature and changes in community with relevant ethnographic data.
  • Social change and social Mobility: Sanskritisation, Westernisation, Mordernisation, Industrialisation and Urbanisation.

UNIT IV: Social Institutions (Ch 4, 6 Madan & Majumdar/ Ch 11 Abraham) 12
  • Marriage and family: Definition, nature and forms.
  • Kinship: terminology and usages

RECOMMENDED READINGS
  • Bhushan, V., (2005) An Introduction to Sociology, Allahbad Kitab Mahal

APPLIED LIFE SCIENCES

THEORY

Paper No. : HSHT- 303
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To make them aware of the role of biotechnology in improving food production.
2. The knowledge of propagation of plants by seeds, and by other vegetative methods.
3. To equip the students with the knowledge of cell biology and genetic engineering.
4. To know about common pests and parasites, with emphasis on harmful effects, transmission and control.

CONTENTS

PART – A (BOTANY)
UNIT I: Diversity of Life (Ch 27, 28, 29, 30 Raven) 6
- Classifying the diversity of life – Prokaryotes, Eukaryotes and Archaea
- Classification of plants with examples, Characters of Algae, Fungi, Bryophyta, Pteridophyta and Gymnosperms.

UNIT II: Microbiology: Role of microbes in (Ch 2, 3, 6 Pelezar et al) 6
- Fermented beverages
- Antibiotics
- Mycotoxins
- Single cell protein
- Spoilage of food
- Plant diseases and their control
- Microbes as Biofertilizers

UNIT III: Propagation of plants – seed and vegetative (Ch 6, 7, 10, 11, 13, 14, 15 Hartman and Kester) 4
- Seed Propagation
- Cuttings – stem, leaf and root
- Layering
- Grafting

UNIT IV: Biotechnology and its application in Agriculture (Ch 6, 8 Singh) 3
- Transgenic Plants – Examples of genetically modified plants, safety procedures and ethical issues
- Tissue culture – its importance in plant Breeding.

UNIT VII: Ecology (Ch 53, 55, 56, 57 Raven et al / Ch 1, 2, 3, 4 Odium) 5
- Major Biomes
- Energy flow through an ecosystem – food chains, food web, trophic levels, food pyramids.
- Population explosion.
- Conservation of biodiversity
- Ecofriendly farming

SECTION – B (ZOOLOGY)

UNIT I: Cell Biology (Ch 5, 14 Raven et al) 4
- Cell as a unit of life.
- Human Chromosomes – structure and functions.
- DNA as the carrier of genetic information, DNA replication, RNA and protein synthesis.

UNIT II: Biotechnology: Principles and processes (Ch 15, 16 Raven et al) 6
- Genetic Engineering
- Bioremediation
- Stem cell technology
- DNA fingerprinting, gene therapy, PCR
- Transgenic animals
UNIT III: Genetics - Inheritance Principles for common hereditary diseases (CH 4, 19 Gardner)
- Mongolism, Sickle cell anemia, Thalassemia, Diabetes, Sex-linked inheritance, Genetic counseling and Pedigree analysis.

UNIT IV: Human parasites: Their Transmission, prevention and Control (Ch 7, 9, 32, 35, 37 Kotpal)
- Entamoeba, Plasmodium, Tapeworm, Ascaris, Filaria, Swine Flu

UNIT V: Insects as Pests, Vectors and Manageable Resource (Ch 51, 52 Kotpal / Ch 1, 2, 3 Vij and Gupta)
- Important Insects Pests and their Control
- Insects as Vectors
- Economically Important Insects

Suggested Books

APPLIED LIFE SCIENCES

PRACTICALS

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<th>Paper No.</th>
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<td>Credits</td>
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<td>Teaching Periods</td>
<td>4/week</td>
</tr>
<tr>
<td>Teaching Load</td>
<td>12 Practical/ Semester (4 periods each)</td>
</tr>
</tbody>
</table>

PART – A (BOTANY)

1. Demonstration of pot filling for transplanting an annual, seed pan for sowing seeds and Repotting.  
2. Propagation of plants by vegetative methods:  
   - Cutting, layering, budding and grafting
3. Identification and classification of some fungi, bacteria and yeast.  
4. Identification and classification of economic plants – spices and condiments, herbs and medicinal plants.
5. Identification and classification of some commonly grown ornamental and foliage plants.

PART – B (ZOOLOGY)

1. Preparation of temporary mounts:–  
   - Blood film and ABO Blood Group Determination  
   - Cell division (Meiosis)
2. Identification and study of adults through slides and specimen mentioned in unit – 4 & 5.
3. Pedigree analysis of some human inherited traits
DNA extraction (Demonstration)

NUTRITION FOR ADULTS AND ELDERLY

THEORY

Paper No. : HSHT- 311
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

OBJECTIVES
This course with enable the student to:
1. Understand the principles of planning nutritionally adequate meals.
2. Exercise food choices consonant with good health based on sound knowledge of
   principles of nutrition.
3. Acquire knowledge about the nutritional needs and concerns of an individual through
   the adult years.

CONTENT PERIODS

Unit I: Principles of Meal Planning (Ch 2, 3, 4 Khanna et al / Ch 1 Wardlaw et al) 4
- Overview of balanced diets, Dietary guidelines for Indians
- Food exchange lists
- Factors affecting food choices – life style practices, availability of foods, attitudes towards
  food, safety considerations, nutrition information and misinformation
- Traditional foods and regional dietary patterns

Unit II: Nutrient Requirements (Ch 12 Bamji et al et al) 4
- Concept of minimum nutrient requirements and recommended dietary allowances
- General methods of assessment of RDA for nutrients

Unit III: Energy Metabolism (Ch 8 Wardlaw et al / Ch 14 Bamji et al) 6
- Concept of energy balance
- Components of energy expenditure and factors affecting the same
- Physiological fuel factors
- Methods for assessing energy needs

Unit IV: Protein Quality (Ch 4 Stacy / Ch 5 Wardlaw et al) 5
- Definition
- Biological and chemical methods of assessment
- Factors affecting protein quality
- Methods of improving protein quality
Unit V: Nutrition through the adult years (Ch 5, 6, 9 Khanna et al / Ch 15, 16, 17 Wardlaw et al / Ch 10, 11, Stacy)

- Adults – Nutrition for adult man and woman, nutritional concerns, diet and lifestyle related diseases and their prevention

- Pregnancy – Physiological changes in pregnancy, nutritional needs, effect of nutritional status on pregnancy outcome, optimal weight gain and its components, nutrition related problems in pregnancy and ways to control them.

- Lactation – Physiology of lactation, nutritional needs of a nursing mother, feeding the baby

- Elderly – Life expectancy, physiological changes in elderly, nutritional and health concerns in old age and their management, factors contributing to longevity

Unit VI: Nutrition and Infection (Ch 16 Bamji et al)

- Interaction between immunity, nutrition and infection

- Impact of malnutrition on immunity and occurrence of infections

- Effect of Infection on nutritional status

RECOMMENDED READINGS


NUTRITION FOR ADULTS AND ELDERLY

PRACTICAL

Paper No. : HSHP-311
Maximum Marks : 50
Credits : 2
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 12 Practical/semester (4 periods each)

OBJECTIVES

This course will enable the student to:

1. Identify food sources of various nutrients.
2. Critically analyze nutrition information on food labels.
3. Plan and prepare nutritionally adequate diets for adults and elderly based on sex, activity, and physiological conditions, regional and socio-economic categories.

CONTENT

1. Identification of nutrient rich sources of foods, their seasonal availability and price, study of nutrition labelling on selected foods

PRACTICALS

2
2. Planning, preparation and evaluation of adequate diets using Food Exchange Lists to suit different socioeconomic groups for:

- Adults
- Pregnant and nursing mothers
- Elderly

3. Planning nutritious snacks/dishes for adults, pregnant women, nursing mothers and elderly

RECOMMENDED READING


PERSONAL FINANCE AND CONSUMER STUDIES

THEORY

Paper No. : HSHT - 321
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

OBJECTIVES

1. To familiarize the student with the changing socio-economic environment and consumer behavior.
2. To strengthen the financial management practices of the students for wise consumer behavior.
3. To develop an understanding of the types of markets, changing concepts of markets, changes in socio-economic environment, and marketing strategies from consumer’s perspective.
4. To have an overview of the consumer problems, consumer movement and consumer protection

CONTENT

Unit I: Consumer in India (Ch 2 Sawhney and Mittal)
- Definition of a consumer
- Role of consumers in the economy
- National Income, Per Capita Income, Household wise distribution of income
- Changing nature of the business world – e-commerce, e-business

Unit II: Family Income and Expenditure (Ch 3 Seetharaman & Sethi)
Family Income – Types, Sources, Supplementation of family income, use of family income, budgets, maintaining household accounts
Factors influencing expenditure pattern
Family savings and investments- need principles, channels of investment, tax implications
Consumer credit- need, sources, credit cards, Housing finance
Personal finance management – tax implications, calculation of personal income tax, wealth tax, inheritance & gift tax

Unit III: Consumer Problems and Consumer Education (Ch 16 Sawhney & Mital)
Types of consumer problems – products and service related, deceptive, institution and market related, policy related, investment and infrastructure related.
Causes and solutions to consumer problems
Consumer education- objectives and strategies
Empowerment of consumers through education and awareness
Consumer behaviour- factors affecting, models
Role of family in decision making
Guidelines for wise buying practices

Unit IV: Consumer Protection (Ch 3,4,5,6 Khanna)
Consumer protection and movement in India
Consumer rights and responsibilities
Consumer organizations – origin, functioning, role and types.
Consumer cooperatives – role, history and growth in India, PDS Kendriya Bhandars.
Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres
Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark, Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and others
Buying aids- labels, packaging, advertising, buying guides

RECOMMENDED READINGS

PERSONAL FINANCE AND CONSUMER STUDIES

PRACTICAL
Paper No. : HSHP- 321
Max. Marks : 50
Credits : 2
Teaching Periods : 4/Week
Teaching Load : 12 Periods/Semester (4 Periods each)
OBJECTIVES
1. To understand the concept of family income, expenditure pattern, markets and marketing strategies.
2. To critically analyze the saving and investment avenues.
3. To enable students to handle their personal finances.
4. To know about the legal system and alternative mechanisms of consumer redressal.

**CONTENT**

1. Comparative studies of labels on durables/non durables items/consumables/services.
   - 1 period
2. Evaluation of advertisements in the print media- products, services and social ads
   - 1 period
3. Designing informative and attractive advertisements in categories stated above
   - 2 periods
4. Brand comparisons of household items/consumer durables available in the market in terms of labels, packaging, advertising, price vs. quality, marketing strategies sales promotion etc.
   - 2 periods
5. Survey of consumer problems
   - 1 period
6. Analysis of services of financial institutions – banking/non-banking/private/others
   - 2 periods
7. Handling personal finances- evaluating investment options, Saral form for tax return
   - 1 period
8. Profile of consumer organizations, consumer courts and other systems of redressal
   - 1 period
9. Food adulteration tests
   - 1 period

**DEVELOPMENT IN THE EARLY YEARS**

**THEORY**

Paper No. : HSHT - 331
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

**OBJECTIVES**

1. To understand growth and development during infancy and early childhood
2. To study the factors influencing development during infancy and early childhood years
3. To understand development in key areas- physical, motor, cognitive, language, social and emotional development.

**CONTENT**

**PERIODS**

31
Unit I: Introduction to the early years (Ch 1, 5 Cole) 6

- Significance of the early years
- Concept of developmental tasks and milestones

UNIT II: Infancy: Physical-motor, Social-emotional development (Ch 4, 5, 10, 11 Berk) 12

- Physical growth and development- body size, skeletal growth, brain and nervous system, factors influencing and facilitating physical growth.
- Motor development, factors influencing and facilitating motor development
- Social and Emotional Development- family, socialization, attachment, infant emotions, influences on social-emotional development

Unit III: Infancy: Cognitive and Language development (Ch 7, 10 Santrock) 10

- Cognitive development- sensorimotor development, factors influencing cognitive development
- Language development- Language acquisition during infancy, factors influencing language development, facilitating language development

Unit IV: Early Childhood: Physical and Social-emotional Development (Ch 4, 5, 9, 11 Bee) 10

- Physical growth and development- body size, skeletal growth, physiological changes, factors influencing and facilitating physical growth
- Motor development- gross and fine motor development, factors influencing and facilitating motor development
- Social and emotional development- relationship with family, peers, teachers
- Self concept, self esteem and gender identity
- Play and Early Childhood Care and Education

Unit V: Early Childhood: Cognitive and Language Development (Ch 7, 10 Santrock) 10

- Cognitive development: characteristics and accomplishments, factors influencing cognitive development
- Language development- characteristics and accomplishments, factors influencing and facilitating language

RECOMMENDED READINGS


DEVELOPMENT IN THE EARLY YEARS

PRACTICAL
**CONTENT**

1. Methods of studying children
   - Interview
   - Questionnaire
   - Observation

2. Plan and prepare activities to facilitate development during early years
3. Use sources such as literature and films to understand issues related to human development in Indian setting
4. Psychological tests (any 3)

**FABRIC SCIENCE I**

**THEORY**

**OBJECTIVES**

1. To impart the knowledge of textile fibres in terms of their chemistry, production, properties, selection and care.
2. To familiarize the students with various production techniques and properties of yarns.

**CONTENT**

**PERIODS**

**UNIT I: Production, chemistry and properties of natural fibres**

- Cotton, flax and jute
- Silk, wool and specialty hair fibers

12

**UNIT II: Production, chemistry and properties of manmade fibres**

- Rayon, acetate, triacetate
- Polyamides (nylon 6 and nylon 6,6), polyester, acrylic and mod-acrylic, olefins (PE and PP) and elastomeric fibres

15
• Glass, metallic fibres, carbon fibres

UNIT III: Yarn construction and properties (Ch 2 Corbman / Ch 9 Sekhri / Ch 10 Kadolph and Langford)

• Yarn properties- yarn numbering, twist, crimp, strength
• Conventional mechanical spinning
  -Cotton system
  -Wool system
  -Worsted system

UNIT IV: Types of yarns (Ch 3 Joseph)

• Simple and Complex
• Textured yarns
  -Classification
  -Manufacture
  -Properties
• Blends- stages and purpose of blending
• Threads-types, properties, size
• Yarn defects

RECOMMENDED READINGS


FABRIC SCIENCE I

PRACTICAL

Paper No. : HSHP - 341
Maximum Marks : 50
Credits : 2
Practical Periods : 4/Week
Practical Load : 12 Practicals/ Semester (4 periods each)

CONTENTS

PRACTICALS
1. Fibre identification  
2. Yarn properties- Identification, Count, Twist, Crimp  
3. Yarn slippage  
4. Estimation of binary fabrics - polyester/cotton, polyester/wool, polyester/silk  
5. Identification of threads in terms of size, content, twist and use

### COMMUNICATION SYSTEMS

#### THEORY

<table>
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<th>HSHT- 351</th>
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#### OBJECTIVES

1. To develop understanding of various communication systems.
2. To learn about various types communication transactions.

#### CONTENT

**Unit I: Intrapersonal Communication (Ch 5 Barker and Lee / Ch 1 Devito)**  
- Intrapersonal Communication- concept and significance
- Awareness of self in communication- self concept and self esteem

**Unit II: Interpersonal Communication (Ch 3, 6, 7 Barker and Lee / Ch 2, 3 Devito)**  
- Listening, learning and persuasion
- Interpersonal communication: Dyadic, concept, stages in human relationship development.
- Small group communication: types of small groups, development of a small group, functions, group formation, constraints.

**Unit III: Organizational and Public Communication (Ch 8 Barker and Lee / Ch 4 Devito)**  
- Organizational communication: concept, types of organizations, characteristics, functions and networks.
- Public communication: concept, steps in speech preparation, skill-verbal and non-verbal, speaker’s apprehension.

**Unit IV: Intercultural Communication (Ch 1 Devito)**  
- Relationship between culture and communication, concept of inter-cultural communication
- Models of intercultural communication
- Barriers in intercultural communication
RECOMMENDED READINGS


COMMUNICATION SYSTEMS

PRACTICAL

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<th>HSHP- 351</th>
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OBJECTIVES

1. To understand the concept of intrapersonal communication.
2. To develop skills in preparation, presentation and evaluation of communication aids/media (traditional and modern).

CONTENT                  PRACTICALS

- Exercise to know yourself                                  2
- Analysing group dynamics in organizations- formal and informal 4
- Developing public speaking and presentation skills          2
- Practising exercises in Intercultural transactions          4

FUNDAMENTALS OF FOOD SCIENCE

THEORY

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OBJECTIVES

This course will enable the student to:

1. Understand the basic concepts of food science and its applications in processing of food.
2. Learn about the quality parameters of various foods.
3. Gain practical knowledge about food components and their role in cooking.

CONTENT                  PERIODS

| Unit I: Introduction to food science (Ch 1 Srilakshmi) | 2 |
• Definition, importance and applications
• Basic terminology used in food science

Unit II: Food Groups (Ch 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Srilakshmi / Ch 29 Manay and Shadaksharaswamy) 44
Study of various food groups with respect to their structure, classification, composition, nutritive contribution, properties, selection, storage, uses in cooking, changes during cooking, processing, effect of processing:
• Milk and milk products
• Eggs
• Flesh foods: (i) Meat, (ii) Poultry, (iii) Fish and seafood
• Cereals and cereal products
• Fruits and vegetables
• Legumes and pulses
• Fats and oils
• Sugars and its products
• Artificial Sweeteners
• Spices and herbs
• Beverages: Tea, coffee, cocoa
• Nuts and Oilseeds

Unit III: Food Adulteration (Ch 14 Srilakshmi) 2
• Definition, type of adulteration and adulterants

RECOMMENDED READINGS

FUNDAMENTALS OF FOOD SCIENCE

PRACTICAL

Paper No. : HSHP - 312
Maximum marks : 50
Credits : 2
Teaching periods : 4 / week
Teaching Load : 12 Practicals/ semester (4 periods each)

OBJECTIVES
This course will enable the students to:
1. Understand the basic concepts of food science and its applications in processing of food.
2. Analyse quality parameters of various food.
3. Gain practical knowledge about food components and their role in cooking.

CONTENT

1. Food preparation, understanding the principles involved, nutritional quality and portion size

11
• Cereals and cereal products: Gluten quality & quantity and their role in baking (cake, biscuits, pastries)
• Gelatinization of starches: upma, halwa, pasta
• Fat as shortening: Poori, samosa, mathris
• Role of egg in cooking: Pudding, custards, mayonnaise, omelettes
• Milk and milk products: Effect of heat and pH, preparation of paneer, cream of tomato soup and apple kheer
• Beverages: Tea, coffee, shakes

2. Food Adulteration: Common tests to detect food adulterants.

RECOMMENDED READINGS


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SPACE PLANNING AND DESIGN

THEORY

Paper No. : HSHT-322
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the fundamentals of house planning and space articulation.
2. To incorporate ergonomic considerations while space organization and designing.
3. To gather information regarding building construction technologies, materials and interior services.

CONTENT PERIODS

Unit I: Basic Concepts in Space Planning and Design (Ch 1 Kumar) 8
• Concept of house, housing, architecture;
• Functions and concept of adequacy of space
• Characteristics of space, principles of planning spaces; planning and designing
• Types of house plans: floor, elevation, structural drawings and perspective plans
• Types of houses: Row, Semi-detached, detached, independent houses or flats/apartments, multi-storeyed buildings
• The Planning Process: steps in preparing a plan, synthesis of a house.
• The architects’ lingo: symbols and common terms used in house planning
Unit II: Design Specifics (Ch 32 Kumar / Ch 2 Adler / Ch 1.1 Gupta) 6
- Basic norms and space standards in operation – NBC and MPD
- Ergonomic considerations in planning and designing spaces, space configuration: space standards for different activities with focus on home based workstations; provision for storage (built-in storage)
- Structuring spaces: indoor and outdoor; space articulation: zones in spatial planning.
- Analysis of furniture needs of different zones in a house/workstations

Unit III: Building Construction Techniques And Technologies: Innovations For Sustainable Development (Ch 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Kumar) 16
- Purpose, Types and considerations
- Classification of building materials – Conventional/Non-Conventional
- Site selection – Factors
- Foundation – Purpose, types of foundations, reasons for failure of foundation
- Damp-proofing and water-proofing - defects, sources and treatment.
- Masonry- types
- Flooring
- Ceilings- types
- Lintels and Arches- definitions and purpose
- Doors and Windows- types
- Staircase - types
- Partitions and Panelling
- Cost economy in construction
- Concept and scope of pre-fabrication and modular housing

Unit IV: Interior Environment and Services: Climatic Considerations (Ch 7, 11 Ching / Ch 16 Gupta) 12
- HVAC
  - Heating of Interiors
  - Ventilation: terminology, efficient ventilation system, air exchange
  - Air-conditioning: Types, duct design and filters used, energy efficient air-conditioning system
- Lighting: terminology, day-lighting, types of lighting systems, energy efficient lighting systems, user specific lighting for specific areas, solar lighting systems
- Water and Plumbing systems: water supply system, waste water disposal, water harvesting.
- Insulation: sound and thermal – materials used and types of insulation
- Safety systems: fire protection – materials and systems used
- Security systems
- Parking and outdoor planning

Unit V: Special Housing Needs (Ch 35, 37 Adler) 6
- Housing for special groups – old, disabled, families with infants, toddlers and young children
- Housing for specific areas: for hilly, desert and earthquake prone areas

RECOMMENDED READINGS
SPACE PLANNING AND DESIGN

PRACTICAL

Paper Number : HSHP-322
Max Marks : 50
Credits : 2
Teaching Pds/Wk : 4 /Week
Teaching Load/Sem : 12 Practicals /Semester (4 Periods each)

OBJECTIVES
1. To familiarize the students with various aspects of building construction, building materials, light fittings and fixtures, etc.
2. To understand the procedures involved in the preparation of house plans, furnishing plans, drawings of service specifications.
3. To learn the techniques of preparing designs using computer-aided-design.

CONTENT

- Housing by-laws and symbols (architectural, plumbing, electrical, furniture), Steps in House planning, Different types of plans (site plan, layout plan, floor plan, elevation, section plan) 1
- Critical Evaluation of independent houses and apartments. 1
- Identification of building materials and evaluation concerning their characteristics (favourable and unfavourable features), uses and applications, cost and environment friendliness. 1
- Evaluation of buildings on energy efficiency parameters using green rating systems like GRIHA, LEED, ECBC. 1
- Portfolio- Observe and prepare plan of residential units. 1
- Observe and prepare house plans for different income groups up to 100sqm area (Computer aided /manual) 7

THEORIES OF HUMAN DEVELOPMENT

THEORY

Paper No. : HSHT- 332
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
1. To appreciate the role of theories in understanding Human Development.
2. To understand the relationship between theories, contexts and stages of life.
3. To become aware of application of theories.

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<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
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<tr>
<td><strong>UNIT 1: Introduction to theories in Human Development (Ch 1 Rice / Ch 1 Santrock)</strong></td>
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<tr>
<td>Key themes in the study of Human Development- Nature/nurture, active/passive, continuity/discontinuity, individual differences and similarities</td>
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<tr>
<td>Understanding a theory</td>
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<tr>
<td>Role of theories in understanding Human Development</td>
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</table>

| **UNIT II: Perspectives on Human Development (Ch 13, 14 Berger / Ch 2 Rice)** | 16 |
| Evolutionary and Ethological/Biological: Darwin, Lorenz, Bowlby | |
| Ecological: Bronfenbrenner | |
| Behavioral: Pavlov, Skinner, Bandura | |

| **UNIT III: Selected theories of human development (Ch 3, 4, 11 Berger / Ch 2 Santrock)** | 16 |
| Psychodynamic: psychosexual and psychosocial theories; Freud, Erikson | |
| Cognition: Piaget, Vygotsky | |
| Models and theories of Intelligence: Guilford, Spearman and Gardner | |
| Humanistic: Maslow and Rogers | |

| **UNIT IV: Theories in everyday life (Ch 8, 9 Allen)** | |
| Eclectic theoretical orientation | |
| Ethnotheories | |

**RECOMMENDED READINGS**


**THEORIES OF HUMAN DEVELOPMENT**

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CONTENT | PRACTICALS
--- | ---
1. Biography of a theorist with a focus on his/her family life and childhood experiences. | 1
2. Depict the 'eco-cultural' network for a child using the ecological model of Bronfenbrenner | 2
3. Verification of selected theories using multiple methods | 3
4. Observe / analyze creation of media product for children or product such as toys / clothes using theoretical base | 2
5. Locate a tool/ scale of psychometric tests and administer it. | 2
6. Autobiography | 2

APPAREL DESIGN AND CONSTRUCTION-I

THEORY

Paper No. : HSHT- 342
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
1. To impart working knowledge of style reading, pattern development and garment construction.
2. To develop sensitivity towards selection of fabric and design for apparel.
3. To study the concept of fit.

CONTENT | PERIODS
--- | ---
UNIT I: Introduction to sewing (Ch 1, 2, 3 Doongaji/Ch 19 Vatsala) | 4
- Tools and equipment for sewing: measuring, marking, cutting, pressing and other useful aids
- Sewing machine- various parts and their functions, basic operations, common sewing problems & remedies, care of machine, safety measures to be taken while sewing

UNIT II: Seams and finishing of raw edges (Ch 3, 10 Stamper/Ch 21 Vatsala) | 3
- Types of seams- plain & its finishing, flat, ridge, decorative
- Additional seam techniques: clipping, notching, grading, trimming, easing, under stitching, stay stitching, mitering, trimming a corner.
- Crossway strips- importance & application
- Finishing of hem lines

UNIT III: Introduction to pattern making (Ch 3, 4, 7, 9 Armstrong) | 2
- Importance
- Methods- drafts, flat pattern, draping
• Rules of pattern making

UNIT IV: Components of garments and development of drafts (Ch 3, 4, 5, 6, 7, 8, 9, 10, 11 Stamper)
• Fabric, seams, stitches, thread, shaping methods, dart equivalents, supporting material, sleeves, cuffs, necklines, collars, plackets, yokes, pockets, trims and accessories
• Body measurements - importance, body landmarks, precautions & procedure of taking measurements
• Drafting of a child’s bodice, plain sleeve & A-line frock
• Adaptation of bodice & A-line frock to various designs of frocks - different necklines, yokes, flares, gathers & pleats, short bodice, elongated bodice
• Adaptation of child’s sleeves to set-in (puff, leg-o-mutton, raglan & kimono (basic) sleeves
• Development of collars - peter pan - raised & flat, cape and sailors

UNIT V: Design aspects (Ch 11 Stamper)
• Structural and applied design
• Garment silhouette and lengths, edge treatment
• Disposal of fullness: gathers, pleats, tucks, darts and dart tucks

UNIT VI: Preparation of fabric for cutting, layouts (Ch 2 Carr and Latham / Ch 23 Vatsala)
• Fabric grain
• Preparatory steps-preshrinking, straightening & truing
• Layouts for patterns - general guidelines, basic layouts-lengthwise, partial lengthwise, crosswise, double fold, open, combination fold
• Pinning, marking, cutting
• Layout for special fabrics - unidirectional, bold & large prints, plaids, stripes & checks
• Fabric widths & calculation of material required

UNIT VII: Selection of Apparel (Ch 2, 12 Stamper / Ch 1, 2, 3, 4, 5, 6, 7 Thompson)
• Climate, occasion, occupation, fashion and figure
• Selection of suitable fabrics and apparel according to age (infants, toddlers, preschool and school going children, adolescents and elderly)
• Recognizing correct fit
• Factors affecting fit
• Fit problems and remedies

RECOMMENDED READINGS
• Armstrong J., Pattern making for fashion design (4th edition), Pearson education
CONTENTS

1. Seams-
   - Plain seam & its finishing (pinking, over locking, turning & machining, edge machining)
   - Flat seam (run & fell)
   - Ridge seam (French seam)
   - Decorative seam (lapped seam- with and without piping)

2. Centralized plackets – even hem, wrap & projection, continuous wrap and lapped zipper

3. Finishing of raw edges- shaped facing on a slit, bias facing & binding on inward and outward curves

4. Disposal of fullness – gathers, pleats, tucks and darts

5. Construction of sleeves and collars on a child’s bodice block
   - Plain and puff sleeve
   - Peter pan collar

6. Develop style variations in frocks- yokes, short bodice, elongated bodice, A- line (with flares, gathers & pleats)

7. Construction of a frock from any of the drafts developed above.

GENDER AND SOCIETY

THEORY

OBJECTIVES
1. To understand the different sectors of development, with special reference to women.
2. To develop insight into the issues and concerns of women.
3. To study strategies for empowerment of women.

CONTENT

Unit I: Social construction of Gender (Ch 1, 2, 3, 4 Bhasin, Human Development Reports) 14

44
• Concept of gender
• Differences between sex and gender
• Patriarchal social order and status of women
• Socio Cultural practices influencing women’s status
• Shifts in Status of women – historical and contemporary perspectives

Unit II: Gender differentials (Ch 1, 2 Krishna / Ch 1, 2, 3, 4, 5, 6 Sohoni) 14
• Approaches to understanding gender differentials
• Status issues and challenges in context to
  - violence against women
  - women and health
  - women and education
  - women’s work and economic participation
  - women and leadership
  - women and media

Unit III: Gender and Development (Ch 10, 11, 12, 13 Goel et al) 10
• Concept of Gender Development – indicators of human and gender development
• Approaches to women’s development
• Empowerment of women – concept and types
• National and International agencies involved in women’s development

Unit IV: Gender and Advocacy (Ch 1, 2, 3, 4, 5, 6, 7 Kingma et al) 10
• Human rights and women
• Laws for protection of women’s rights
• Media and gender mainstreaming

RECOMMENDED READINGS

GENDER AND SOCIETY

PRACTICAL

Paper No : HSHP- 352
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/week
Teaching Load : 12 Practical/ Semester (4 periods each)

OBJECTIVES
1. To understand the status of women in society.
2. To sensitize students towards portrayal of women in media.
3. To provide insights into the functioning of various women’s organizations.

**CONTENT**

<table>
<thead>
<tr>
<th>Practical</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Gender based analysis of media with special reference to portrayal of women.</td>
</tr>
<tr>
<td>2</td>
<td>Visits to various women’s organizations.</td>
</tr>
<tr>
<td>4</td>
<td>Analysis of gender based indices for understanding the status of women in society.</td>
</tr>
<tr>
<td>2</td>
<td>Participation in campaigns for empowering women.</td>
</tr>
</tbody>
</table>

**FUNDAMENTALS OF PSYCHOLOGY: BEHAVIOURAL PROCESSES**

**THEORY**

**CONTENTS**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Ch</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3, 4 Huffman/ Ch 1, 2 Morgan et al / Ch 1, 2, 5, 6 Hilgard et al</td>
<td>The nature of Psychology and the work of Psychologist, Various Perspectives in Psychology, Biological foundations of Psychology, Consciousness, Perceptual processes</td>
</tr>
<tr>
<td>2</td>
<td>7, 8, 11, 12, 16 Hilgard et al / Ch 6, 7 Coleman</td>
<td>Learning – Different approaches to learning, Memory, Motivational processes, Emotions, Stress and stress management, Behavior disorders</td>
</tr>
<tr>
<td>3</td>
<td>16 Huffman / Ch 9, 10, 11 Coleman</td>
<td>Interpersonal relationships, Changing attitude towards sex and marriage, The world of work</td>
</tr>
<tr>
<td>4</td>
<td>13 Huffman / Ch 3, 16 Coleman</td>
<td>Personality- various theories of personality</td>
</tr>
</tbody>
</table>
- Patterns of development- healthy and faulty development of personalities
- Changing values in the changing society

**RECOMMENDED READINGS**


**NUTRITION FOR CHILDREN AND ADOLESCENTS**

**THEORY**

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>HSHT- 413</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Marks</td>
<td>100</td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Period</td>
<td>4 Theory + 1 Interactive Period/ week</td>
</tr>
<tr>
<td>Teaching Load</td>
<td>48 Theory Periods + 12 Interactive Periods/ semester</td>
</tr>
</tbody>
</table>

**OBJECTIVES**

This course will enable the student to:

1. Comprehend the principles of planning nutritionally adequate meals.
2. Exercise food choices consonant with good health based on sound knowledge of principles of nutrition.
3. Acquire knowledge about the nutritional needs and concerns of children.
4. Acquaint with the fundamentals of nutrition for special conditions in children.

**CONTENT**

**UNIT I: Principles of Meal Planning (Ch 2, 3, 4 Khanna et al / Ch 1 Wardlaw et al)**

- Overview of balanced diets, Dietary guidelines for Indians
- Food exchange lists
- Factors affecting food choices – life style practices, availability of foods, attitudes towards food, safety considerations, nutrition information and misinformation

**UNIT II: Nutrient Requirements (Ch 12 Bamji et al)**

- Concept of minimum nutrient requirements and recommended dietary allowances, general methods of assessment of RDA for nutrients

**UNIT III: Infancy (Ch 7 Khanna et al / Ch 11 Stacy / Ch 16 Wardlaw et al)**

- Prenatal influences on pregnancy outcome, effect of under nutrition on foetal growth process.
- Growth and development during infancy
• Nutritional requirements, feeding of the newborn and infant - breast feeding, complementary feeding
• Health problems related to infant nutrition like Colic, Diarrhoea, Milk allergy
• Preterm Infants – Nutritional requirements, feeding the preterm baby, feeding problems
• Problems of malnutrition

Unit IV: Preschool children (Ch 8 Khanna et al / Ch 11 Stacy / Ch 16 Wardlaw et al)
9
• Growth and Development
• Nutritional requirements
• Diet related behaviour of preschoolers, feeding problems
• Under nutrition-stunting and wasting, Problems of Overweight and obesity
• Iron deficiency anemia and Vitamin A deficiency

Unit V: School Children (Ch 8 Khanna et al / Ch 11 Stacy/ Ch 16 Wardlaw et al)
9
• Growth and Development
• Nutritional requirements
• Diet related behaviour of school children
• Childhood under nutrition and over nutrition
• Common nutritional concerns
• Physical fitness

Unit VI: Adolescents (Ch 8 Khanna et al / Ch 11 Stacy / Ch 16 Wardlaw et al)
8
• Growth and development
• Nutritional requirements
• Diet related behaviour of adolescents, body image
• Nutritional concerns of teenagers
• Eating disorders (anorexia nervosa, bulimia nervosa)

Unit VII: Nutrition for special conditions (Ch 9 Wardlaw et al / Ch 16 Stacy) 4
• Nutrition for physical fitness and sport
• Feeding problems in children with special needs

RECOMMENDED READINGS

NUTRITION FOR CHILDREN AND ADOLESCENTS
PRACTICAL

Paper No. : HSHP- 413
Maximum Marks : 50
OBJECTIVES
The course will enable the student to:
1. Plan, prepare and evaluate nutritionally adequate diets for different age groups and socioeconomic categories of children.
2. Critically analyze nutrition labels on food products manufactured and advocated for children.

CONTENT

1. Planning, preparation and evaluation of adequate diets using Food Exchange Lists to suit different socioeconomic groups for - 7
   - Infants
   - Preschoolers
   - School children
   - Adolescents

2. Planning nutritious snacks/dishes for preschoolers, school children and adolescents for different income groups 2

3. Study of nutrition labeling on selected food products catering to children 1

4. Planning and preparation of some dishes for children with special needs 2

RECOMMENDED READINGS


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HUMAN RESOURCE MANAGEMENT

THEORY

Paper No. : HSHT- 423
Max. Marks : 100  
Credits : 4  
Teaching Periods : 4 Theory + 1 Interactive period / week  
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

- To understand the meaning and concept of Human resource management and development.
- To identify and understand functions of HRD
- To sensitize towards challenges of human resource managers

CONTENTS PERIODS

Unit I: Human Resources Management (Ch 1 Aswathappa and Subbarao) 6
- Concept, Scope and Significance
- Organisation Theory and Human Resources
- HRM and HRD

Unit II: Functions of HRD (Ch 3, 7 Dessler) 18
- Manpower planning
- Recruitment, selection and placement
- Performance appraisal and development
- Employee compensation
- Training and Development
- Motivation

Unit III: Human Resources Audit (Ch 3 Srinivas) 9
Its concept, significance and process

Unit IV: Legal Environment of HRM (Ch 22 Aswathappa / Ch 9 Dessler) 9
- Basics of labour legislations, collective bargaining, discipline and dismissals, employees’ health and safety

Unit V: Strategic issues in HRM (Ch 1 Dessler / Ch Srinivas) 6
- Changing environment of HRM and its implications on today’s managers

RECOMMENDED READINGS


HUMAN RESOURCE MANAGEMENT  
PRACTICAL
OBJECTIVES

- To identify and develop required skills for a successful human resource manager.
- To develop skills in human resource audit

CONTENT

- Concepts and related terminology of the functional areas of Human Resource Management Historical/Social Analysis/Critical Thinking through case study analysis and secondary research.
- Simulations/Presentations
  - HR Planning – Job Analysis and Design (Levels).
  - Selection Tests – Intelligence Aptitude Personality
  - Interview techniques and skills
  - Performance Appraisals – Methods
- HR auditing
- Computer applications in HRM

PRACTICALS

- 1
- 5
- 3
- 3

CHILDHOOD IN INDIA

THEORY

OBJECTIVES

1. To study the contexts of childhood in India
2. To explore depictions of childhood in Indian society
3. To be aware of the diversity in the lives of children, families and communities.

CONTENT

Unit I: Introduction to childhood in India (Ch 1, 2 Sharma / Ch 2 Krishnan) 8
- Children in India: An overview
- Social construction of childhood
- Folk theories about childhood and family
- Childhood in mythology, stories and films
Unit II: Multiple contexts of childhood in India (Pg 88 – 115 Sharma / Pg 1 – 41 Behera)
- Ethnic, religious, regional, social, economic and ecological variations
- Childhood in families
- Growing up without the family
- Children in schools
- Children in extra-familial settings

Unit III: Psycho-social dimensions of childhood (Pg 249 – 260 Behra)
- Growing up in a tribal family
- Childhood in selected family occupations: artists, farmers, weavers
- Growing up in a rural setting
- Children on the streets
- Belonging to a minority community
- Being a girl in India
- Adoption and childhood

Unit IV: Contemporary issues of childhood in India (Pg 128 – 139 Krishnan)
- Language, religion and culture
- Ability, disability
- Poverty
- Caste and childhood
- Children in urban India

RECOMMENDED READINGS

Selected short stories about childhood in regional contexts

CHILDHOOD IN INDIA

PRACTICAL

Paper No. : HSHP-433
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/ week
Teaching Load : 12 Practicals/Semester

CONTENT
1. Personal social experiences of childhood in families
2. Beliefs and practices related to children in different communities
3. Children’s experiences of ethnicity/class/caste/language

PRACTICALS
2
2
3
4. Stories, folk songs, toys and games from diverse ethnic groups  2
5. Depiction of childhood in media.  3

FASHION STUDIES

THEORY

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>HSHT- 443</th>
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</thead>
<tbody>
<tr>
<td>Maximum Marks</td>
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<tr>
<td>Credits</td>
<td>4</td>
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<tr>
<td>Teaching Periods</td>
<td>4/Week</td>
</tr>
<tr>
<td>Teaching Load</td>
<td>48 Periods/ Semester</td>
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OBJECTIVES

1. To understand the basics of fashion design.
2. To provide knowledge of the Indian and global fashion industry.

CONTENT PERIODS

<table>
<thead>
<tr>
<th>UNIT I: Fashion development (Ch 1 Fringes)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Timeline of clothing of draped style of early civilization till stitched style of 21st century</td>
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<tr>
<td>• Indian costume- Vedic and Mughal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT II: Adoption of fashion (Ch 3 Fringes)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consumer groups- fashion leaders, followers</td>
<td></td>
</tr>
<tr>
<td>• Adoption process- Trickle-down theory, bottom up theory &amp; trickle across theory</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT III: Fashion forecasting (Ch 4 Fringes)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Forecasting background</td>
<td></td>
</tr>
<tr>
<td>• Forecasting industry</td>
<td></td>
</tr>
<tr>
<td>• Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details, mood boards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT IV: Designing a successful garment (Ch 2, 3, 4, 5, 6 Tate and Edward)</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Role of a designer</td>
<td></td>
</tr>
<tr>
<td>• Facets of successful design, aesthetics</td>
<td></td>
</tr>
<tr>
<td>• Organization of a line</td>
<td></td>
</tr>
<tr>
<td>• Fabricating a line</td>
<td></td>
</tr>
<tr>
<td>• Cost of a garment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT V: Fashion centers and designers of the world (Ch 8 Fringes)</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• France, Italy, UK, Japan, NY</td>
<td></td>
</tr>
<tr>
<td>• India, Spain, Germany, Canada</td>
<td></td>
</tr>
</tbody>
</table>
UNIT VI: Fashion design and retail (Ch 8, 9 Tate / Ch 13 Fringes)

- Children’s wear- selling seasons, fibers, trimmings, organizing, size categories
- Men’s wear- current market trends, designing, merchandising categories
- Types of retail organizations-
  - specialty stores
  - department stores
  - mass merchants
  - boutiques and chain
- Non store retailing: mail-order, e-tailing

UNIT VII: Computer applications in fashion industry (Ch 8 Carr and Latham)

RECOMMENDED READINGS


FASHION STUDIES

PRACTICAL

Paper No. : HSHP- 443
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/Week
Teaching Load : 12 Practicals/ Semester (4 periods each)

CONTENTS

1. Technical drawing of fashion details: skirts, bodices, sleeves, necklines, collars, accessories. 2
2. Fashion forecast study and development of Mood boards & theme boards 4
3. Analysis of fabric and trim sourced from various fashion retail stores. 1
4. Development of a design collection and documentation on designer worksheet and cost sheets. 3
5. Computer application on design based software like corel and adobe 2
OBJECTIVES

1. To understand the nature and process of mass communication.
2. To familiarize the students with the process and techniques of media planning.
3. To provide an insight into the range and scope of different mass media.

CONTENT PERIODS

Unit I: Mass Communication (Ch 2, 3, 4, 7 McQuail) 14
- Concept and significance of mass communication
- Functions of mass communication
- Models and theories of mass communication
- Characteristics of mass audience

Unit II: Mass Media (Ch 2, 3, 4, 5, 10 Vilanilam / Ch 1, 2, 3 Kumar) 14
- Characteristics, history, classification, reach, access, coverage and role in society of the following mass media:
  - Print media
  - Electronic media
  - Computer based media
- Traditional and Modern media

Unit III: Media Planning (Ch 2 Pannu and Tomer) 10
- Audience segmentation and media analysis
- Media Literacy- meaning, concept, interpreting media messages
- Media Planning- Concepts and techniques, audience analysis

Unit III: Media Industry (Ch 4, 5, 6 Kumar) 10
- Structure and functions
- Role, status and impact
- Portrayal of contemporary issues in media
- Role of mass media in society

RECOMMENDED READINGS


MASS COMMUNICATION

PRACTICAL

Paper No : HSHP-453
Maximum Marks : 50
Credits : 2
Teaching Periods : 4 / week
Teaching Load : 12 Practicals/ Semester (4 periods each)

OBJECTIVES

1. To develop an understanding of the impact of media on society.
2. To develop skills for content development for mass media.

CONTENT PRACTICALS
• Conduction Media survey 4
• Content analysis of mass media 4
• Conceptualization and development of a mass media products 4

PUBLIC NUTRITION

THEORY

Paper No. : HSHT- 414
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

OBJECTIVES

This course will enable the student to:
1. Understand the multi-faceted nature of malnutrition problem.
2. Assess the malnutrition problem at the community level.
3. Be aware of the various aspects of nutrition education and promotion.
4. Be familiar with the policy and intervention programmes operating in India to overcome malnutrition.

CONTENT PERIODS

Unit I: Concept and scope of public nutrition Ch 1.1 Wadhwa and Sharma) 2

Unit II: Food Behaviour (Ch 6.1 Wadhwa and Sharma) 5
• Food related behaviour- definition and concept
• Factors affecting food habits/ behaviour
• Relation of knowledge, attitude, beliefs and practices in food behaviour
Unit III: Nutritional problems and their implications (Chapter 18, 19, 20, 21, 23, 24, 30 Bamji et al)

18
Etiology, prevalence, clinical features and preventive strategies of-
• Undernutrition - Protein energy malnutrition, nutritional anaemias, vitamin A deficiency, iodine deficiency disorders
• Overnutrition – obesity, coronary heart disease, diabetes
• Fluorosis

Unit IV: Assessment of nutritional status (Ch 5.1 Wadhwa and Sharma) 10
• Objectives and importance
• Methods of assessment
  a) Direct – clinical signs, nutritional anthropometry, biochemical tests, biophysical tests
  b) Indirect – Diet surveys, vital statistics

Unit V: Nutrition Education (Ch 6.2 Wadhwa and Sharma / Ch 20 Park) 5
• Objectives, principles and scope of nutrition and health education and promotion
• Behaviour change communication – concept, objectives and approaches

Unit VI: Nutrition: Policy and programmes in India (Ch 33 Bamji et al / Ch 7.2 Wadhwa and Sharma) 8
• National Nutrition Policy
• Objectives, target groups and intervention strategies of-
  a) ICDS
  b) Mid Day Meal Programme (MDMP)
  c) National programmes for prevention of Anaemia, Vitamin A deficiency, Iodine Deficiency Disorders

RECOMMENDED READINGS

PUBLIC NUTRITION PRACTICAL

Paper No. : HSHP-414
Maximum Marks : 50
Credits : 2
Teaching Periods : 4 / week
Teaching Load : 12 Practicals/ semester (4 periods each)

OBJECTIVES
This course will enable the student to learn:
1. Basic principles for planning, preparing and demonstrating low cost nutritious dishes for vulnerable groups.
2. Simple techniques of assessment of nutritional status.
3. Planning of a nutrition education activity.
4. Observation of an ongoing nutrition intervention programme.

**CONTENT**

1. Planning and demonstration of low cost nutritious recipes for infants, preschoolers, pregnant/nursing mothers for nutrition education communication activities among underprivileged sections of the population.
2. Assessment of nutritional status.
   - Anthropometric measurements – weight, height, MUAC
   - Plotting and interpretation of growth charts for children below 5 years.
   - Identification of clinical signs of common nutritional disorders.
   - Dietary assessment – 24 hour recall.
3. Planning and conducting a nutrition promotion activity.
4. Visit to an ongoing nutrition and health promotion programme.

**RECOMMENDED READINGS**


**RESOURCES AND SUSTAINABLE DEVELOPMENT THEORY**

- **Paper No.** : HSHT- 424
- **Max. Marks** : 100
- **Credits** : 4
- **Teaching Periods** : 4 Theory + 1 Interactive period / week
- **Teaching Load** : 48 Theory Periods + 12 Interactive periods / semester

**OBJECTIVES**

1. To build an inter-disciplinary perspective on understanding sustainable development concerns and challenges
2. To familiarize students with current debates and perspectives in analyzing constraints and opportunities for sustainable development
3. To provide students with a general introduction to the basic core competencies and practical skills required of a “generalist” development practitioner

**CONTENT**

Unit I: Understanding Sustainable Development (Ch 1, 5, 6 Sunder / Ch 1 Somayaji)
• Introduction, objectives, Definitions & Principles of Sustainable Development
• Sustainable development and globalization-Millennium Development Goals
• International development Agreements
• Sustainable management of key resources-Land, Forests, Water, Air, Energy, Waste

Unit II: Challenges to Sustainable Development (UN Millennium Project / Ch 3 Somayaji and Somayaji) 10
• Growth vs. development
• Population explosion, Urbanization, industrialization
• Population and Food Security
• Consumption and environment, ecological footprints, sustainable consumption

Unit III: Responses to Sustainable Development-I (World Bank, ARD) 12
• Sustainable agricultural practices
• Sustainable use of land and forest resources, sustaining Himalayan ecosystem
• Renewable sources of energy- solar, wind, geothermal

Unit IV: Responses to Sustainable Development-II (UN Millennium Project) 12
• Sustainability in use of water with focus on water harvesting and water shed management
• Energy conservation and efficiency
• Sustainable habitats with focus on green buildings
• Sustainable business practices

RECOMMENDED READINGS
• Ganesha Somayaji and Sakarama Somayaji ,2009, Environmental concerns and sustainable development: some perspectives from India, TERI Publication
• I. Sundar ,2006, Environment And Sustainable Development, Aph Publishing Corporation
• World Bank, 2006, Enhancing Agricultural Innovation: How to go beyond the strengthening of research systems, World Bank: Agriculture and Rural Development

RESOURCES AND SUSTAINABLE DEVELOPMENT

PRACTICAL

Paper No. : HSHP- 424
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/Week
Teaching Load : 12 Practicals / Semester (4 Periods each)

OBJECTIVES

1. To provide students with core competencies and practical skills required of a “generalist” development practitioner
2. To build an inter-disciplinary perspective on understanding sustainable development concerns and challenges
3. To familiarize students with current debates and perspectives in analyzing constraints and opportunities for sustainable development

CONTENT                                      PRACTICALS
1. Portfolios on Status, trends and sustainable management of Key resources-Land, Water, Air, Energy, Waste. Case studies on sustainable use of above resources in both urban and rural areas.  1
2. Secondary data collection on -Growth vs development, the urban environment, Population, consumption and environment, ecological footprints.  1 5
3. Development of material for educating different sections of community towards sustainable consumption practices.  5
4. Understanding Challenges to Sustainable Development- sector specific data to be collected and reported on areas like-
   - Urbanisation, industrialisation
   - Agriculture, Population & Food Security
   - Education
   - Natural Resources (Forests, Energy, Water)
Focus on developing case profiles of success stories in each sector. Government policy and programs which have helped overcome the challenges in the specific

DEVELOPMENT IN MIDDLE CHILDHOOD AND ADOLESCENCE

THEORY

Paper No.       : HSHT- 434
Max. Marks      : 100
Credits         : 4
Teaching Periods: 4 Theory + 1 Interactive period / week
Teaching Load   : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
1. To understand development in middle childhood and adolescence
2. To study significant changes during middle childhood to adolescence
3. To gain knowledge of issues concerning middle childhood and adolescence

CONTENT                                      PERIODS
Unit I: Introduction to middle childhood (Ch 1, 11 Berk / Ch 5 Santrock)  4
- Developmental tasks of middle childhood
• Physical development- changes in body size, secular trends, nutrition and health, physical fitness
• Motor development- factors influencing

Unit II: Cognition and language (Ch 6, 9, 13 Santrock / Ch 12 Berk) 8
• Cognitive development- contemporary theoretical perspectives on cognitive development, factors influencing cognitive development
• Intelligence and creativity, influences on intelligence and creativity
• Development of language in middle childhood, bilingualism/multilingualism, influences on language development
• Moral development- Perspectives on morality, influences on moral reasoning and behaviour

Unit III: Social and Emotional Development (Ch 13 Berk / Ch 10, 11 Santrock) 8
• Changes in emotional development, understanding emotions and emotional self regulation
• Changes in self concept, self understanding, development of self esteem, industry vs. inferiority
• Relationship with family, peers, teachers
• Influence of school and media

Unit IV: Introduction to Adolescence and Physical Development (Ch 14 Berk / Ch 1, 2, 3, 4 Rice / Ch 3 Sharma) 8
• Definitions of adolescence and theoretical perspectives
• Physical and physiological changes
• Puberty and sexual maturity
• Nutrition, health and psychological well-being

UNIT V: Cognitive, Language and Moral Development (Ch 4 Sharma / Ch 6, 12 Rice) 10
• Perspectives on cognitive development
• Development of intelligence and creativity
• Adolescent language
• Adolescent morality
• Influences on development of cognition, intelligence, creativity and morality

UNIT VI: Social and Emotional Development (Ch 8, 10, 11, 12 Rice/ Ch 5 Sharma) 10
• Developmental tasks of adolescence
• Self and identity at adolescence- contemporary perspectives
• Family relationships- parents, siblings, grandparents and significant others
• Peer relationships
• Interface with media, politics and society

RECOMMENDED READINGS
DEVELOPMENT IN MIDDLE CHILDHOOD AND ADOLESCENCE

PRACTICAL

CONTENT          PRACTICALS

1. Studying various issues related to middle childhood and adolescence using multiple methods 6
2. Case profile of middle school child or adolescent in different socio-cultural contexts 2
3. Analysis of images of children and adolescents in media 1
4. Psychological tests 3

APPAREL DESIGN AND CONSTRUCTION II

THEORY

OBJECTIVES

1. To impart knowledge about the style reading & paper patterns.
2. To help develop skills in pattern making and construction.
3. To understand the use of components of a garment.
4. To sensitize towards the clothing for people with special needs.
## CONTENT

### UNIT I: Development of drafts (Ch 2, 3, 4 Armstrong / Ch 7 Tate) 13
- Adult basic blocks: bodice, sleeve & skirt
- Necklines- high and low
- Collars – classification, stand and fall, shawl- flat & raised, shirt collar, peter-pan collar on deep open necklines
- Sleeves and cuffs- cap, leg-o-mutton, shirt maker and bishop, pet al & saddler
- Skirts- high and low waist, gathered, gored, pleated, flared with & without yokes
- Pockets- applied, in-seam & slashed
- Plackets – centralized, asymmetric and double breasted

### UNIT II: Pattern development & sizing (Part 2 Armstrong) 4
- Importance of patterns & pattern information
- Rules of pattern making
- Principles of pattern making
- Numbered sizing & lettered sizing (children’s wear, women’s wear, men’s wear)

### UNIT III: Findings & trims (Part 4 Armstrong / Ch 7 Tate/ Ch 5 Carr and Latham) 6
- Difference between findings & trims
- Performance- aesthetic and functional
- Physical features
- Labels, threads, narrow trims (ribbons, braids, lace and other fabric trims), appliqués, closures, underline fabric, other shaping and supporting devices-elastic, belts, sleeve heads, seam stays, collar stays, bra cups, boning, horse hair braids, weights and dress shields

### UNIT IV: Selection of garments for special needs (Ch 18, 19 Armstrong) 3
- Maternity
- Lactation
- Person’s with disability (PWD)

### UNIT V: Industrial machines (Ch 2, 3, 4, 6, 7 Carr and Latham) 9
- Cutting- round knife, straight, band knife, die
- Marking- drills and notchers
- Fusing- static and rotary
- Sewing- chain stitch and lock stitch principle, over lock machine (sergers)
- Work aids- pocket creaser, collar turners
- Embroidery
- Finishing- pressing and stain removal
- Use of computers in apparel industry

### UNIT VI: Garment assembly in the industry (Ch 1, 2, 3, 4, 5, 6, 7 Carr and Latham) 6
- Parts
- Pieces
- Panels
- Products and finishing

UNIT VII: Fit (Ch 6, 7, 8 Leitchy)  
- Learning to fit a garment- fitting area, fitting guidelines, fitting procedure, fit problems and remedies  
- Fitting special markets-children, pregnant women, senior citizens, heavy people, people with physical disabilities

UNIT VIII: Use of computers in apparel industry (Ch 8 Carr and Latham)  
- Software for apparel design

RECOMMENDED READINGS


APPAREL DESIGN AND CONSTRUCTION II

PRACTICAL

Paper No. : HSHP- 444  
Maximum Marks : 50  
Credits : 2  
Teaching Periods : 4/Week  
Teaching Load : 12 Practicals/ Semester (4 periods each)

CONTENT

1. Development of adult bodice, sleeve and skirt block  
2. Development of collars  
   - Stand collars-Stand and fall and Mandarin  
   - Grown on collar- Shawl (Flat and raised)  
3. Applied and in- seam pockets  
4. Development of variations in sleeve  
   - Set in sleeves- leg-o-mutton, shirt maker, pet al  
   - Sleeve and bodice combination- saddler  
5. Design variations in bodice through dart manipulation  
6. Design variations in skirt on half scale templates  
7. Stitching of a blouse for self  

PRACTICALS

1  
2  
1  
3  
2  
1  
2
EXTENSION PROGRAMME DESIGN AND MANAGEMENT
THEORY

Paper No   : HSHT- 454
Max. Marks  : 100
Credits   : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
1. To understand the concept and scope of extension in national development.
2. To develop an understanding of principles and process of program design and management.
3. To appreciate the relevance of participatory approaches in extension programs.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I: Extension</strong> (Ch 3, 4 Dahama and Bhatnagar / Ch 3 Singh)</td>
<td>14</td>
</tr>
<tr>
<td>• Historical perspectives of extension</td>
<td></td>
</tr>
<tr>
<td>• Philosophical foundations of extension</td>
<td></td>
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<tr>
<td>• Role of extension in development</td>
<td></td>
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<tr>
<td>• Objectives of Home Science extension</td>
<td></td>
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<tr>
<td>• Millennium Development Goals (MDG and extension)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit II: Programme Planning and Management</strong> (Ch 37, 38 Dahama and Bhatnagar / Ch 2, 3 Mikkelsen / Ch 1, 2, 3 Mukherje)</td>
<td>14</td>
</tr>
<tr>
<td>• Development programs at regional and national level</td>
<td></td>
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<tr>
<td>• Program management – models and approaches</td>
<td></td>
</tr>
<tr>
<td>• People’s Participation in Programme Management – Levels and types of participation</td>
<td></td>
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<tr>
<td>• Participatory Learning and Action (PLA) – techniques and applications</td>
<td></td>
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<tr>
<td>• Programme planning – situation analysis, need assessment and programme design</td>
<td></td>
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<tr>
<td>• Programme implementation – organizational structures, approaches and strategies</td>
<td></td>
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<tr>
<td>• Programme monitoring and programme evaluation</td>
<td></td>
</tr>
<tr>
<td><strong>Unit III: Extension Methods and Techniques</strong> (Ch 37, 38 Dahama and Bhatnagar / Ch 3 Kumar and Hansra)</td>
<td>10</td>
</tr>
<tr>
<td>• Types, scope and relevance of extension approaches</td>
<td></td>
</tr>
<tr>
<td>• Innovative approaches – national and international perspectives</td>
<td></td>
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<tr>
<td>• Role of ICTs in extension</td>
<td></td>
</tr>
<tr>
<td><strong>Unit IV: Mobilizing Human Resource in Extension</strong> (Ch 4 Kumar and Hansra)</td>
<td>10</td>
</tr>
<tr>
<td>• Diffusion and Adoption of innovations – adopter’s categories, role of change agents in adoption and implications of innovation</td>
<td></td>
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<tr>
<td>• Leadership Development –concept, types, roles, functions, traits, mobilization of local leadership</td>
<td></td>
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<tr>
<td>• Promotion of group action through community organizations and community institutions</td>
<td></td>
</tr>
<tr>
<td>• Organizations engaged in development</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDED READINGS

- Mikkelsen, Britha, (2002), Methods For Development Work and Research, New Delhi, Sage Publications

EXTENSION PROGRAMME DESIGN AND MANAGEMENT

PRACTICAL

Paper No. : HSHP- 454
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/week
Teaching Load : 12 Practicals/ Semester (4 periods each)

OBJECTIVES

- To analyze the issues and concerns of a specific community groups.
- To develop skills in the use of participatory approaches in programme management.
- To evaluate different approaches used in development interventions.

CONTENT

- Develop skills in conducting PLA techniques for extension programme management 4
- Evaluate strategies being used by development agencies for implementation of development programmes 4
- Develop skills in planning and using small group methods in extension 4

ECONOMICS

THEORY

Paper No. : HSHT- 505
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To make students understand basic concepts of economics and their utilization in day to day life.
2. To familiarized students with major economic problems of India and their implications.
3. To enable students to know various policy measures adopted in the country.
CONTENTS

PERIODS

Unit I: Introduction (Ch 2, 3, 6 Ahuja / Ch 1, 2, 3, 4, 5, Dhingra and Garg) 6
- Definition, Scope and Importance of studying Economics.
- Central problems of an economy
- Types of economic system

Unit II: Consumption and production (Ch 7, 8, 9, 10, 13, 17, 25, 26, 27 Ahuja) 16
- Wants – Classification and Characteristics.
- Demand – Law of Demand, Elasticity of Demand.
- Engel’s Law of Consumption.
- Consumer’s Surplus
- Equilibrium of Demand and Supply.
- Factors of Production
- Land – Peculiarities of Land and Types of Cultivation
- Labour – Types, Labour Market: Supply of Labour – Theories of Population
- Demand for Labour – Efficiency and Mobility
- Capital Formation
- Organization – Role of Entrepreneur and types of Organization
- Laws of returns
- National Income estimates

Unit III: Exchange (Ch 1, 2, 5, 12, 13, 14, 21, 22, 23 Mithani) 14
- Market : types & Price determination in various market conditions
- Money: types & functions
- Value of money – quantity theory – cash transaction approach and cash balance approach
- Measurement of the value of money-Index number
- Inflation
- Bank – types & functions
- Revenue – sources
- Taxation
- International trade and balance of payment.

Unit IV: Development & Planning (Ch 1, 2, 17, 29, 37, 43, 55, 61Mishra and Puri) 12
- Growth and development – major indicators
- Indian Economy – status : Population, employment, price, food , environment and poverty
- Various developmental programmes of the Government of India
- Sustainability
- Planning: models, objectives and achievement
- Globalization and Privatization

RECOMMENDED READINGS

- Dhingra IC and Garg VK, 2010, Introductory Economic Theory. Sultan Chand & Sons
# NUTRITIONAL BIOCHEMISTRY-I

**THEORY**

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>HSHT-515</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Marks</td>
<td>100</td>
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<tr>
<td>Credits</td>
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<tr>
<td>Teaching Periods</td>
<td>4 Theory + 1 Interactive Period/week</td>
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<tr>
<td>Teaching Load</td>
<td>48 Theory Periods + 12 Interactive Periods/semester</td>
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</tbody>
</table>

## OBJECTIVES

This course will enable the students to:

1. Develop an understanding of the principles of biochemistry.
2. Obtain an insight into chemistry of major nutrients and physiologically important biomolecules.

## CONTENT PERIODS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction to Biochemistry (Ch 1 Lehninger et al)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Definition, objectives, scope and inter-relationship between biochemistry and other biological sciences</td>
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<td></td>
<td>• Water and buffers</td>
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<tr>
<td>II</td>
<td>Carbohydrates (Ch 7 Lehninger et al)</td>
<td>10</td>
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<tr>
<td></td>
<td>• Monosaccharides-glucose, fructose, galactose, mannose, ribose, xylulose</td>
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<td>• Disaccharides – maltose, lactose, sucrose</td>
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<td>• Polysaccharides – Homoglycan, dextrin, starch, glycogen Heteroglycan, chondroitin sulphate Non digestible carbohydrates</td>
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<td>• Isomerism in carbohydrates</td>
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<tr>
<td>III</td>
<td>Lipids (Ch 10 Lehninger et al)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>• Definitions and classification of lipids: storage and structural lipids</td>
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<td></td>
<td>• Types and properties of fatty acids</td>
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<td></td>
<td>• Significance of acid value, iodine value and saponification value</td>
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<td>• Lipoproteins</td>
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<td>IV</td>
<td>Proteins (Ch 3, 4, 5 Lehninger et al)</td>
<td>8</td>
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<tr>
<td></td>
<td>• Definition, classification, structure, and general properties of amino acids</td>
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<td>• Essential and non-essential amino acids</td>
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<tr>
<td></td>
<td>• Definition, classification, elementary knowledge of structure of proteins</td>
<td></td>
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<td></td>
<td>• Introduction to enzymes, Classification, Co-Enzymes, Mechanism of action, Enzyme Inhibition, Allosteric enzymes</td>
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<tr>
<td>V</td>
<td>Nucleic Acids (Ch 8 Lehninger et al)</td>
<td>3</td>
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<tr>
<td></td>
<td>• Structure and functions of nucleic acids</td>
<td></td>
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<tr>
<td>VI</td>
<td>Vitamins: structure and biochemical role of (Ch 52, 53 Murray et al)</td>
<td>8</td>
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<tr>
<td></td>
<td>• Fat soluble vitamins – A, D, E and K</td>
<td></td>
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<td></td>
<td>• Water soluble vitamins – B₁, B₂, niacin, B₆, folic acid, B₁₂ and ascorbic acid</td>
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</tr>
</tbody>
</table>

68
Unit VII: Minerals (Ch 44 Murray et al)

- Biological role and bioavailability of inorganic elements – iron, calcium, phosphorous, iodine, selenium and zinc

RECOMMENDED READINGS


NUTRITIONAL BIOCHEMISTRY-I

PRACTICAL

Paper No. : HSHP- 515
Maximum Marks : 50
Credits : 2
Teaching Periods : 4 / week
Teaching Load : 12 Practicals/ semester (4 periods each)

OBJECTIVES

This course will enable the students to:

1. Get an orientation to a laboratory.
2. Learn qualitative and quantitative analysis of carbohydrates, lipids, proteins.
3. Learn estimation of vitamins.

CONTENT PRACTICALS

1. i. Standard Solutions
   ii. Preparation of normal, molar and percent solutions

2. Carbohydrates
   - Qualitative tests for mono-, di-, and poly-saccharides and their identification in unknown mixtures
   - Estimation of reducing (glucose, lactose) and non reducing (sucrose) sugars by titration

3. Lipids
   - Qualitative tests for identification of lipids

4. Proteins
   - Qualitative tests for identification of amino acids and proteins

RECOMMENDED READINGS


***************
ENTREPRENEURSHIP DEVELOPMENT AND ENTERPRISE MANAGEMENT

THEORY

Paper No. : HSHT- 525
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the meaning and concept of entrepreneurship development for women
2. To sensitize and orient them towards identifying entrepreneurial opportunities and market potential
3. To impart knowledge for setting up an enterprise and its management

CONTENT PERIODS

Unit I: Entrepreneurship Development (Ch 1, 5 Taneja and Gupta) 12
- Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India, entrepreneurship growth process, barriers, entrepreneurship education model.
- Entrepreneur- their characteristics, types, gender issues, role demands and challenges.
- Entrepreneurial Motivation.
- Challenges faced by Women Entrepreneurs
- Case profile of some successful entrepreneurs (repetition of the practical)

Unit II: Enterprise Planning and Launching (Ch 1, 3 Gundry) 12
- Types of enterprises classification based on capital, product, location, ownership pattern and process
- Sensing business opportunities and assessing market potential; market research
- Selection and formulation of project plan: SWOT Analysis; Self / Enterprise (shifted to practical)
- Estimation and mobilization of resources
- Appraising of project and feasibility

Unit III: Enterprise Management (Ch 4, 5 Gundry) 19
- Managing Production
  - Organizing Production; input-output cycle
  - Ensuring Quality
- Managing Marketing
  - Understanding markets and marketing
  - Functions of Marketing
  - 4Ps of Marketing(same as marketing mix)
- Financial Management
  - Meaning of Finance
  - Types and Sources of Finance
  - Estimation of project cost
  - Profit Assessment
Unit IV: Enterprise Networking (Ch 15, Taneja and Gupta)

- Enterprise Resource Planning: Concept, Dynamics and Methods
- Role of institutions providing assistance, manpower, consultancy, financial marketing
- Institutions providing support – CII, KVIC, NIESBUD, Fair Trade Organizations, NGO’s, SME’s, FICCI, corporate- sector

RECOMMENDED READINGS


ENTREPRENEURSHIP DEVELOPMENT AND ENTERPRISE MANAGEMENT

PRACTICAL

Paper Number: HSHP- 525
Max Marks: 50
Credits: 2
Teaching Periods: 4/ Week
Teaching Load: 12 Practicals / Semester (4 Periods each)

OBJECTIVES

1. To identify one’s own strengths and weaknesses with respect to entrepreneurial characteristics and competencies.
2. To develop appreciation for entrepreneurship as a career.
3. To develop skills in launching and managing an enterprise.

CONTENT PRACTICALS

1. SWOT analysis with respect to entrepreneurial competencies. 2
2. Achievement Motivation lab-development of entrepreneurial competencies 5
3. Case profiling of successful entrepreneurs and enterprises. 1
4. Survey of an institution facilitating entrepreneurship development in India. 1
5. Preparation of business plan. 3

CHILD RIGHTS AND SOCIAL ACTION

THEORY

Paper no. : HSHT - 535
OBJECTIVES

1. To understand the concept of child rights
2. To study the situation of children in India
3. To understand legislations and policies for children in India with reference to provisions for social action

CONTENT PERIODS

UNIT I: Introduction to Child Rights (Ch 1 Bajpai / Ch 6, 7, Weiner et al) 10
- Definition of the child
- The meaning of child rights
- The role of state, family and the child herself in promotion and protection of child rights
- Key philosophical underpinnings in the discourse on child rights
- General factors of exclusion- socio-economic and geo-political circumstances

UNIT II: Status of India’s children- situational analysis (Ch 3, 4, 5, 6, 7, 8 Bajpai/ Report of working group on Development of Children) 4
- Child survival
- Child development
- Child protection
- Child participation

UNIT III: Vulnerable groups: causes and consequences (Ch 3, 4 Bhargava / Ch 5, 6 Virani) 22
- Street and working, destitute, homeless, orphans, minority communities, institutionalized
- Living with: chronic illness, HIV, disabilities
- Experiencing war, conflict, disaster
- Exploitation of children-trafficking, abuse, dysfunctional families
- Children in conflict with law

UNIT IV: Framework for social action – Governmental and Non-Governmental Organizations (Ch 9 Bajpai / Ch 8 Bhargava) 12
- Constitutional provisions, international conventions
- National policies and programmes
- Laws for children
- Institutional and non-institutional services

RECOMMENDED READINGS

CHILD RIGHTS AND SOCIAL ACTION

PRACTICALS

Paper no. : HSHP- 535
Maximum marks : 50
Credits : 2
Teaching Periods : 4/ Week
Teaching Load : 12 Practicals/ Semester (4 Periods each)

CONTENT

UNIT I: Interactions with
- Children in need of care and protection
- Functionaries in child rights organizations

UNIT II: Visits
- Visits to Governmental and non-governmental programmes

UNIT III: Planning programmes
- For social action- advocacy, training, health/nutritional awareness

UNIT IV: Case Profile
- Case Profile of an organization / or child in a disadvantaged context

INDIAN TEXTILE HERITAGE

THEORY

Paper No. : HSHT- 545
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
1. To acquaint the students with textile traditions prevalent in India.
2. To create awareness and foster appreciation of the country’s rich textile heritage.
3. To study the important textile arts in their historical perspective, the impact of modernization and their contemporary status.

CONTENT

UNIT I: Importance of Indian Textiles in Historical Perspectives (Ch 5 Chattopadhyay)
Factors influencing development of textiles in India
Processing of different fibres
- Cotton
- Wool
- Silk

UNIT II: Traditional textiles: with reference to origin, production, colour and design
(Ch 2, 3, 4, 5 Das / Ch 5 Chattopadhyay)

Woven Textiles
- Muslins
- Brocades, baluchari, paithani, kanchivaram
- Shawls

Embroidered Textiles
- Classification -folk, religious, court and commercial embroideries
- Regional Forms

Resist dyed Textiles
- Ikats
- Bandhini

Painted-printed Textiles
- Kalamkari, bagh, ajrakh

UNIT III: Carpets and floor coverings (Ch 1, 2, 4, 5 Chattopadhyay)
- Classification
- Regional variations

UNIT IV: Status of Traditional Textiles in modern India
- Interventions by organisations
- Evolution and socio-economic significance of khadi, handloom and handicraft sector

UNIT V: Conservation of Traditional Textiles (Agarwal Pg 77 – 80)
- Factors influencing degradation of textiles
- Care and Storage techniques

RECOMMENDED READINGS
- Agarwal, O.P., 1977, Care and Presentation of Museum projects – II, NRL
- Chattopadhyay, K.D., 1977, Indian Carpets and Floor Coverings, All India Handicrafts Board, New Delhi
- Chattopadhyay, K.D., 1995, Handicrafts of India, Wiley Eastern Limited, New Delhi

INDIAN TEXTILE HERITAGE
PRACTICAL

Paper No. : HSHP- 545
Maximum Marks: 100
Credits : 4
Teaching Periods: 4/week
Teaching Load : 12 Practicals /Semester (4 Periods each)

CONTENT                  PRACTICALS

Surface ornamentation techniques-
1. Traditional embroidery stitches 3
2. Resist dyeing techniques – tie dye and batik 3
3. Block Printing and painting 2
4. Visit to the museum/craft haat 1
5. Interface with an artisan 1
6. Product Development -Make an article using any of the above techniques 2

Students will study traditional textiles and collect designs for the portfolio.

TRAINING AND ADVOCACY

THEORY

Paper No : HSHT- 555
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
1. To get an overview of the concept, methods and significance of training for development of human resource.
2. To make the students aware about the concept and process of advocacy and planning an advocacy campaign.
3. To understand the relationship of Behaviour change communication (BCC) with advocacy, programme communication and social mobilization.

CONTENT                  PERIODS

Unit I: Training: Concept (Ch 1, 2 Lyton and Pareek / Ch 5, 6, 7 James and Thacker) 10
• Nature, scope, advantages and limitations of training
• Training and learning
• Types of training
• Role of training in development

Unit II: Designing Training Programs (Ch 8, 9 James & Thacker) 14
• Tools and techniques for training
• Designing and evaluation of Training Programs for different stakeholders (grassroot functionaries, managers, policy makers)
• Agencies involved in training and development – NGOs, GOs and Corporate
• CSR – concept and initiatives
Unit III: Advocacy (Ch 3 Mikkelsen / Ch 2, 3,4 Subedi)  12
- Meaning, purpose and types of Advocacy
- Tools, techniques and approaches of advocacy
- Elements of an advocacy strategy
- Advocacy Planning Cycle - planning advocacy campaigns for different Stakeholders

Unit IV: Advocacy and Behavior Change Communication (Ch 5 Subedi)  12
- Concept of BCC
- Relationship between advocacy, programme communication and social mobilization
- BCC programmes – national and international perspectives

RECOMMENDED READINGS
- Mikkelsen, Britha, (2002), Methods For Development Work and Research, New Delhi, Sage Publications

TRAINING AND ADVOCACY  PRACTICAL

Paper No : HSHP- 555  
Maximum Marks : 50  
Credits : 2  
Teaching Periods : 4/week  
Teaching Load : 12 Practicals/ Semester (4 periods each)

OBJECTIVES
1. To develop skills in different training methods and techniques.
2. To learn the process of designing and evaluating training programmes.
3. To evaluate an advocacy campaign for social mobilization.

CONTENT  PRACTICALS
- Develop skills in the use of select training methods and materials.  4
- Develop training modules for specific target groups.  4
- Document and evaluate BCC campaigns for social mobilization and policy change.  4
DIET THERAPY-I

THEORY

Paper No. : HSHT- 516
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

OBJECTIVES
This course will enable the students to understand:
1. Principles of diet therapy.
2. Modification of the normal diet for therapeutic purposes.
3. Dietary management in some common disorders / diseases.
4. Significance of dietary counselling.
5. Computer applications in diet therapy.

CONTENT PERIODS

Unit I: Principles of diet therapy and nutrition care process (Ch 10 Khanna et al / Ch 8, 9, 10 Bamji et al) 13
- Principles of diet therapy
- Assessment of patient’s nutritional needs
- Team approach in health care
- Planning, implementation and evaluation of nutrition care
- Dietary counselling in nutrition care
- Basics of nutrient and drug interaction
- Computer applications in nutrition care delivery

Unit II: Therapeutic adaptations of the normal diet (Ch 10 Khanna et al / Ch 6 Joshi) 6
- Qualitative and quantitative adaptations
- Progressive diets – clear fluid, full fluid, soft and regular
- Introduction to enteral and parenteral nutrition

Unit III: Nutritional management of common disorders (Ch 11, 13, 14, Khanna et al / Ch 2, 6 Bamji et al / Ch 27, 28 Mahan and Escott-Stump/ Ch 18 Stacy) 26
Etiology, clinical features, diagnosis and nutritional management of the following:
- Infections and Fevers – Short term and long term (Typhoid, Tuberculosis and HIV / AIDS)
- Stomach disorders – Gastritis and Ulcers
- Small and Large Intestines disorders – Diarrhoea, Constipation, Lactose intolerance, Steatorrhea and Celiac disease
- Liver disorders– Infective hepatitis

Unit IV: Food allergy and food intolerance (Ch 29 Mahan and Escott-Stump / Ch 18 Stacy / Ch 14 Joshi) 3
- Etiology, clinical features, diagnosis and nutritional management
RECOMMENDED READINGS

DIET THERAPY - I

PRACTICAL

Paper No. : HSHP- 516
Maximum Marks : 50
Credits : 2
Teaching Periods : 4 / week
Teaching Load : 12 Practicals/ semester (4 periods each)

OBJECTIVES
This course will enable the students to learn:
1. Simple techniques of assessing nutritional status of the patients.
2. Application of the principles of normal nutrition for planning therapeutic diets.
3. Planning and preparation of diets for the patients suffering from some common diseases / disorders.
5. Use of nutrition software in diet therapy.

CONTENT

1. Assessment of nutritional status of the patients
   - Rapid nutritional assessment screening tools like MUST
   - Weight, linear and circumference measurements along with their proxy measures
   - Demonstration of a nutrition software

2. Planning, calculation, preparation, service and evaluation of diets for the patients suffering from the following diseases/ disorders:

   (a) Therapeutic Diets
      i. Normal diet with a 3-day cycle menu
      ii. Soft Diet
      iii. Liquid diets – Clear and full fluid
   (b) Diets in fevers: acute and chronic
   (c) Diets in GI Tract disorders:
      i. Diarrhoea
      ii. Constipation
   (d) Diet in Infective Hepatitis

RECOMMENDED READINGS
OBJECTIVES

1. To understand the elements of art & Design as applied to daily life.
2. To understand and apply the fundamental principles of design & décor for the interiors.
3. To develop skill in drawing, sketching and graphics to prepare interior plans.

CONTENT PERIODS

Unit I: Design Fundamentals (Ch 2 Lawrence)  
- Objectives of Art & Interior Design.
- Types of Design: Structural & Decorative.
- Elements of Content: Space, Point, Line, Shape, Form, Texture, Light & Color.
- Elements of Order: Scale, Similarity, Proximity, Sequence, Trends, Themes, Geometrical Organization.
- Composition of a Drawing – Harmony, Clarity, Adequacy.
- Color & its Application.
  - Dimensions of color.
  - Importance of color & its role in creation of the design.
  - Color systems & Theories.
  - Color Harmonies.
  - Principles of Design as applied to color use.
  - Color Forecasting
- Design Drawing – Drawing as a language to explore & communicate Ideas.

16

Unit II: Furniture & Furnishings: Historical Perspectives & Contemporary Trends (Ch 8 Rexnikoff / Ch 10, 11, 12, 13, 14 Riley and Bayen)
- Furniture – Types, Construction, Selection and purchase, Arrangement, Care and maintenance
- History of Interior Design – including periods like Mughal Architecture, Colonial style, Renaissance.

12
• Contemporary Trends in Interior Design with respect to furniture, furnishings & accessories.
• Furnishings – selection, care and maintenance of fabrics used for -
  o Soft furnishings: curtains and draperies, upholstered furniture, cushions and pillows, etc.
  o Floor coverings
• Accessories – Uses, Classification, Design, Selection & Arrangement.

Unit III: Interior & Exterior (Ch 5, 10 Reznikoff) 12
• Architectural Styles –based on themes and main periods, like post Renaissance and modern style.
• Traditional and Modern Surface Finishes – types and uses
  o Furniture
  o Wall
  o Floor
  o Ceilings
  o Roofing
• Lighting applications (Energy efficient lighting design – number and type of lamps and luminaires for efficiency in lighting).

Unit IV: Landscaping (Ch 1, 4 Reznikoff) 8
• Concept: Interiorscaping and Exteriorscaping /Landscape
• Elements of Landscape- Planting, earthwork form, use of decorative elements, Indoor & Outdoor Plants- Shrubs & Trees (Types, characteristics like appearance, height & girth, economic plants – using less water and resources to grow)
• Maintenance of landscape

RECOMMENDED READINGS

DESIGN APPRECIATION AND PRODUCT DESIGN

PRACTICAL

Paper Number : HSHP- 526
Max Marks : 50
Credits : 2
Teaching Periods : 4 /Week
Teaching Load : 12 Practicals /Semester (4 periods each)

OBJECTIVES
1. To sharpen the drawing skills as a tool to express ideas.
2. To create awareness of various materials & finishes available for aesthetically designed interiors.
3. To develop skill in drawing, sketching and graphics to prepare interior plans.
4. To impart skills in developing computer aided designs.
CONTENT                                PRACTICALS

o Drawing
  Introduction to drawing instruments & tools (manual & computer tools)
  - Drawing lines (freehand & with drawing instruments) - both 2-dimensional & 3-dimensional.
  - Lettering.
  - Sketching (figures, buildings, trees & plants, vehicles) - both 2-dimensional & 3-dimensional.
  - Rendering of Trees (both floor plan & elevation), brick, grass, water, wood, stone, earth, concrete with
    ➢ Water Colors.
    ➢ Stubbing.
    ➢ Pencil Colors.

o Preparation of catalogue comprising pictures denoting application of Art & Elements of Design; Color- Color Wheel, Dimension & Harmonies of Color.  1

o Floor plans with rendering (Theme based- Manual/Computer aided)  3

o Elevation & perspective plans with rendering (Manual/Computer aided).  2

o Furniture & furnishing plans of specific areas- Critical Analysis  2

o Preparation of portfolio based on historical designs & market review of furniture and furnishing materials (upholstery, curtains and draperies, bed & table linen)  1
  - Wall coverings & decorations (pictures, etc)
  - Floor coverings & decorations.
  - Window & door treatments.
  - Lighting systems.
  - Artifacts (sculptures, ceramics/terracotta, handicrafts, flower arrangements, etc.)
  - Fittings and fixtures.
  - Wood and its substitutes.

o Landscape plan (Manual/Computer aided)  1

DEVELOPMENT IN ADULTHOOD

THEORY

Paper no. : HSHT-536
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the dimensions of development in adulthood.
2. To reflect on the concerns of the family and society with respect to the individual in adulthood.
3. To develop awareness of diversity in adult life styles in different socio-cultural contexts.
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I: Introduction to Adulthood (Ch 12 Rice / Ch 13 Lefrancois)</strong></td>
<td>4</td>
</tr>
<tr>
<td>- Concept and theoretical perspectives on adulthood</td>
<td></td>
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<tr>
<td>- Adult roles and expectations in different cultures</td>
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<tr>
<td>- Diversity in adult life style</td>
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<tr>
<td><strong>Unit II: Early Adulthood (Ch 13, 14 Lefrancois / Ch 7 Rutter and Rutter)</strong></td>
<td>12</td>
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<tr>
<td>- Developmental tasks of early adulthood</td>
<td></td>
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<tr>
<td>- Physical changes</td>
<td></td>
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<tr>
<td>- Cognitive development</td>
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<tr>
<td>- Psycho-social development— self, identity, marriage and family, parenthood, family life cycle, work and gender relations</td>
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</tr>
<tr>
<td><strong>UNIT III: Middle Adulthood (Ch 15 Rice / Ch 7, 14 Santrock)</strong></td>
<td>14</td>
</tr>
<tr>
<td>- Physical development. Changing physiology and health. Adapting to physical changes, midlife changes/crisis, menopause in women, health concerns</td>
<td></td>
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<tr>
<td>- Cognitive development – attention, memory, cognitive skills in middle age, experience and expertise, adult intelligence</td>
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<tr>
<td>- Psycho-social changes-Issues of middle age- generativity vs. stagnation, concerns in middle age, career development and planning for retirement, civic roles and responsibilities</td>
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<tr>
<td>- Family life cycle</td>
<td></td>
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<tr>
<td><strong>Unit IV: Late Adulthood (Ch 17, 21 Santrock / Ch 7 Rutter and Rutter)</strong></td>
<td>14</td>
</tr>
<tr>
<td>- Physical and physiological aspects of aging: health concerns; well-being and disability</td>
<td></td>
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<tr>
<td>- Cognitive changes in late adulthood- understanding dementia and other concerns of the elderly</td>
<td></td>
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<tr>
<td>- Psycho-social development- adjustment to aging, changing economic situation; occupational continuity and change, Leisure and recreation, facing death</td>
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<tr>
<td>- Perspectives on death</td>
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<tr>
<td><strong>Unit 5: Elderly in India (Ch 15 Rice / Ch 18, 19 Santrock)</strong></td>
<td>4</td>
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<tr>
<td>- Magnitude of elderly in India</td>
<td></td>
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<tr>
<td>- Polices and Programmes for the elderly</td>
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</tbody>
</table>
RECOMMENDED READINGS


DEVELOPMENT IN ADULTHOOD

PRACTICAL

<table>
<thead>
<tr>
<th>Paper no.</th>
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<tbody>
<tr>
<td>Maximum marks</td>
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<td>Credits</td>
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<td>: 4 per week</td>
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<tr>
<td>Teaching Load</td>
<td>: 12 Practicals / semester (4 Periods each)</td>
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</table>

CONTENTS PERIODS

1. Study of issues and concerns of individuals in different phases of adulthood using relevant methods of study. 3
2. Psychological tests 2
3. Visits to settings such as homes for senior citizens 4
4. Case profile 1
5. Sociometry 2

FABRIC SCIENCE II

THEORY

<table>
<thead>
<tr>
<th>Paper No</th>
<th>: HSHT- 546</th>
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<tbody>
<tr>
<td>Max. Marks</td>
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<tr>
<td>Teaching Periods</td>
<td>: 4 Theory + 1 Interactive period / week</td>
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<tr>
<td>Teaching Load</td>
<td>: 48 Theory Periods + 12 Interactive periods / semester</td>
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</table>

OBJECTIVES

1. To impart the knowledge of various fabric construction techniques and fabric properties.
2. To provide knowledge about the concepts of mechanical and chemical finishing of textiles.
CONTENTS

UNIT I: Techniques of fabric construction (Ch 4, 5, 7, 8 Corbman / Ch 11, 12, 13 Sekhri / Part 4 Joseph)
a. Weaving
   - Yarn and their preparation for weaving
   - Parts of a loom
   - Operations and motions of the loom
   - Types of looms on the basis of shedding and picking systems: basic loom, Dobby and Jacquard loom, shuttle less loom
   - Classification of weaves
   - Properties and fabrics in common use
   • Knitting
     - Characteristics and advantages of knits
     - Classification of knits
     - Knitting machines, knitting needles
     - Construction and properties of warp and weft knits
   • Non woven and felts
     - Types
     - Construction
     - Properties and usage
b. Other methods of fabric construction
   - Braiding
   - Knotting

UNIT II: Properties and quality standards of fabrics (Ch 4 Joseph)

UNIT III: Finishing (Ch 9, 10 Corbman / Ch 14 Sekhri / Ch 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 Marsh)

UNIT IV: Textile applications: fabric selection and enduse (Ch 6 Joseph)
UNIT V: Technical textiles (Ch 21 Joseph)

RECOMMENDED READINGS


FABRIC SCIENCE II

PRACTICAL

Paper No.     : HSHP- 546
Maximum Marks : 50
Credits                       : 2
Practical Periods       : 4/Week
Practical Load      : 12 Practicals/ Semester (4 periods each)

CONTENTS

1. Weaves- Identification and their design interpretation on graph
2. Thread count and balance
3. Dimensional stability
4. Evaluation of drape of various fabrics
5. Strength of fabrics - tensile, bursting and tear
6. Evaluation of the weight and thickness of various fabrics
7. Fabric analysis
8. Colour fastness

PRACTICALS

2
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2

DEVELOPMENT COMMUNICATION

THEORY

Paper No       : HSHT- 556
Max. Marks     : 100
Credits               : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the concept of development communication.
2. To understand the various models of development as well as mass communication.
3. To understand the use of traditional as well as modern media for the purpose of development.
CONTENT PERIODS

Unit I: Concept of Development Communication (Ch 1 Rogers and Singhal / Ch 5 Pannu and Tomar) 10
- Role of communication in development
- Development communication– concept, history and scope
- Features of development communication

Unit II: Perspectives to Development Communication (Ch 1 Rogers and Singhal / Ch 2 Srinivas and Leslie / Ch 5 Pannu and Tomar) 16
- Communication perspectives in development – models and approaches
- Philosophy and Approaches to development communication
- Development Support Communication – concepts and applications
- Emerging development communication trends and innovations

Unit III: Behavioral Change Communication (BCC) and Development Communication (Ch 7 Pannu and Tomar) 14
- Scope of development communication and BCC
- Models of BCC

Unit IV: Media for Development (Ch 1, 6 Pannu and Tomar) 8
- Role of traditional and mass media in development communication
- Scope of ICTs in development communication
- Innovative media and methods in Development
- Success stories in Development Communication

RECOMMENDED READINGS
- Rogers Everett and Singhal Arvind. ‘Information Communication from Bullock Carts to Cyber Marts’. Sage Publications.

DEVELOPMENT COMMUNICATION PRACTICAL

Paper No : HSHP-556
Maximum Marks : 50
Credits : 2
Teaching Periods : 4/week
Teaching Load : 12 Practicals/ Semester (4 periods each)

OBJECTIVES
1. To enhance the skills for analyzing and appraising an ICT application.
2. To develop skills in the use of traditional media for development communication and social change.

CONTENT PRACTICAL
- Appraisal of ICT application. 4
- Planning and development of ICTs for edutainment. 4
- Development and use of traditional media for social change. 4
## PHYSIOLOGY AND PROMOTIVE HEALTH

### THEORY

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>HSHT- 606</th>
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<td>Maximum Marks</td>
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<td>Credits</td>
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<tr>
<td>Teaching Periods</td>
<td>4 Theory + 1 Interactive Period/week</td>
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<tr>
<td>Teaching Load</td>
<td>48 Theory Periods + 12 Interactive Periods/ semester</td>
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### OBJECTIVES

This course will enable the students to:

1. Understand the physiology of all the systems of the human body.
2. Develop a holistic understanding of mental, reproductive and social health.
3. Develop the awareness of major communicable and non-communicable diseases.

### CONTENT

<table>
<thead>
<tr>
<th>Unit I: Cardio Thoracic Physiology (Ch 1, 5, 7 Ross and Wilson / Ch 6 Ganong)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood and Cardio-vascular Physiology</td>
<td></td>
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<tr>
<td>• Blood -Composition and function, Anemia, Jaundice</td>
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<tr>
<td>• Structure of heart, circulations (systemic, pulmonary, coronary and portal)</td>
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<tr>
<td>• Cardiac cycle, Cardiac output</td>
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<tr>
<td>• Blood pressure, Hypertension, Myocardial Infarction</td>
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<tr>
<td>• Respiratory Physiology</td>
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<tr>
<td>• Structure of lungs and its function</td>
<td></td>
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<tr>
<td>• Hypoxia, Lung function tests</td>
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<tr>
<td>• Lung volume and Capacities</td>
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<tr>
<th>Unit II: Gastro Physiology (Ch 9 Ross and Wilson / Ch 5 Ganong)</th>
<th>6</th>
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<tbody>
<tr>
<td>• Structure of stomach, liver, gallbladder, pancreas and their functions</td>
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<tr>
<td>• Composition, function and regulation of GI secretions</td>
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<table>
<thead>
<tr>
<th>Unit III: Neurophysiology (Ch 12 Ross and Wilson)</th>
<th>2</th>
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<tbody>
<tr>
<td>Organization of nervous system</td>
<td></td>
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<tr>
<td>• Structure of Brain ,Spinal cord and their functions</td>
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<thead>
<tr>
<th>Unit IV: Endocrine Physiology (Ch 14 Ross and Wilson / Ch 4 Ganong)</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>• Actions and disorders of Pituitary, Thyroid and Parathyroid, Adrenal and Pancreatic hormones</td>
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<thead>
<tr>
<th>Unit V: Reproductive Physiology (Ch 15 Ross and Wilson)</th>
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<tbody>
<tr>
<td>Structure of uterus, ovaries and mammary gland and its functions</td>
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<tr>
<td>• Physiology of Menstruation and Menopause</td>
<td></td>
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</tbody>
</table>
- Physiology of Pregnancy and lactation

**Unit VI: Excretory Physiology (Ch 10 Ross and Wilson)**

- Structure of kidney and its function
- Urine formation
- Renal function test

**Unit VII: Geriatric Physiology (Ch 1 Ganong)**

- Basic concepts of aging

**Unit VIII: Epidemiology of Disease (Ch 2, 5, 6 Park)**

- Concept of Health and Disease
  - WHO definition of Health
  - Definition and Basic concept of Disease and Disease transmission
  - Epidemiological triad of disease
    - Communicable Diseases
  - Causative organism, Mode of transmission and Prevention and Control of Measles, Enteric Fever, Malaria, Dengue fever, HIV/AIIDS
  - Non Communicable Diseases
  - General risk factors and Prevention of Diabetes, Hypertension and Cancer

**Unit IX: Promotive Health (Ch 3, 10, 18 Park)**

- Concept of Prevention
  - Definition of Public Health and Prevention,
  - Levels of prevention of a disease
  - General modes of Intervention
  - Concept of Immunization and Immunization Schedule (WHO and IAP)

- Maternal Health
  - Preconception and Antenatal Care
  - Family Planning; Definition and Health Aspects
  - Brief outline of the common contraceptive methods used

- Mental Health and Wellbeing
  - Introduction to Drug Dependence and Alcoholism
  - Introduction to the Benefits of Yoga/Exercise and its role in coping with stress

**RECOMMENDED READINGS**

PRINCIPLES OF FOOD PROCESSING
THEORY

Paper No. : HSHT-617
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

OBJECTIVES
This course will enable the students to:
1. Have coherent and systematic knowledge of basic food chemistry.
2. Understand role of micro-organisms in relation to processing and spoilage.
3. Understand basic principles involved in preservation and spoilage.
4. Impart knowledge about the national and international food laws.
5. Learn the basic sensory and objective evaluation of food.

CONTENT PERIODS

Unit I: Basic food chemistry (Ch 2, 3, 4, 11 Manay and Shadaksharaswamy) 14
- Carbohydrates – Sources, chemistry, functionality.
- Lipids – Sources, chemistry and composition.
- Proteins – Sources, composition, protein concentrates, isolates, hydrolysates and textured protein products.
- Colloidal chemistry: Definition, classification, properties and applications of sols, gels, foams and emulsions.

Unit II: Basic food microbiology (Ch 2, 4 Frazier and Westhoff / Ch 22 Potter) 10
- Introduction to yeast, mold and bacteria - Characteristics and their role in preservation and spoilage of food.
- Hygiene and sanitation practices in food processing - waste reduction and waste disposal.

Unit III: Preservation techniques, principles and their applications (Ch 30 Manay and Shadaksharaswamy) 10
- High temperature, low temperature, removal of moisture, irradiation and preservatives.

Unit IV: Sensory science (Ch 28 Manay and Shadaksharaswamy) 4
- Physiological basis of sensory evaluation and sensory attributes of food.
- Sensory evaluation: Assessment, subjective and objective.

Unit V: Quality Assurance (Ch 14 Srilakshmi) 10
- Quality Assurance procedures - GMP, GHP, HACCP
RECOMMENDED READINGS

PRINCIPLES OF FOOD PROCESSING
PRACTICAL

Paper No. : HSHP-617
Maximum marks : 50
Credits : 2
Practical periods : 4/ Week
Practical Load : 12 Practicals/ Semester (4 Periods each)

OBJECTIVES
This course will enable the students to:
1. Understand the basic concepts of food science and its applications in processing of food.
2. Analyse quality parameters of various food.
3. Gain practical knowledge about food components and their role in cooking.

CONTENT

<table>
<thead>
<tr>
<th>PRACTICALS</th>
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<tbody>
<tr>
<td>PRACTICALS</td>
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<tr>
<td>CONTENT</td>
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</tbody>
</table>

1. i. Applications and factors affecting formation of Sols, gels, foams and emulsions
   ii. Study of microscopic structure of different food starches and their gelatinization properties
   iii. Effect of temperature on solubility of sugar and its applications 6

2. i. Slide preparation and identification of bacteria yeast and mold
   ii. Assessment of hygienic practices of food handlers 3

3. Effect of heat and additives on enzyme inactivation 1

4. i. Sensory evaluation methods and their applications.
   ii. Instrumentation in Food analysis: pH, colour, Total soluble solids by refractometer, Spectrophotometer/Colorimeter 2

RECOMMENDED READINGS

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ORGANIZATIONAL BEHAVIOUR

THEORY

Paper No. : HSHT-627
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand personal, interpersonal and organizational processes.
2. To examine issues that influence the management of people in complex and evolving organizations

CONTENT PERIODS

Unit I Organisational Behavior (Ch 3 Stephens / Ch 1 Luthans) 6
- Definition
- Importance
- Different models of OB – autocratic, custodial, supportive, collegial and SOBC

Unit II: Understanding Human Behaviour- I (Ch 2 Aswathappa / Ch 4 Robbins) 6
- Perception Process - Nature & Importance
- Personality and Attitudes
- Meaning of personality - Development of personality
- Nature and dimensions of attitude - Job Satisfaction - Organizational Commitment

Unit III: Understanding Human Behaviour- II (Ch 8, 9 Sharma) 8
- Learning - Process of Learning - Principles of Learning
- Organizational Reward Systems - Behavioural Management
- Motivation - Motives - Characteristics - Classification of motives - Primary Motives, Secondary motives, theories of motivation - Hertzberg
- Leadership – Definition – Importance – Leadership Styles

Unit IV: Stress Management (Ch 12 Luthans / Ch 18 Stephens) 6
- Concept of stress
- Sources of stress
- Effects of stress on humans
- Management of Stress
- Strategies for encouraging constructive conflict, Strategies for resolving destructive constructive conflict

Unit V: Group Dynamics and Teams (Ch 5 Sharma) 8
- Group Formation - Formal Organization and Informal Groups and their interaction
• Importance of teams – Formation of teams, Team Work

Unit VI: Organizational Culture and Structure (Ch 17 Stephens) 8
• organizational structures and their effects on human behavior
• Organizational Climate
• Organizational Culture
• Organizational Effectiveness

Unit VII: Change Management (Ch 12, Sharma) 6
• Management of Change
• Importance
• Forces responsible for change
• Resistance to change
• Overcoming resistance to change

RECOMMENDED READINGS

ORGANIZATIONAL BEHAVIOUR
PRACTICAL

Paper Number : HSHP-627
Maximum Marks : 50
Credits : 2
Teaching Pds/Wk : 4 /Week
Teaching Load/Sem : 12 Practicals /Semester (4 Periods each)

OBJECTIVES

1. To identify individual, team and structural characteristics that influence behavior within organizations
2. To prepare students for managerial careers.
3. To demonstrate effective teamwork behaviors.

CONTENT PRACTICALS

• Case study of an Organization 1
• Case profiling of an employee with respect to job specifications, performance and satisfaction. 2

• Study/Simulations in team work - participating in team activities, Team formation, resolving conflict, completing subtasks in a time. 4
• Study of leadership styles 3
• Survey of organizational development strategies 2
CARE AND WELL-BEING IN HUMAN DEVELOPMENT

THEORY

Paper No. : HSHT- 637
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the significance of care and well-being in human development
2. To understand the concerns at different stages of life
3. To explore the availability of services and institutions that promote care and well-being.

CONTENT PERIODS

Unit I: Care and Human Development (Ch 1 Davar / Ch 1, 2 Ghosh) 8
- Definition, concept and relevance of care
- Vulnerable periods in life that require care
- Principles of caregiving

Unit II: Well being and Human Development (Ch 3, 4 Ghosh / Ch 5, 7 Chelsea) 8
- Holistic concept of well-being
- Promoting well-being
- Relationship between care and well-being
- Subjective well being

UNIT III: Care and Well-being in Childhood (Ch 9, 10, 11, 12, 13, 14 Ghosh) 12
- Critical issues during infancy and early childhood years
- Critical issues during middle childhood and adolescence
- Health care; nutritional and psychological counseling

UNIT IV: Care and Well-being in Adulthood (Ch 5, 6, 7 Swaminathan) 10
- Adults as caregivers and their needs
- Experiencing wellness at different stages and work domains of adulthood
- Care needs of elderly
- Health and nutritional care
- Spiritual and psychological well-being

UNIT V: Policies, Services and Programmes (Ch 15 Davar / Ch 15 Ghosh) 10
Community resources for well-being
Provisions and services that promote well-being
School health programmes
Counselling services for individuals and families

RECOMMENDED READINGS


CARE AND WELL BEING IN HUMAN DEVELOPMENT

PRACTICAL

Paper No. : HSHP-637
Maximum Marks : 50
Credits : 2
Practical Periods : 4/Week
Practical Load : 12 Practicals/semester (4 periods each)

CONTENT

1. Observation of an infant in natural settings to understand their care needs
2. Interview of a young mother of a preschool child as a caregiver.
3. Interview of an adult above 60 years.
4. Visits to
   - A health and fitness centre
   - A counseling centre/clinic
   - A centre for the elderly
5. Participation in a self development workshop
6. Familiarity with methods of assessment of well-being

DYEING AND PRINTING

THEORY

Paper No. : HSHT-647
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES
5. To impart knowledge of various types of dyes and auxiliaries for dyeing and printing of fabrics.
6. To study methods and styles of printing fabrics.

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<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
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<tr>
<td>UNIT I: Preparation of fabric for dyeing and printing (Ch 2 Storey)</td>
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</tr>
<tr>
<td>• Cellulosics, protein and man-made</td>
<td></td>
</tr>
<tr>
<td>UNIT II: Dyeing (Ch 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Shenai)</td>
<td>15</td>
</tr>
<tr>
<td>• Terminology and theory of dyeing</td>
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<tr>
<td>• Classification of dyes</td>
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<tr>
<td>• Chemistry and mode of application of direct, acid, basic, azoic, reactive, sulphur, vat, mordant and disperse dyes</td>
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<tr>
<td>• Dyeing with natural dyes</td>
<td></td>
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<tr>
<td>• Stages of dyeing- fiber, yarn, fabric and garment dyeing: equipment and effect on design</td>
<td></td>
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<tr>
<td>• Principles of colour fastness</td>
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<tr>
<td>• Dyeing defects</td>
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</tr>
<tr>
<td>UNIT III: Auxiliaries (Ch 1, 2, 3, 4, 5, 6 Shenai / Ch 3 Clarke)</td>
<td>6</td>
</tr>
<tr>
<td>• Wetting agents, dispersing agents and solvents</td>
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<td>• Hygroscopic agents</td>
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<tr>
<td>• Anti foaming agents</td>
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<td>• Oxidizing and reducing agents</td>
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<td>• Carriers</td>
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<td>• Binders and thickeners</td>
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<tr>
<td>UNIT IV: Printing (Ch 1, 2, 3, 4, 5, 6, 7, 8 Storey / Ch 1, 2, 6, 7 Miles)</td>
<td>15</td>
</tr>
<tr>
<td>• Methods of printing: Historical development, effects and designs produced, advantages and limitations of the following techniques:</td>
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<tr>
<td>• -block printing</td>
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<td>• - flat plate and roller printing</td>
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<tr>
<td>• -stencil, screen, flat and rotary</td>
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<tr>
<td>• Styles of printing- direct, discharge, resist, dyed</td>
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<tr>
<td>• Printing defects</td>
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<tr>
<td>UNIT V: After treatment of printed goods (Ch 6 Clarke / Ch 9, 10 Storey)</td>
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<tr>
<td>• Ageing</td>
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<td>• Steaming</td>
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<tr>
<td>• Baking</td>
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<td>• Wet Development</td>
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<td>• Dunging</td>
<td></td>
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<tr>
<td>• Washing</td>
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</tr>
</tbody>
</table>

RECOMMENDED READINGS
• Clarke, W (1977), An Introduction to Textile Printing, London, Butterworth and Co. Ltd.
DYEING AND PRINTING

CONTENT

1. Dyeing
   - Preparation of shade card 8
     - on cotton using direct, reactive, azo and vat
     - on wool and silk using acid, basic, reactive
2. Printing with blocks and screen using 4
   - Pigment colours
   - Reactive dyes
   - Acid dyes

SUSTAINABLE DEVELOPMENT

CONTENT

Unit I: Concept of Development (Ch 1 Jaswal / Ch 1 Gadgil) 12
   - Indicators of development
   - Growth vs Development
   - Difference between developed and developing countries
   - Development models

Unit II: Perspectives in Sustainable Development (Ch 12 Chokar / Ch 2 Gadgil) 10
   - Relationship of environment with development
   - Sustainability – meaning, concept and implications for development
   - Sustainable development- meaning, concept and elements
• Environmental perspectives and ideologies in development

Unit III: Management of natural resources (Ch 3, 4 Bharucha)  
• Natural Resources – types, nature and status 
• Depletion and pollution of Natural resources – causes and impact 
• Climate change and ozone depletion 
• Management, conservation and protection of natural resources 
• Common Property Resources – concept, status and challenges 
• Energy and Development – types and impact

Unit IV: Linkages between environment, population and development (Ch 7 Barucha / Ch 5, 7 Gadgil / Ch 8, 9, 10, 11, 12, 13 Chokar)  
• Relationship between population, consumption and environment 
• Environmental friendly technologies for agriculture, migration, industry and the urban environment 
• Policies, Programmes and Laws influencing sustainable development 
• Environmental campaigns and programmes – National and International initiatives

RECOMMENDED READINGS

SUSTAINABLE DEVELOPMENT PRACTICAL

Paper No : HSHP-657 
Maximum Marks : 50 
Credits : 2 
Teaching Periods : 4 /week 
Teaching Load : 12 Practical/ Semester (4 periods each)

OBJECTIVES
1. To impart skills in various techniques of environmental impact assessment. 
2. To sensitize the students to various contemporary environment friendly technologies.

CONTENT PRACTICALS
• Environmental Impact assessment. 4 
• Environment Campaign / Programmes – design and evaluation. 5 
• Environment friendly technologies. 3
DIET THERAPY-II

THEORY

Paper No. : HSHT-618
Maximum Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive Period/ week
Teaching Load : 48 Theory Periods + 12 Interactive Periods/ semester

OBJECTIVES
This course will enable the students to understand:
1. Prevention, dietary management and diet counselling in common degenerative disorders.
2. Principles of developing dietetic food products.

CONTENT PERIODS

Unit I: Weight Management (Ch 12 Khanna et al / Ch 7 Joshi / Ch 21 Mahan and Escott-Stump / Ch 15 Stacy) 12
Etiology, clinical features, basic diagnosis, complications, nutritional and life style modifications and dietary counselling in Weight management
- Overweight and obesity
- Underweight
- Eating disorders: anorexia nervosa and bulimia

Unit II: Cardio-vascular and Common Metabolic Disorders (Ch 23, 24 Bamji et al / Ch 15, 16 Khanna et al) 25
Etiology, clinical features, basic diagnosis, complications, nutritional management, life style modifications and dietary counselling in cardio-vascular/ common metabolic disorders.
- Cardio-vascular Disorders
  - Hypertension
  - Hyperlipidemias, Atherosclerosis
  - Introduction to Myocardial Infarction and Congestive Heart Failure
- Diabetes Mellitus - Type 1 and Type 2
- Metabolic Syndrome
- Gout

Unit III: Nutritional Management in Cancer (Ch 25 Bamji et al / Ch 37 Mahan and Escott-Stump / Ch 23 Stacy) 6
- An overview of the etiology, modes of therapy, nutritional management and prevention

Unit IV: Alzheimer’s and Parkinson’s disease (Ch 41 Mahan and Escott-Stump / Ch 23 Stacy) 3
- Feeding problems and dietary management
RECOMMENDED READINGS

DIET THERAPY - II

PRACTICAL

Paper No. : HSHP-618
Maximum Marks : 50
Credits : 2
Teaching Periods : 4 / week
Teaching Load : 12 Practicals/ semester (4 periods each)

OBJECTIVES
This course will equip the students for:
1. Planning and preparation of diets for common degenerative diseases / disorders.
2. Development of dietetic food products.
5. Use of computers in diet therapy.

CONTENT

PRACTICALS

1. Planning, calculation, preparation, service and evaluation of diets for the patients suffering from following:
   - Overweight/Obesity and Underweight
   - Type 2 Diabetes Mellitus
   - Cardiovascular Disorders:
     - Hypertension
     - Atherosclerosis
2. Market survey of dietetic food products
3. Planning and preparation of a dietetic food product
4. Demonstration of the use of computer package for nutrition care process
5. Designing and preparation of a dietary counselling aid

RECOMMENDED READINGS
ERGONOMIC DESIGN

T H E O R Y

Paper No. : HSHT-628
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

- To develop aptitude in identifying the product / space design problems at home and at work, using basic design principles.
- To understand interface of the human element and the user’s perspective in the evolution of product/space design.
- To provide insight into professional practice in design development.

CONTENT PERIODS

Unit I: Introduction (Ch 1 Baiche and Walliman) 12
- Ergonomics- concept, significance, history and growth.
- Applications of Ergonomics in design and work efficiency
- The bio- mechanisms of work as related to the user, the work and the environment

Unit II: The User (Ch 3 Steidl and Bratton / Ch 1, 2 Wilson and Covlett) 12
- Components of worker input- affective, cognitive, temporal and physical (physical, physiological, psycho-physiological aspects of work)
- Anthropometric Measurements – History, concept and relevance of anthropometric measurement and their application in interior designing; anthropometric requirements of users for specific jobs, work areas, age and gender of the worker.

Unit III: The Work Environment (Ch 4, 5, 6 Wilson and Covlett) 12
- Functional design and arrangement of workplaces
- Work study
  - Time and motion study
  - Energy Studies
- Indices of indoor comfort: ventilation, lighting, temperature, noise.

Unit IV: The Product (Ch 5, Dalela / Ch 1 Norris and Wilson) 12
- Type, Job Description, Design and analysis of work
- Product Design and Development – Design communication - Specific equipment design features (controls and displays), socio-psychological aspect of product designs.
  - Product design concept- functionalism and aesthetics
  - Ergonomic considerations in designing products
    o Furniture- (chairs, cupboards, cabinets, beds, dressers)
    o Kitchen tools
    o Surface-cooking utensils
    o Electrical equipment.

RECOMMENDED READINGS

ERGONOMIC DESIGN

PRACTICAL

Paper No. : HSHP-628
Maximum Marks : 50
Teaching Periods : 4/Week
Teaching Load : 12 Practicals /Semester (4 Periods each)

OBJECTIVES

- To sensitize the students towards design characteristics
- To familiarize them with the trends in design concepts
- To develop analytical ability designing spaces and products.

CONTENT

1. Basic anthropometry- space norms/ standards 1
2. Energy costs of common activities – 1
3. Time and motion study 2
4. Designing residential furniture (study table, wardrobe, storage cabinets, chair, multipurpose furniture, modular furniture etc) and office furniture. 1
5. Equipment Evaluation: Kitchen tools, surface-cooking utensils 2
6. and electrical equipment
7. Space design – preparing floor and elevation plans. 4
   - Kitchen
   - Workstation
8. Portfolio of any product from ergonomic perspective 1

GENDER AND SOCIAL JUSTICE

THEORY

Paper No. : HSHT- 638
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester

OBJECTIVES

1. To understand the social construction of gender
2. To sensitize students to issues related to gender disparity in India
3. To provide varied perspectives on women empowerment and gender justice

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PERIODS</th>
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<tbody>
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<td><strong>Unit I: Understanding Gender: Basic Concepts (Ch 11 Mohanty)</strong></td>
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<tr>
<td>- Sex and Gender</td>
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<td>- Masculinity and femininity</td>
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<td>- Biological and cultural determinants</td>
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<tr>
<td><strong>Unit II: Gender and Society (Ch 1, 2, 3, 4, 5 Menon / Ch 11, 12, 13 Mohanty)</strong></td>
<td>10</td>
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<tr>
<td>- Patriarchy and social institutions</td>
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<td>- Being male and female in Indian Society</td>
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<tr>
<td>- Women’s movements in India</td>
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<tr>
<td>- Perspectives on Feminism</td>
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<tr>
<td><strong>Unit III: Social Construction of Gender (Ch 6, 7, 8 Menon / Ch 14 Mohanty)</strong></td>
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<tr>
<td>- Socialization for gender</td>
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<tr>
<td>- Gender roles, stereotypes and identity</td>
<td></td>
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<tr>
<td>- Social traditions: History, mythology and literature</td>
<td></td>
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<tr>
<td>- Contemporary Influences: Work, media, popular culture</td>
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<tr>
<td>- Caste, class and religious influences on gender roles</td>
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<tr>
<td><strong>Unit IV: Girl Child and Women in India (Ch 12 Mohanty / Ch 1, 2 Saikia)</strong></td>
<td>10</td>
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<tr>
<td>- Demographic profile</td>
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<td>- Health, nutrition and education</td>
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<td>- Sexuality and reproductive Health</td>
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<td>- Female feticide, infanticide and violence against women</td>
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<tr>
<td><strong>Unit V: Gender Justice (Part 2, 3 Saikia)</strong></td>
<td>10</td>
</tr>
<tr>
<td>- Laws, policies and programmes for women</td>
<td></td>
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<tr>
<td>- Women’s empowerment and politics</td>
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</tbody>
</table>

**RECOMMENDED READINGS**

PRACTICALS

Paper No. : HSHP-638
Maximum Marks : 50
Credits : 2
Practical Periods : 4
Practical Load : 12 Practicals/Semester (4 periods each)

CONTENT

1. Visits to organizations working in the area of women’s empowerment to understand their objectives, programmes and experiences 3

2. Workshops by resource persons on issues related to gender such as domestic violence, laws for women, reproductive health 3

3. Interactions to understand gender realities in diverse social groups through field visits and preparing and utilizing interview schedules 3

4. Placements to learn programme planning, advocacy, training and awareness for women’s empowerment 2

5. Media portrayals of gender realities 1

Films:

1. Documentaries from ‘Under Construction’ including Unlimited Girls; Skin Deep; Who’s afraid of little girls; Annapurna; Colours Black

2. Select Feature Films

DESIGN: CONCEPTS AND APPLICATION

THEORY

Paper No. : HSHT- 648
Max. Marks : 100
Credits : 4
Teaching Periods : 4 Theory + 1 Interactive period / week
Teaching Load : 48 Theory Periods + 12 Interactive periods / semester
OBJECTIVES
1. To explain the fundamentals of art and design as related to fabric and apparel.
2. To develop the creative and technical skills to communicate the ideas.
3. To acquaint with the techniques and methods used for design in fabric and apparel.

<table>
<thead>
<tr>
<th>CONTENT</th>
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<tbody>
<tr>
<td>UNIT I: Elements of design (Ch 1 Lietchy)</td>
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</tr>
<tr>
<td>• Colour</td>
<td></td>
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<tr>
<td>- Psychology of colour - cultural and religious connotations</td>
<td></td>
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<tr>
<td>- Dimensions of colour</td>
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<tr>
<td>- Colour harmonies</td>
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<tr>
<td>- Stages of colour application in fabric processing and its effect on design</td>
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<tr>
<td>• Texture</td>
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<tr>
<td>- Texture harmonies</td>
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<tr>
<td>• Lines</td>
<td></td>
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<tr>
<td>- Aspects and effects of lines - curved, structural, visual, illusion</td>
<td></td>
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<tr>
<td>• Shape</td>
<td></td>
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<tr>
<td>- Basic types - geometric, simple, natural, stylized and abstract</td>
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</tbody>
</table>

UNIT II: Principles of Design (Ch 1 Lietchy) 4
• Proportion, balance, rhythm, emphasis and unity

UNIT III: Handling of different fabrics (Ch 2 Carr and Latham) 8
• Stripes, checks, plaids, unidirectional, bold prints, sheers, thick, pile, lace and slippery fabrics

UNIT IV: Development of dresses without waist line seams (Ch 18 Armstrong) 20
• Torso foundation
• Princess-line foundation
• Panel dress foundation
• Empire foundation
• Tent foundation

UNIT V: Design in textiles and apparel (Ch 18, 19 Armstrong) 8
• Weaving, finishing, dyeing, printing, painting, embroidery, embellishments and construction methods for home and apparel with special reference to maternity, lactation and person’s with disability

RECOMMENDED READINGS

DESIGN: CONCEPTS AND APPLICATION
## PRACTICAL

**Paper No.** : HSHP-648  
**Maximum Marks** : 50  
**Credits** : 2  
**Teaching Periods** : 4/Week  
**Teaching Load** : 12 Practicals/ Semester (4 periods each)

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<td>- Drawing forms</td>
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<tr>
<td>a) Dot to form</td>
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<tr>
<td>b) Geometric, simplified, naturalized, stylized, abstract</td>
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<tr>
<td>2. Design development by placements</td>
<td>2</td>
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<tr>
<td>3. Colour study – colour wheel, value, intensity, harmonies</td>
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<tr>
<td>4. Design development for fabric using any two techniques for apparel and home textiles</td>
<td>4</td>
</tr>
<tr>
<td>5. Project: Designing and construction of dress for self</td>
<td>4</td>
</tr>
</tbody>
</table>

## JOURNALISM- THEORY AND PRACTICE

### THEORY

**Paper No** : HSHT- 658  
**Max. Marks** : 100  
**Credits** : 4  
**Teaching Periods** : 4 Theory + 1 Interactive period / week  
**Teaching Load** : 48 Theory Periods + 12 Interactive periods / semester

### OBJECTIVES

1. To understand the different aspects and dimensions of journalism.  
2. To understand the process, functions and techniques of journalism with reference to print, electronic and other modern media.  
3. To evaluate the relevance, potential and use of various media as tools of journalism.

### CONTENT

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<tr>
<th>Unit I: Introduction to Journalism (Ch 2 Aggarwal and Gupta)</th>
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<tr>
<td>Definition, nature and scope of journalism</td>
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<td>History and types of journalism</td>
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<td>Role and responsibilities of journalists</td>
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<td>Media laws and ethics</td>
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<td>Media organizations – government and corporate</td>
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</table>

<table>
<thead>
<tr>
<th>Unit II: News Reporting (Ch 1 Evans)</th>
<th>Periods</th>
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<tbody>
<tr>
<td>Definition of news, ingredients and qualities of news</td>
<td>10</td>
</tr>
<tr>
<td>News values</td>
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</tr>
</tbody>
</table>
- Types of news reports
- News agencies- national and international
- News reporting and editing

Unit III: Types of reporting (Ch 2 Harris and Johnson) 10
- Types of reporting
- Issues in development reporting
- Tasks and skills of a development reporter

Unit IV: Journalistic skills for various media (Ch 2, 3 Aggarwal and Gupta / Ch 14, 15 Pannu and Tomar) 16
- Print journalism- fundamentals of good writing, inverted pyramid approach, writing editorials and features
- Television journalism- writing for television news, features and panel discussions
- Radio journalism- writing for radio news and features
- Convergence journalism

RECOMMENDED READINGS

JOURNALISM- THEORY AND PRACTICE

PRACTICAL

PAPER NO: HSHP-658
MAXIMUM MARKS: 50
CREDITS: 2
TEACHING PERIODS: 4 /week
TEACHING LOAD: 12 Practicals/ Semester (4 periods each)

OBJECTIVES
1. To develop skills in preparation and use of various media in journalism.
2. To develop skills for scripting and production of selected media.

CONTENT
- Content writing and editing for print, television and radio 6
- Scripting and production of selected media 6

NUTRITIONAL BIOCHEMISTRY-II

THEORY

PAPER NO: HSHT-619
MAXIMUM MARKS: 100
CREDITS: 4
Teaching Periods: 4 Theory + 1 Interactive Period/week
Teaching Load: 48 Theory Periods + 12 Interactive Periods/semester

OBJECTIVES
This course will enable the students to:
1. Have an advanced understanding of the principles of biochemistry (as applicable to human nutrition).
2. Understand the biological processes and systems as applicable to nutrition.
3. Apply the knowledge acquired to human nutrition and dietetics.

CONTENT

PERIODS

Unit I: Enzymes (Ch 6 Lehninger et al) 3
- Enzyme Kinetics

Unit II: Oxidative Phosphorylation (Ch 13 Murray et al) 9
- Electron –Transfer Reactions in Mitochondria
- ATP Synthesis
- Regulation of Oxidative Phosphorylation

Unit III: Intermediary Metabolism (Ch 14, 15, 16, 17, 18 Lehninger et al) 30
- Carbohydrates-glycolysis, citric acid cycle, gluconeogenesis, glycogenesis, glycogenolysis, blood sugar regulation
- Lipids-β-oxidation, synthesis and utilization of ketone bodies, ketosis, and fatty liver
- Proteins-Amino acid metabolism, Urea cycle

Unit IV: Molecular Biology (Ch 37 Murray et al / Ch 27 Lehninger et al) 6
- Genetic code and protein biosynthesis
- Introduction to nutragenomics

RECOMMENDED READINGS

NUTRITIONAL BIOCHEMISTRY-II

PRACTICAL

Paper No.: HSHP-619
Maximum Marks: 50
Credits: 2
Teaching Periods: 4 / week
Teaching Load: 12 Practicals/ semester (4 periods each)

OBJECTIVES
This course will enable the students to:
1. Have an understanding of chromatography and its use in qualitative analysis.
2. Get an orientation to pH and buffers.
3. Learn estimation of vitamins and minerals.
# CONTENT

<table>
<thead>
<tr>
<th>Practical</th>
<th>Periods</th>
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<tbody>
<tr>
<td><strong>1. pH and buffers</strong></td>
<td>4</td>
</tr>
<tr>
<td>• Introduction to pH meter and preparation of buffer solutions</td>
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<tr>
<td><strong>2. Lipids</strong></td>
<td>2</td>
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<tr>
<td>• Estimation of acid value of fat</td>
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<tr>
<td><strong>3. Minerals</strong></td>
<td>2</td>
</tr>
<tr>
<td>• Estimation of calcium by titrimetry</td>
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<td><strong>4. Abnormal constituents of urine</strong></td>
<td>2</td>
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<tr>
<td>• Glucose</td>
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<td>• Ketone bodies</td>
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<td>• Blood</td>
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<tr>
<td>• Albumin</td>
<td></td>
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<tr>
<td>• Bile salts and bile acids</td>
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<tr>
<td><strong>5. Blood</strong></td>
<td>2</td>
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<tr>
<td>• Estimation of haemoglobin</td>
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</tbody>
</table>

## RECOMMENDED READINGS


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### TOTAL QUALITY MANAGEMENT

**THEORY**

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>HSHT-629</th>
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<tbody>
<tr>
<td>Max. Marks</td>
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<tr>
<td>Credits</td>
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</tr>
<tr>
<td>Teaching Periods</td>
<td>4 Theory + 1 Interactive period / week</td>
</tr>
<tr>
<td>Teaching Load</td>
<td>48 Theory Periods + 12 Interactive periods / semester</td>
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</table>

**OBJECTIVE**

1. To understand the Total Quality Management concept and principles and the various tools available to achieve Total Quality Management.
2. To understand the statistical approach for quality control.
3. To create an awareness about the ISO and QS certification process and its need for the industries.

### CONTENT

**Periods**

<table>
<thead>
<tr>
<th>Unit</th>
<th>14</th>
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<tbody>
<tr>
<td><strong>Unit I: Introduction to TQM (Ch 1 Evans / Ch 1 Dale)</strong></td>
<td></td>
</tr>
<tr>
<td>• Definition of Quality</td>
<td></td>
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<tr>
<td>• Dimensions of Quality</td>
<td></td>
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<tr>
<td>• Quality Planning</td>
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</tbody>
</table>
• Basic concepts of Total Quality Management
• Historical Review
• Principles of TQM
• Quality Council, Quality Statements, Strategic Planning, Deming Philosophy
• Barriers to TQM Implementation.

Unit II: TQM Principles in Human Resource Management (Ch 3, 4, 5 Dale / Ch 14 Oakland)
14
• Customer satisfaction – Customer Perception of Quality, Customer Complaints, Service Quality, Customer Retention
• Employee Involvement – Motivation, Empowerment, Teams, Recognition and Reward, Performance Appraisal, Benefits
• Continuous Process Improvement – Juran Trilogy, PDSA Cycle, 5S, Kaizen

Unit-III: TQM Tools in Product Designing (Ch 9, 6 Oakland / Ch 3 Evans) 12
• Benchmarking – Reasons to Benchmark, Benchmarking Process
• Quality Function Deployment (QFD) – House of Quality, QFD Process, Benefits, Taguchi Quality Loss Function
• Total Productive Maintenance (TPM) – Concept, Improvement Need

Unit IV: TQM and Culture (Ch 15 Oakland / Ch 6 Evans) 08

• Organisational change management through TQM and its relationship with culture, morale.
• Resistance to change and barriers to TQM.

RECOMMENDED READINGS


TOTAL QUALITY MANAGEMENT

PRACTICAL

Paper Number : HSHP-629
Maximum Marks : 50
Credits : 2
Teaching Pds/Wk : 4 /Week
Teaching Load/Sem : 12 Practicals /Semester (4 Periods each)

OBJECTIVES

1. To develop constancy of purpose for improvement of products and services.
2. To provide insight into professional practice in TQM.
3. To develop skills in doing the right things, right the first time, every time.

### CONTENT

<table>
<thead>
<tr>
<th>PRACTICALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations on business excellence models to assess organization’s performance.</td>
</tr>
<tr>
<td>Course project on quality management methods - analyzing and solving problems of organization.</td>
</tr>
<tr>
<td>Case profiles of total quality management gurus.</td>
</tr>
<tr>
<td>Study and development of Benchmarking process.</td>
</tr>
<tr>
<td>Development of tools for feedback.</td>
</tr>
<tr>
<td>Study and development of QFD process.</td>
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</tbody>
</table>

### CHILDHOOD DISABILITY

#### THEORY

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>HSHT-639</th>
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<tbody>
<tr>
<td>Max. Marks</td>
<td>100</td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Periods</td>
<td>4 Theory + 1 Interactive period / week</td>
</tr>
<tr>
<td>Teaching Load</td>
<td>48 Theory Periods + 12 Interactive periods / semester</td>
</tr>
</tbody>
</table>

#### OBJECTIVES

1. To understand the meaning of disability
2. To become aware of major types of disability
3. To study approaches to inclusion of children with disability.

#### CONTENTS

<table>
<thead>
<tr>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Understanding Disability and Inclusion (Ch 1, 13 Heward / Ch 3 Mangal / Ch 1 Barnes)</td>
</tr>
<tr>
<td>· Defining and understanding disability</td>
</tr>
<tr>
<td>· Perspectives on disability: Individual and social</td>
</tr>
<tr>
<td>· Attitudes towards disability</td>
</tr>
<tr>
<td>· Overview of practices and provisioning related to addressing disability in India</td>
</tr>
<tr>
<td>Unit II: Types of Disability and Prevalence (Ch 6, 7, 10, 11, 12 Heward / Ch 5, 6, 7, 8, 12 Mangal)</td>
</tr>
<tr>
<td>· Demography</td>
</tr>
</tbody>
</table>
| · Identification, Assessment and Etiology with reference to:
- Physical disabilities
- Intellectual disability,
- Visual and auditory disabilities
- Learning disability
- Autism
- Prevention, therapy, education and management

UNIT III: Inclusion of children with disability (Ch 2 Heward) 10

- Disability and family
- Education and schooling
- Disability and society

UNIT IV: Provisions and Services in society (Disability Manual) 8

- Policy and laws
- Provisions/services for children and families
- Institutional care
- Medical support and rehabilitation for disabilities

RECOMMENDED READINGS


CHILDHOOD DISABILITY

PRACTICAL

Paper No. : HSHP-639
Maximum Marks : 50
Credits : 2
Teaching periods : 4/Week
Teaching load : 12 Practicals/Semester (4 Periods each)

CONTENT

1. Visit
   Government and private institutions/organizations (CGC, schools, NGOs, hospitals)
   - Interview selected teachers, professionals
- Observe the context
- Documentation and recording

2. **Interaction**
   - Observing children in different situations
   - Interaction with peers and family members

3. **Placement**
   - Observe the setting
   - Study children’s developmental records
   - Documentation and recording

4. **Planning**
   - Programme planning

5. **Media**
   - Exploring sources of information about children and their families using print and audio-visual media

**MARKETING AND MERCHANDISING**

**THEORY**

| Paper No.     | : HSHT-649 |
| Max. Marks   | : 100      |
| Credits      | : 4        |
| Teaching Periods | 4 Theory + 1 Interactive period / week |
| Teaching Load | 48 Theory Periods + 12 Interactive periods / semester |

**OBJECTIVES**

1. To understand the dynamics of fashion market environment.
2. To provide knowledge of the marketing mix of the garment industry

**CONTENTS**

<table>
<thead>
<tr>
<th>UNIT I: Fashion marketing environment (Ch 1 Kotler)</th>
<th>4</th>
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<tbody>
<tr>
<td>• Micro marketing environment</td>
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<tr>
<td>• Macro marketing environment</td>
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<table>
<thead>
<tr>
<th>UNIT II: Consumer buying behaviour (Ch 6 Kotler)</th>
<th>4</th>
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<tbody>
<tr>
<td>• Factors affecting consumer behavior</td>
<td></td>
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<tr>
<td>• Purchase decision making process</td>
<td></td>
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<table>
<thead>
<tr>
<th>UNIT III: Target marketing (Ch 9 Kotler)</th>
<th>5</th>
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<tbody>
<tr>
<td>• Market segmentation- Rationale, bases and strategy</td>
<td></td>
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<tr>
<td>• Positioning and perceptual mapping</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT IV: Product and pricing (Ch 17 Berman / Ch 15 Kotler)</th>
<th>5</th>
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</thead>
</table>
• Product classification and product lifecycle
• Pricing objectives
• Methods of setting price
• Pricing strategies

UNIT V: Merchandising management process (Ch 14, 15, 16 Berman) 8
• The buying organization
• Merchandise category
• GMROI
• Assortment plan
• Setting inventory and product availability levels

UNIT VI: Fashion promotion (Ch 19 Berman) 8
• AIDA model
• Promotion mix- advertising, personal selling, sales promotion and publicity
• Developing and communicating a brief
• Fashion shows and fairs
• Importance of branding

UNIT VII: Visual merchandising (Ch 13 Berman) 8
• Store layout
• Feature areas and fixtures
• Signage and logo

UNIT VIII: Global fashion industry (Ch 10, 11, 12 Kotler) 6
• Overview of international trade in textiles and garments
• Textile policy of India
• Profile of exporters and importers
• Role of low wage countries
• Textile and garment industry of India

RECOMMENDED READINGS
• Berman and Evans, Retail Management Xth edition
• Kotler P., Marketing Management, XIIIth edition

MARKETING AND MERCHANDISING

PRACTICAL

Paper No. : HSHP-649
Maximum Marks : 50
Credits : 2
Practical Periods : 4/Week
Practical Load : 12 Practicals/ Semester (4 periods each)
## CONTENTS

<table>
<thead>
<tr>
<th>PRACTICALS</th>
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<tbody>
<tr>
<td>1. Case study of various brands or labels.</td>
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<tr>
<td>2. Analysis of various kinds of store layouts/displays.</td>
</tr>
<tr>
<td>3. Developing an advertising brief or positioning strategy.</td>
</tr>
<tr>
<td>4. Planning a window display.</td>
</tr>
<tr>
<td>5. Advertisements for different media (print, TV, radio, internet)</td>
</tr>
<tr>
<td>6. Designing promotional materials:</td>
</tr>
<tr>
<td>- Catalogue- accessories, children’s, men’s, women’s</td>
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<tr>
<td>- Broachers</td>
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<tr>
<td>- Hand-outs</td>
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<tr>
<td>- Leaflets</td>
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<tr>
<td>- Shopping/carry bags</td>
</tr>
<tr>
<td>- Labels</td>
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<tr>
<td>- Shopping tickets</td>
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<tr>
<td>- Visiting cards</td>
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<tr>
<td>7. Preparing an assortment plan for a store</td>
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## ADVERTISING AND PUBLIC RELATIONS

### THEORY

<table>
<thead>
<tr>
<th>Paper No</th>
<th>HSHT-659</th>
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<tbody>
<tr>
<td>Max. Marks</td>
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</table>

### OBJECTIVES

1. To develop understanding of the theory and processes of persuasive communication
2. To provide a perspective on the discipline of public relations.
3. To familiarize and equip with a range of communication skills related to advertising and public relations.

### CONTENT

**Unit I: Advertising (Ch 1, 2, 3 Jethwani and Verma)**

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

**Unit II: Advertising and media (Ch 2 Agarwal and Gupta)**

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

**Unit III: Public Relations (PR) (Ch 2, 3 Cutlip)**

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

**Unit IV: PR Tools and Techniques (Ch 6 Cutlip)**

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

**RECOMMENDED READINGS**


### ADVERTISING AND PUBLIC RELATIONS

**PRACTICAL**

- Paper No : HSHP-659
- Maximum Marks : 50
- Credits : 2
- Teaching Periods : 4/week
- Teaching Load : 12 Practicals/ Semester (4 periods each)

**OBJECTIVES**

3. To develop an understanding of the fields of advertising and public relations
4. To enable the students to use advertising as a tool for promotion of products, services and ideas.
5. To develop effective skills in public relations for organization’s image building.

**CONTENT**

- Analyzing advertisement in different media.
- Developing advertisements for print media
- Analyzing and practicing public relations tools and techniques

**PRACTICALS**

- 3
- 5
- 4